IMPACT OF SOCIAL STUDIES EDUCATION IN CURBING INDISCIPLINE AMONG JUNIOR SECONDARY SCHOOLS IN ZARIA AND SABON-GARI LOCAL GOVERNMENT AREAS, KADUNA STATE.

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OCTOBER, 2012

DECLARATION

I hereby declare and certify that this thesis was carried out and submitted by me to Post-Graduate School of Ahmadu Bello University, Zaria. All sources of information derived from literature are duly acknowledged by means of references, and that the work had not been presented in any previous application or in any higher institution.

_____ _____

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CERTIFICATION

This thesis titled: "Impact of Social Studies Education in Curbing Indiscipline among Juniors Secondary School Students in Zaria and Sabon-Gari Local Government Areas, Kaduna State" by Hajarat Adinoyi Ibrahim meets the requirement for the award of Master Degree in Curriculum & Instruction (Social Studies) Education of the Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my parents Alh. Ibrahim, my late mother Zainab Ibrahim and my children; Moh'd-Bashir, Hauwa, Iliyas, Abu-Sufyan, Muh'd-Anas and Fatima.

"Oh Allah! To you I depend, unto You I seek for favour, may your mercy be upon me and my family" (Ameen).

Alhamdulillah.

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ABSTRACT

The purpose of this study was to investigate the Impact of Social Studies Education in Curbing Indiscipline among Junior Secondary Schools in Zaria and Sabon-Gari Local Government Areas, Kaduna State. The study is guided with three research questions, four objectives were set out to achieved and three hypotheses were also formulated to guide the study tested at 0.05 level. Descriptives survey design was adopted using structure questionnaire design by the researcher for 400 group of respondents for collection of informations for data analysis. t-test was the main instrument used for testing the hypotheses. The findings of the study reveals that there is direct relationship between indiscipline and societal norms and that with the effective teaching of social studies education students could be more disciplined and resourceful and social studies education has the power of making students more responsible citizens. Among the recommendations made are the teachers of social studies should be regularly encouraged to attend workshops, seminars and conferences especially, those concerned with issues of responsibilities and indiscipline. The teaching of social studies should be made compulsory in all classes of secondary school in order to curb the rising wave of indiscipline among students.

TABLE OF CONTENTS

Title Page - - - - - - - - - i

Declaration - - - - - - - - - ii

Certification- - - - - - - - - iii

Dedication - - - - - - - - - iv

Acknowledgement - - - - - - - - - v

Abstract - - - - - - - - - vi

Table of Contents - - - - - - - - vii

List of Tables - - - - - - - - x

Abbreviations - - - - - - - - - xi

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 - - - - - - 9

1.5 Research Hypotheses - - - - - - 9

1.6 Significance of the Study - - - - - 10

1.7 Scope of the Study - - - - - - 11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.01 Introduction - - - - - - - 12

2.02 Theoretical Framework - - - - - - 12

2.03 The Conceptual Meaning of Indiscipline - - - 16

2.04 Causes of Indiscipline in Secondary School - - 21

2.04.1 Effects of Indiscipline in Secondary School - - 23

2.04.2 Effects of Moral Decadence Ranging from: - - 25

2.05 Causes of Indiscipline in the society - - 29

2.06 Gender explanation for Behavioural problems or indiscipline - 37

2.07 Influence of socio-economic factors on students' indiscipline -39

2.08 Influence of peer group in promoting indiscipline - - 42

2.09 Influence of mass media on students' indiscipline - 43

2.10 Influence of politics and economy - - - - 45

2.11 Strategies for Curbing Indiscipline acts among students in Junior Secondary Schools - - - 46

2.11.1 The Use of Reinforcement to correct problem of Indiscipline - - - - - -- - 50

2.12 The Concept of Social Studies - - - - - 55

2.13 The Scope of Social Studies - - -- - - 58

2.14 The Nature of Social Studies - - - - - 60

2.15 Objectives of Social Studies - -- - - - 61

2.16 Review of Related Empirical Studies - - - - 63

Summary - - - - - - - - 66

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction - - - - - - - 67

3.2 Research Design - - - - - - - 67

3.3 Population - - - - - - - - 67

3.4 Sample and Sampling Techniques - - - - 68

3.5 Instrumentation - - - - - - - 70

3.5.1 Administration of the Instrument - - - - 70

3.5.2 Validity of the Instrument - - - - 70

3.5.3 Reliability of the Instrument - - - - - 71

3.6 Procedure for Data Collection - - - - 72

3.7 Statistical Analysis Procedure - - - - - 72

CHAPTER FOUR: RESULT AND DISCUSSION

4.1 Introduction - - - - - - - 74

4.2 Personal Data Analysis of Result - - - - 74

4.3 Treating the Research Question - - - - 75

4.4 Testing of Hypotheses - - - - - - 92

Summary of Findings - - - - - - 94

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction - - - - - - - 96

5.1 Summary of the study - - - - - - 96

5.2 Conclusion - - - - - - - - 97

5.3 Recommendations - - - - - - 97

5.4 Suggestions for Further Studies - - - - 98

References - - - - - - - - 99

Appendix 'A' - - - - - - - 105

Appendix 'B' - - - - - - - 109

Appendix 'C' - - - - - - - 111

LIST OF TABLES

Table 3.1: Population Distribution - - - - - 68

Table 3.2: Sample Population - - - - - 69

Table 4.3.1: Gender of the Respondents - - - - 74

Table 4.3.2: Status of Respondents - - - - - 75

Table 4.4.1: Views of Teachers and Students on the impact of social studies education in curbing indiscipline in secondary school - - - - - 76

Table 4.4.2: Views of Male and Female perception of social studies teachers on the impact of social studies at curbing indiscipline in secondary school- - 81

Table 4.4.3: Views of Male and Female students perception on the impact of social studies education in curbing indiscipline in secondary school - - 86

Table 4.5.1: Independent t-test statistics between teachers and students on the impact of Social studies in curbing indiscipline - - - - - - 92

Table 4.5.2: Independent t-test statistics between male and female teachers on the impact of Social studies in curbing indiscipline - - - - - - 93

Table 4.5.3: Independent t-test statistics between male and female students on the impact of Social studies in curbing indiscipline - - - - - - 94

ABBREVIATION

Trs	-	Teachers
Stds	-	Students
SD	-	Standard Deviation
SE	-	Standard Error
Fr	-	Frequency
(p)	-	Probability
t-cal	-	t-calculated
t-val	-	t-value
df	-	Degree of freedom
JSS	-	Junior Secondary School
LGAs	-	Local Government Areas
Kd	-	Kaduna
S/Gari	-	Sabon - Gari

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The focus of this study is impact of social studies education in curbing indiscipline in Zaria and Sabon Gari Locla Government Areas of Kaduna State.

One of the critical issues the present society is battling with is the high rate of social indiscipline among its teeming youths. Education is therefore placed in high esteem to channel its resources to address the ugly situation. No doubt, education is regarded as an instrument "par excellence" for affecting national development (NPE, 2004). The school system is viewed as an avenue for the socio-transformation of people's life and imparting of knowledge, skills, values and attitudes that would enable the recipients to be a useful and responsible member of a society. Within this framework, societal values are set for every members to align with so also, is the school regulations to guide the conduct of teachers and students' alike alongside their duties and obligations.

School indiscipline is a multifaceted phenomenon regarding its displays and causes, as well as its meanings and functions in the school, psychosocial and pedagogical fields. Discipline is a prerequisite to almost everything a school does to its students (Amado and Freire, 2009). It is seen as part of the socialization process and as such, a source of concern among educators and parents which is increasingly gaining attention worldwide. It takes different forms depending on the society but the most common ones are displayed through respect, laziness, self-esteem and immaturity among others.

Indiscipline is a behavioural disorder that is classified as an act of delinquency. Just like, lying, stealing and playing truant or running away from home. It often causes a lot of mental, emotional, intellectual and psychical damage to the victim or properties around either in homes or schools. An undisciplined child is an uncontrollable child and can do just about any damage when he or she does not get whatever he or she wants.

Indiscipline does not restrict itself to education alone, it permits all facets of human life. Research studies have shown that indiscipline seems to be worse with children of big, heavy; powerful and seemingly religious parents. It is disappointly normal to see students roam the streets freely nowadays in their school uniforms. There is little or no respect for teachers anymore. On a general note, it connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system.

Origins of Social Studies

Researchers have uncovered that the expression “social studies” was first used in the academic circles of American during the last two decades of the 19 century and gained official recognition by the American government in 1916 (Ololobou, 2007) in Tikumah (2009) from social studies as an educational answer to emerging social problem soon travelled to Europe in the wake of the emergence to solve their abnormal social values in European countries after the first world war to solve the societal problems after the war.

Social Studies in Nigeria

In Africa, social studies was first introduced in Nigeria. The Northern Nigeria teacher Education Project (1964-1969), introduced social studies as a formal school subject as well as at the teacher training level. In 1969 a conference was held at Queen's College Oxford, Untied Kingdom, where the idea of social studies was proposed. The Oxford conference led to the 1968 Mombasa Conference in Nairobi Kenya. Which led to the formation of the African Social Studies Programme (ASSP). Eleven English speaking African countries including Nigeria found the ASSP. In 1990 the ASSP was renamed the African Environmental Studies Programme (ASSP). Social studies eventually reached Nigeria in 1958. social studies came to Nigeria through what is now known as "the Ohio Project", which was a programme of educational partnership between the Government of the then Western region of Nigeria and the University of Ohio in the United State of America (Makinde, 1979). The "Ohio Project" led to the development of the first Nigerian social studies curriculum at Ayetoro in Ogun state in August 1963.

As it happened in other parts of the world, social studies came to Nigeria through a series of curriculum innovation exercises, locally and internationally. Nigeria was one of the eleven African countries that attended the 1968 conference on social studies in Mombasa. This conference resolved on the need to inculcate African values and morales in the African child through the teaching of social studies. Following the Mombasa conference in 1968, Nigeria accelerated her March towards entrenching social studies in her educational

system. In January 1969, the Social Studies Association of Nigeria (SOSAN) was inaugurated at Ibadan for the purpose of developing the course of social studies in Nigeria.

The deliberations ad recommendations of conferences, workshops, seminar were culminated in the Federal Government's National Policy on Education in 1977, which recognized and stipulated the imperative of instilling national values and attitudes in the Nigerian child through the teaching of social studies. Today, social studies is a compulsory subject for all pupils at the primary and junior secondary levels of education in Nigeria, and teachers are being trained in Colleges of Education throughout the country to enable them teach the subject professionally. Graduate courses, right from the first degree up to PhD level, are also being offered in many universities around Nigeria today. The following passage by Okam (2002) summarizes the respect and paramount importance Nigerian educational thinkers and policy makers have come to attach to social studies education in the country.

> A major development associated with the Nigeria National policy on Education (1981) is the pride of place it has given to the social studies curriculum. The policy regards this curriculum package as a compulsory core subject area which all students in the secondary schools cannot dispense with in their learning activities. Very importantly, the policy endorses that the learning of social studies curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a notion of nation-building.

Consequently, the educational reforms that led to the establishment of social studies in Nigeria and the following underlying motives (Akinlaye, 1981):

- The need to make education more relevant to the needs of the individual and the society;
- The need to sue education for national integration and social and economic development;
- The need to developed the right societal values;
- The need to make an individual responsive to the society in which he lives.

Social studies came to Nigeria, as Balyejusa termed it, as a "corrective study" i.e to remedy the colonial past and properly address the present and future needs of Nigerians. Its purpose was to make Nigerian education truly Nigerian, both in form and in content, for the purpose of actualizing individual and collective aspirations of Nigerians.

Obviously, the definition of social studies is not statics as it depends on the aspiration and environment of the society concerned. KIssock (1990) conceptualized social studies as "a programme of study which a society uses to instill in student to the knowledge, skills, attitude and action, it considers important concerning the relationships human beings have with each other, their world and themselves. NERC (2000) show light on social studies as "those common learning of man's interaction with his social and physical environment. It is not only a study but a way of life of how man influence and is influenced by his physical, social, political, economic and external

environment". In learning social studies, therefore, the learners are expected to transfer their recollection of facts and skills to new situation to improve and mould their way of life. It is the reason why the teaching and learning of social studies focuses on the acquisition and use of knowledge, development and chance of attitude, use of skills all of which influence the actions and behaviours of learners. In order to acquire knowledge and develop skills and a positive attitude towards day to day life experiences, social studies makes use of many approaches to teaching about social, economic, political issues and problems.

Social studies is the integrated study of the social science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, religion, economics, geography, history, law, philosophy, political science, psychology, mathematics and natural science. It is multi disciplinary and interdisciplinary. Aina, Adedoyin (2002) view social studies in a wholistic approach to be "the study of man in his totality. This draws from a variety of sources, to relate the individual to this social environment developing the right attitudes, vales and abilities to help him grow to become a responsible citizen capable of performing his civic and national obligations, in Ololobou (1999) perspective, social studies is "an organized integrated study of man and his environment both physical and social empathizing on cognition, functional skills (psycho-motor) and desirable (affective) and action for the purpose of producing an effective citizenry. In this

view the learner are expose to the three dimension of educational domains (cognitive, affective and psycho-motor).

1.2 Statement of the Problem

This research work hinge on the impact of social studies education for curbing among junior secondary schools. The problem of the study is centered on the alarming rate of breaking rules and regulations in the schools and lack of conformity to societal norms in general. People are no longer virtuous, chaste, honest, law abiding, tolerant or respect which have declined our society to a lower state whereby insecurity have become order of the day. Indiscipline pervade all organization and cut across all ages, sexes, religion, ethnic background or greed in our society and this affect our image negatively and academic standard of our schools before the outside world.

The quest for impact of social studies education for curbing indiscipline act among our junior secondary schools in Zaria and Sabon Gari Local Government Areas of Kaduna state contended how social studies could be use to enhance and mould the attitudes and behaviour of the junior secondary school students. The attitudes and behaviour of the adults in the society today cannot be counted upon and this have eating deep into the young generations. This is why the study have embarked on how social studies could be use to mould these negative behaviours (indiscipline).

Social studies is taught in primary and junior secondary schools. Under the new programme of 9-year basic education, the objectives of the primary

and secondary school social studies have been harmonized into the following (Adeniyi, 2007): to enable the pupil to

- Develop the ability to adapt to his or her changing environment;
- Become responsible and disciplined individuals capable of and willing to contribute to the development of the societies;
- Inculcate the right types of values;
- Develop a sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them human;
- Develop the capacity to recognize the many dimensions of being human in different cultural and social contexts;
- Develop a sense of solidarity and sharing based on a sense of security in one's own identity.

The quest is, is the subject not well taught? Is there not right expertise to deliver the contents very well? Are the learners not grabing the contents? Are they not able to transfer their experiences, recollection, fact, skills, to their new situation to improve and mould their way of life and come out with disciplined mind. These and other related matters will be critically examined.

1.3 Objectives of the Study

The study was set out to achieve the following objectives:

(1) To identify whether the teaching of social studies is well taught at Junior secondary schools in the study areas

(2) To find out the views of teachers and students toward the impact of social studies education for curbing indiscipline among students in

Junior secondary in Zaria and Sabon-Gari local government areas of Kaduna state.

(3) To examine the rate by which students are able to grab the knowledge perfectly

(4) To investigate how learners are able to transfer their experiences, facts skills so as to improve their life situation to become a responsible and disciplined citizenry.

1.4 Research Questions

The following research questions have been formulated to guide the present study:

(1) What are the views of teachers' and students' towards the impact of social studies as an instrument for curbing indiscipline in JSS in Zaria and Sabon Gari L.G.As?

(2) What are the views of male and female social studies teachers' towards the impact of social studies as an instrument for curbing indiscipline in JSS in Zaria and Sabon Gari L.G.As?

(3) What are views of male and female students towards the impact of social studies as an instrument for curbing indiscipline in JSS in Zaria and Sabon Gari LGAs?

1.5 Research Hypotheses

The following null-hypotheses have been formulated to guide the study:

H_{01}: There is no significant difference between the views of social studies teachers' and students' towards the impact of social studies education as an instrument in curbing indiscipline in JSS in Zaria and Sabon Gari LGAs.

H_{02}: There is no significant difference between the views of male and female social studies teachers towards the impact of social studies education as an instrument in curbing students' indiscipline in Zaria and Sabon Gari LGAs.

H_{03}: There is no significant difference between the views of male and female social studies students towards the impact of social studies education as an instrument in curbing indiscipline in Zaria and Sabon Gari LGAs.

1.6 Significance of the Study

The study will be charged to shedding more light on the impact of social studies education towards curbing indiscipline among Junior secondary school in the study areas.

The study will be a source of further empirical study as it will encourage other researchers from social studies experts. It will equip the social study teachers in both primary and Junior secondary school to deliver the contents of will co-opt the learners to transfer their experience, skills to their new life situation to improve and mould their negative mind. It will help government to provide adequate support to curriculum change process to accommodate the teaching of social vices and its implication in school subjects.

Again the policy makers will use the recommendations of this study as an input to initiate policies affecting the society and educational system aimed at reducing the rate of school drop-out and related social vices. Similarly, the parents' and the communities will benefits in such areas as working as partners with the educational system to plan its programmes and policies as

well as to reach an agreement on a common front to tackle indiscipline among the youths.

1.7 Scope of the Study

The study covered junior secondary schools both in Sabon Gari and Zaria Local Government Areas of Kaduna state. Few selected public and private school teachers' and students' are involved in this study, specifically the J.S 2 level. This is because the study had been able to identify them as target groups directly or indirectly involved in indiscipline behaviours. The study shall cover such areas as causes, nature, effect on academic performance of students' and academic standard of schools' involved in other chapters the works to understand the social phenomenon adequately as a sportive or negative contributor to individuals, schools and the entire society.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 INTRODUCTION

The study intends to find the impact of social studies education for curbing indiscipline acts in junior secondary schools in Zaria and S/Gari local government areas of Kaduna state. In this chapter, the reviewed of literature is presented in the following sub-headings:

- Theoretical Framework,
- Conceptual Meaning of Indiscipline,
- Causes of indiscipline acts in secondary schools,
- Effects of indiscipline in secondary schools,
- Strategies for curbing indiscipline acts among students in Nigerian secondary schools,
- The concepts of social studies education,
- The scope of social studies in Nigeria,
- Focuses of social studies in Nigeria,
- The objectives of social studies, and
- Review of Related Empirical Studies ,

2.02 Theoretical Framework

Basically, theoretical framework reveals that the aims and goals of social study instruction is to prepare the learners responsible, disciplined and resourceful citizenry in their society. Kissock (1981) defines social studies as a programme of study which the society uses to instill in the learner, the

knowledge, skills, attitudes and values it considers important concerning the relationship human beings have with each other, their world and themselves. Okam (1998) sight social study a unique potential for inculcating the right types of skill, attitudes and values in the learner through a unified and integrated interdisciplinary studies of man with particular reference to his social environment.

Social studies is a course that highlight the past of man (history), his physical environment (Geography), his governance, (political) his quest for satisfaction (economic) his relationship to fellow man (anthropology) his behaviour and attitude (sociology) to mention but a few. Adeyemi (1996) defines social studies as "the study of man in his totality". In view of the study of man in his totality means, study man in all aspect of life which includes his economic, religious, political, social, psychological, cultural and problems of life with the ability to find solution of life. Social studies develop in learners the ability to observe things, think critically, to be a good member of his society, have a disciplined mind and play his role in the society.

Dimensions of Teaching and Learning Social Studies

- Intellectual skills
- Multi disciplinary approach
- Dept and breath
- Unity and diversity
- Multi culturalism and multiple perspectives
- Patterns to organize information

- Multiple learning environments and resources
- Student-centred teaching, learning and assessment.

Social studies is taught in nursery, primary and junior secondary schools, social studies major purpose is to promote civic competence (the knowledge) acquire skills and programs and values. Social studies programs reflect the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity. Social studies education was developed as an integrated subject meant to dissolve the traditional boundaries that exist in the curriculum, civics and among others. It was hoped to discipline would help to promote critical and rational thinking in students, and enable them to acquire fundamental skills necessary in the development of their community and country.

The uses of various methods, available materials in the community to enhance the teaching and learning.

Objectives of Primary School Social Studies

The design of the pursuit of social studies objectives in Nigeria is gradual and progressive across the various stages of the educational ladder. The objectives of primary school social studies in Nigeria, according to Dubey and Barth (1980), are the following, to:

- develop children's self-confidence and initiative, based on an understanding of their own accomplishment and potentials and their own worth;
- develop their power of imagination and resourcefulness;

- develop their desire for knowledge and continued learning;
- develop their appreciation of the dignity of man and of liberty;
- develop their sense of compassion for the less fortunate;
- develop their sense of respect for an tolerance oft eh opinion of others even in disagreement;
- develop their willingness to accept necessary changes within a system of law and other deriving from the will of the people;
- develop such attitudes as are favourable to social, physical, cultural and economic development which will enable the children to participate in the life of the community, and when they leave school, to become innovators and doers of good in society;
- develop social attitudes and values such as cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthy, diligence, obedience, etc;
- develop a spirit of national consciousness and patriotism through interest and involvement in our local, national and world heritage;
- develop the creation of their social awareness and critical judgement as well as constructive, effective thinking.

Objectives of Secondary Schools Social Studies

Similarly, Dubey and Barth (ibid) have listed the following as the objectives of social studies in Nigerian secondary schools:

- to make the student aware of the problems of his country and of the world in general and to appreciate the interdependence between peoples;

- to create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development;
- to develop in the student a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;
- to develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life (e.g a pride in the job and sound judgement);
- to develop in the student an appreciation of his cultural heritage and a desire to preserve it.

2.03 The Conceptual Meaning of Indiscipline

The word discipline is derived from Latin word from (disco-discret learn training or way of life aimed at self control and conformity). Its root idea, according to Super (1976:130) is "being submissive to rules with structure which has to be learnt". Super explains further that the close connection between discipline and learning is emphasized by the terms "discipulus" that is, training or learning and living under the rule of inner compulsion.

William (1973:375) defines discipline as "training expected to produce a specific character or behaviour, especially that which is expected to produce moral or mental improvement". Musaazi (1982:181) describes discipline in the context of school discipline as "Students being provided with an opportunity to

exercise self control, to solve school problems, to learn and to promote the welfare of the school. He noted that a disciplined student is one who recognizes his rights and responsibilities and does them. Thus, school rules and regulations have to be made to guide the conduct of students.

Afolayan (1982) states that discipline in education could be used in two senses. It can be titled academic discipline and it can be referred to as social or behaviour discipline. This distinction is to avoid ambiguity that may be read into the meanings of discipline. Academic and social or behaviour discipline equally plays an important role in the character moulding of a person. An academic discipline refers to the branch of learning or a subject, particularly at the university level. Super (1976) shares these views when he says that subject areas are disciplines because the learner submits himself to the rules, implicit in them and as one progresses. One's consciousness becomes structured by their procedures. Afolayan (1982) defines the second sense as behaviour indicative of submission to genuine authority and high ideals. Making specific reference to staff and students, he said, it denotes willing obedience to school rules and regulations as well as behaving and working in ways generally acceptable to the school community. The key idea in this definition is willingness to follow or accept effortless the authority of the school.

Molagun (2000) Defined "moral" as word which refers to that which pertains to the conduct of a man. To her when a man is virtues, chaste and able to discriminate between right and wrong, he is said to be morally upright, in other words he is able to practice the moral duties that are expected of every

member of the society. Moral degeneration comes in when people are no longer virtues, honest, law abiding, tolerant or respectful, there is decline from a notable state to a lower state and things will become morally bad.

Indiscipline defined to be educational crisis by Brameld (1995) "is a manifestation of critical imbalance in one or more essentials of a culture structure in an environment setting" Bidney (1953) said it is a state of emergency brought about by the suspension of normal or previously prevailing technological, social or ideological conditions. It is cankerworm that has eaten deep into the fabrics of Nigerians-old, young and infants, if care is not taken the unborn baby may be infested.

Taiwo (1998) defined indiscipline as a state of disregard for laid down rules and regulations that govern and regulate the management and operation of a school or an organization. He goes further to say that it is the lack of training of mind and body to produce obedience, self control and all other virtues that contribute to make for peaceful non-violent, orderly, conducive, productive, progressive and happy life.

Speakers (1996) defines indiscipline as a behaviour by one or more students that is perceived by the teacher to initiate a vector of action that competes with or threatens the primary vector of action at a particular moment in a classroom activity. Indiscipline or immorality is a behaviour disorder that is classified as an act of delinquency (PRCL LTD 2002).

Super (1976) observes that discipline is often confused with certain concepts such as punishment and order. Afolayan (1982:248) defines

punishment as physical, emotional or psychological pain or discomfort intentionally inflected on a person by another who has great power. This kind of discipline that inflects pain is a misapplication of corrective measure of ensuring discipline that will bring about good behaviour or minimize discipline amongst secondary school students. In fact, it can destroy student-teacher relationship, which may be difficult to re-establish, thereby giving room for students' misbehaviour in school. Thus punishment cannot be regarded as synonymous with discipline. Reid, cited by Afolayan, (1982), identified some of the objectives of punishment. Firstly, it serves retribution. This means that the wrong doer is punished for his bad action. The person who punish show that wrongdoing is a blameworthy act which should be condemned and punishment is purposely meted out to the wrong doer as vengeance. Secondly, it is for deterrence, to instill fear in people so as to make them refrain from committing similar or other offences in future. This is especially so when the punishment is applied in public. Thirdly, punishment is for reforming. That is, an attempt at making an erring person change from bad ways and generally retain good habits. In this way, words of advice may precede it or follow on the need for good behaviour always. The researcher is of the opinion that such ideas about punishment (as a means of retribution, of deterrence and of reformation) are erroneous. This is because only when discipline makes the students to willingly follow the pattern of behaviour expected by the school the purpose of the punishment could be said to have been achieved, some forms of punishment strengthen the offender.

In this regard, Afolayan (1982:267) observed that order connotes a settled state of affairs, an absence of rowdiness, neat arrangement or regulated movement. Order may be imposed extremely, but willingness to follow can only spring from within a person's mind. When order is manifested it is discipline. According to him, a fairly nosy class where each child is busy working under supervision can be assumed to be one in which discipline is maintained. In order to have a good grasp of the concept of discipline, it is pertinent to discuss the relationship between discipline and freedom. Afolayan (1982:248) disagree with the traditionalist belief that says that freedom is the cause of indiscipline, but in the conventional view this belief is an erroneous conception of the real meaning of discipline. In his explanation, freedom can be good or bad, depending on what a person wants to be free from. For instance, no society will allow murder, which is forbidden by law. In a similar manner, no school will allow its students the freedom to damage school properties. Thus one can legitimately speak of freedom to think, to choose and to be creative. Good discipline involves freedom to make up one's mind and follow willingly. A disciplined person is one who has been free to think and who choose the right one out of available options., it will not augur well for the school if the students are given freedom all the time to choose or to do whatever they want to do Musaazi (1982) is right to say that school rules and regulations have to be made to guide the conduct of students.

Above definitions are relevant to our discourse here but that of Taiwo will help us to be focused. This is so as indiscipline in secondary schools is not

strictly restricted to negative classroom activities. A review of limited literature shows that indiscipline in schools "does not discriminate essentially transcending the boundaries of gender, class and race" and is an off-shut of the societal misdemeanor.

2.04 Causes of Indiscipline in Secondary School

Indiscipline as we have noted elsewhere is not a new phenomenon. It has engaged the attention of many writers and authors at different level. Current researchers shows that cases of learners indiscipline are on the increase in Nigerian secondary schools and in some cases, learners are legally to have murdered others in school premises (Harber, 2001; and Zulu, Urbani, Vander Merwe and Vender Walt, 2004) in Mophosa and Shumbu (2010). As such, a lot of learner indiscipline cases have been reported in schools and this has raised concerns about the safety of schools and classroom environments. In their study, Zulu et al (2004) in Mophosa and Shumbu (2010) reported cases of learner indiscipline in high schools in Kwamashu in northern Durbin. In a similar vein, (Aziza, 2001) in Mophosa and Shumbu (2010) reported a sharp rise of cases of learners suspended and expelled from the Western Cape schools. Peasons that have led to suspension and expulsions include physical and verbal confrontations, theft, substance abuse and watching pornography (Aziza, 2001).

Causes of indiscipline in secondary schools are numerous. These include school society, wrong ideas, idleness, lack of good leadership, injustice, lack of realistic rule, bad home training and upbringing and so on.

Causes of indiscipline within school

- The teachers taking the lesson is a supply teacher and is not recognized by the students as a figure of authority, because he/she is only temporarily teaching that class. Also the supply teacher may not know the individual names of the pupils.
- The teacher may be late and so the first few minutes of the lesson were spent in an environment devoid of the basic classroom rules. This bad foundation for the lesson makes students more prone to rebellions behaviour.
- Of course the standard of discipline is likely to go down even further if a lengthy holiday awaits the end of a Friday afternoon lesson or indeed awaits the end of a school week.
- Poor teaching: usually a teacher who makes more of an effort to connect with the students is more likely to gain their attention. But reading in a monotone from a textbook before telling the students to get on with some task in their books is just asking for the paper planes to take flight and shouting across the classroom.
- Outnumbered. Teaching is a tough job, though not impossibly so. However, sometimes there may simply be too many rebels in the class to keep control.
- Amongst higher ability groups, certain pupils may come to the conclusion that they intellectually superior to the teacher and so taunt him/her, without feeling any incentives to do the work.
- Negative relations between students. There may be unwelcome incidents that could occur between students at anytime, causing tempers to occasionally flare.
- Causes outside school
    - This may possibly include the following:

- The parents of the students may have no interest in education and so this encourages their children to assume a similar attitude, provoking rebellious behaviour
- Students may be abused at home. It's not going to be as easy for a student from an unstable background to focus on school work as one from a more secure one.
- Students may have found that being tough is the way to survive at home, so why shouldn't they think otherwise whenever they turn up to school?
- Home life for some might involve being overindulged by parents and so students expect the same when they came to school.
- Again in the domestic context, students may not ever have been set clear boundaries at home and so it's only natural that they are going to find abiding by a whole set of new result at school a suffocating prospect which limits their usual freedom immeasurably.
- 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 posts, appointments, transfers e.t.c in schools, colleges and even universities are made not on merits but other considerations.

2.04.1 Effects of Indiscipline in Secondary School

The indiscipline problem in secondary schools is ranked as a major problem among students of primary and junior secondary schools in Nigeria. Disruptive behaviour is a concern to schools and parents and to fellow students/pupils, whose education may be adversely affected. So it can't be ignored, and schools must tailor a well understood sound behaviour and discipline policy.

In a similar vein, Aziza (2001) in Mophosa and Shumba (2010) reported a sharp rise of cases of learners suspended and expelled from the western cape

schools. Reasons that have led to suspensions and expulsions include physical and verbal confrontations, theft, substance abuse and watching pornography. Such cases of learner indiscipline have impacted negatively on teaching and learning in the schools (Zulu etal, 2004) in Mophosa and Shumba (2010). Cases of learners injured and killed within the confines of the school are on the increase in Nigerian schools. Press reports continue to alert the public on the rise of indiscipline cases (Thompson, 2002) in Mophosa and Shumba (2010).

Learner misbehaviour can be gross at times and negatively affect the smooth running of the schools and the safety of educators and learners. Disciplinary strategies that school authorities and educators use to punish learners must not result in torture that demands the humaneness of a child. Student's misconduct is not only a nuisance to teachers: it affects the norms and values of the society as well (Mclntyre and Silva, 1992) in Anho (2011).

Indiscipline in students causes general chaos and impede a students pursuit for knowledge. Indiscipline also affects the whole process of imparting knowledge and assisting students in becoming productive members of society. The ill effects damage their self-confidence in some cases while turning others into criminals. Students go to schools in their formative years and sometimes the damage done to their self-esteem sticks with them for many years to come (Ellice, 2002).

Ramesh in his report (June, 17, 2008) entitled 'Empowering the Teacher to reduce student violence and delinquency. He noted that several effects were identified; a few of which are:

- Being loud and unruly in class,
- Answering back or disobeying teachers,
- Cursing/using obscene language,
- Not doing homework,
- Gang involvement,
- Drinking alcohol,
- Using illicit/illegal drugs,
- Hitting/fighting with/without a weapon,
- Spreading rumours,
- Skipped school/mission classes,
- Willfully damaged property,
- Gang misbehaviour/stealing,
- Physical aggression of teachers,
- Smoking,
- Verbal aggression of peers,
- Bunking classes,
- Lateness to school,
- Bringing pornographic items to school,
- Using mobile phones/games,
- Making obscene gestures e.t.c

Indiscipline is a negative phenomenon with its antecedent necessary evil which has negative effect on the home, school and the society. The following are the major effects of indiscipline among students in Nigerian secondary schools:

2.04.2 Effects of Moral Decadence

Vandalism is sometimes referred to as a malicious mischief. It involves deliberate destruction of public property by some form of defacement or mutilation, typical acts of vandalism include breaking windows in schools,

destroying school records, mutilating school property such as desks and writing on the walls either in the classroom or the hostels. Medinus (1979) observed that the youths used vandalism as an expression of power over others by damaging their properties. They show self-assertion by bringing down the school or defacing the school building.

Romans 12:9, states that "Abhor that which is evil, cleave to that which is good". In the Holy Qur'an chapter 103:1-3 it is stated "Verily man is on a state of loss, except those who attain to faith, and do good works…." From the above it can be deduced that Christianity and Islam are totally against the destruction of properties or any form of defacement.

Breakdown of Societal Norms: School children between the ages of 13 to 21 years experience a lot of crises. This is the age when some children would not want to be controlled by their parents. With this, Ezekiel (1978) explains that youths are out, ready and willing to exclude themselves from the society. They are unable to abide by the society's culture, they fashion out their own language, music and mode of dressing. He add that their dressing is riotous, reflecting neither taste nor human appreciation, nor beauty. They dress not to impress, but to protest. This is to say that "teachers no longer feel safe in the class". He adds that they are afraid of canning or reprimanding the students for fear that some rebellious students may turn round and hit them back. He goes on to say that the same problem is obtained at home where the parents do not have the courage to discuss their children immoral activities.

Drug Addiction: Many school children between the ages of 13-21 are addicted to drugs. They are fond of drinking alcohol and smoking 'Indian hemp'. Ezenwa (1985), stated among the teenager, the use of addictive drugs is symbolic of their participation among their social set up and, also it is part of an exploratory behaviour associated with growing up.

Adolescent children smoke and drink alcohol. This behaviour results to nonchalant attitude among the students. Okon (1988) observed that between the age of 13-19 years, the adolescent child wants to gain independence and to do things that adults do such as smoking or drinking", and this results to misbehaviour in school by breaking the school rules and regulations.

In the Bible it is stated in 1st Peter Chapter 4:3 that "For the time past of our life may suffice us to have wrought the will of the Gentiles when we walked in lasciviousness, lusts, excess of wine…" In the Holy Our'an 5:90-91 it is stated:

> "O you who have attained to faith intoxicants and games of chance and idolatrous practices, and the divining of the futures are all but a loathsome evil of satan's doing; shun it them, so that you might attain to a happy state! By means of intoxicants and games of chance satan seeks only to sow enemity and hatred among".

The Islamic prohibition of intoxicants covers all kinds of drinks and drugs, which change a person's mental state and behaviour. It includes heroin, opium and cocaine. From the foregoing it can glaringly be seen that Islam and Christianity condemn drug addition.

Examination Malpractice: Bello, (1998) revealed that examination malpractice is becoming a rampant phenomenon among the students and it is also fast assuming a cult image. It has become dangerous among some students because candidates cheat, dare the invigilators to do his worst. In their sophistication, examination cheats and their collaborators have adopted highly sophisticated signs and codes to communicate in the examination halls.

In Ephesians 4:28 it is stated:

> "Let him that stole, steal no more, but rather let him labour working with the Lord the thing which is good".

It is also said in the Holy Our'an Chapter 9:7 that:

> "Enjoins what is proper and forbid what is improper".

The references made from the Christians Holy scripture and the Muslim Holy Qur'an show that examination malpractice is to be shunned out rightly because of its devastating effect on the schools. The effect is to lead the cheats to eternal condemnation.

Lack of Respect: Eze (1979) pointed out that insults and assaults top the list of set of acts of indiscipline amongst the students in Enugu followed by disrespect and dishonesty. In line with this Klausmier and Biount (1968) observe that the adolescents having grown up big physically, are usually misled by their size. Sometimes this is manifested in their underrating the stature of their teachers, especially the male students with their female teachers. This at times results in disrespect, disobedience, insult and stealing.

Stealing, Lying and Truancy: Children between the ages of 12 and 13 years are always found committing one offence or the other in school such as stealing, lying and playing truancy. They disorganized nuclear family in which parents are divorced or separated are associated with unsocialized aggressive reaction in children. Characteristic behaviour of such children includes disobedience, lying stealing, truancy and physical and verbal aggression.

The Holy Qur'an 2:42 states that:

> "And do not overlay the truth with falsehood and do not knowingly suppress the truth".

Also the Bible, the book of proverb 12:10 says:

> "The lip of truth shall be established for ever, "Thou shall not steal and thou shall not bear false witness".

In view of the above the teachings of Islam and Christianity is that, one must not lie and steal.

Bullying and Fagging: Bullying and fagging are mostly practiced by learners between the ages 13-21 years. Denga (1982) opined that since children are starved of love, affection, basic needs of life they become delinquent and are always involved in bullying and fagging of junior ones both in school and at home. The researcher is therefore of the opinion that if the learner from this type of home have good models, there is that possibility for him to model after his older ones and thus behave well in school.

2.05 Causes of Indiscipline in the Society

a) Influence of Parents, Family and the Environment on Students Indiscipline: The family has a great influence on the behaviour manifestation of the child.

The influence of the child can either be negative or positive, depending on the training and the type of environment the student is brought up. The family is said to be the first socializing agent for the students and where they get the foundation of behaviour pattern. Once the parents set a wrong behaviour pattern, the students are likely to be delinquent. Thus, youths are to be taught morals, and parents should serve as models.

Parents' personality' reflecting in a child does not mean that a parent's personal qualities operate in a mystic way on the child. Whatever the personality of the parent might be it is expressed or communicated through what parent is and what he or she does emphasizes. This is so because the concept of personality does not offer a simple fomular. Personality has very complex dimension with many factors. Even though some traits could be very durable, no personality is completely fixed or unchanging. Parental influence, ways of interaction and activities reflect qualities in his make up and this opens the way for a large and more meaningful view of the parents and the child. The neglect of this attention allows the child to his own world and subsequent defeat in life and this can result in academic failure. This means that the detailed examination of child up-bringing such as paying attention to what the children does and with whom he interacts are vital phenomena in the inculcation of sound moral conduct, a lot of deviations show in the separate practices for indenting personal characteristics of parents, which might reflect (patience or impatience, cheerfulness or dull, decisive or vacillating, responsive to the child wishes or unresponsive) in the childcare and control.

Parental supervision thus can be seen to be very vital in a children's development. The child who is brought up without affection might face hard life. A child growing counts on others for protection and help. If the child is left on his own, i.e not cared for by his parents, such as being left for long period hungry, uncared for, uncomfortable, angry, frightened, friendless, unsupervised and alone, it makes him defenseless. Sometimes he resorts to crying as a weapon of defence and when he does this in anger, gripe of fear, it evokes complains, instead of compassion.

On the other hand, over supervision can make the child loose his sense of direction and quest for creativity. The child who is constantly directed and has no freedom becomes dependent on whatever task he is faced with. Children who are overprotected experience consequent psychological disequilibria. New-comer (1980) associates overprotective, over seditious parent with over anxious reaction in their children. He explains that such parent teaches the child that he is inadequate by restricting all activities not assigning any responsibilities. And emphasizing the difficulties and dangers that are connected with life, he identified the over anxious from such children to over sensitive, unrealistic fears, (including fear of school) shyness and timidity. The researcher is of the opinion that those children that are deprived parental care develop psycho-social problems, for example they may break rules and regulations in school, fighting, stealing, lying and bullying.

Another issues of parental supervision is that of the polygamous home. This type of home is characterized by large members of the family i.e the wives

and the children. Every mother controls her child, as the father cannot give them equal attention, since he has more than one wife. Traditionally, the Nigerian norm sees the father as the 'centre' of the entire family and whatever directives he gives are not questioned. Because of the large size of the family, his functions are taken over by the mothers of these children. This type of training affects the control of the children; and therefore, different children from different mothers learn what their mothers' desire. Sometimes, the different mothers instigate their children against the others. When there is a fight it is sometime children from one mother against the children of the other. This trend could be seen as an agent for maladjustment amongst children, which could also affect their behaviour in school.

Cubberly in Simon (1980) blames the parents, saying that they are everywhere less strict than they used to be and the attitude of many communities today as expressed in their life styles and failure to enforce this is really opposed to good behaviour. This statement by Cubberly was written in 1909, and today, the significance of the statement can still not be overstressed, for instance, the way and manner some parents neglects their grownups and leave them toil vie in their own ways even among educated ones both in urban and rural areas of Zaria and Sabon-gari local government areas of Kaduna state, is disturbing. This may be associated with carefree attitude of some of the parents. Jerslid (1961) using the research works of Champney and Baidwin and associates reports on how means of recording interaction between parents and children at home was devised. They notice syndromes or clusters of

behaviour in the way in which parents deal with their children. Some parents are strict, others ignoring, others demanding strict compliance and punishment, while others give too much care and protection. Sears and associates (1975) in a similar research obtain information on the way parents deal with aspect of child-care, such as cleanliness, aggressiveness, sex behaviour, care of property and noisiness, their findings reveal that mothers tend to express attitudes that are similar in dealing with various aspects of child-care. Mothers who report a permissive attitude toward aggression for example are also more likely to express a permissive rather than a severe approach to such matters as sex, cleanliness, care of property, noisiness and use of psychical punishment as a means of discipline. The correlation shown in various aspects of child-care are not high but most of them are positive. An example of this occurred in attitudes toward quarreling and other forms of aggression directed against the mother herself. There is virtually no correlation between permissiveness and aggressive toward mothers and towards other siblings or children.

Against this background, Denga (1982) asserted that there is a higher incidence of juvenile delinquency in polygamous families than in monogamous families in Nigeria. He maintains that since the father in a polygamous family removes himself socially from the several mother-child units in the interest of impartiality and to avoid co-wife dissension, his affection for his many children becomes dissipated. The child thus becomes dependent on his mother emotionally and economically. It is also worth remarking that since the co-

wives compete for access of rewards from this husband, it could be postulated that the co-wives would want their children to attend good school. Wives of polygamous men are invested with both instrumental and expressive roles in their relation with their children. This assertion could go down well with educated parents since illiterate parents lack strong exposure to western norms and practices. They may also lack the control over the behaviour of their children. Since there could be no central control from the father over these children, the mothers of these children are charged with the responsibilities of emotional and school adjustment of their children. It could be then hypothesized that in the competitive home, a lot of things will still be inadequate to stimulate the child toward schooling. Most of the things in the house will have to be stretch thinly with more favour to the most junior wife and her children. Denga (1982) concludes that since the children are starved of love, affection, education, and basic needs of life, they become delinquent. This is to say that children from such homes could be cited for truancy, avert going to school, anxiety/worry, lying, disrespect for authority, aggressiveness, bullying, vandalism, stealing, fighting and so on. On the other hand if the child from this type of home has good models, there is a good chance for him to model after his older ones and this could enhance his behaviour in school. The younger child in this set up because he has to share things with this step-brothers, learns to tolerate and co-operate but this is very minimal as there is always confusion than the good aspect.

One of the legacies that parents strive to bequeath to their children is sound and functional education. This is not surprising. Education is the key to development. It prepares and equips the child with requisite knowledge and skills necessary for a useful life in the society (Fafunwa, 2003). It would seem to be in pursuance of this statutory role that parents must ensure that their wards attend school regularly so as to benefit maximally from the teaching/learning processes that take places in the school ignorance of education that expose youths to harzard of street trading. However, in spite of the deliberate efforts made by most parents to send their children to school, they are faced by a myriad of behavioural problems some of which could be traced to the family and the school environment. It is in this connection that Mitchell (1972), Galloway et al. (1982) have maintained that truants and children with phobia for school were more likely to originate from families with an above average number of children and where parents were not interested in their children's progress at school. Other sources were one-parent family or families on low income and those living in poor and old rented houses. Mortan et al in Alhassan (1998) reported that children who spend less time with their parents at home as it is common in modern times are likely to experience social and psychological problem in aspects of health and suicidal tendency. Similarly, bad behaviours such as drug abuse, alcoholism, childhood stealing and other psychosocial problems are common among children who have been denied biological parenting at the very early age. They maintained that a "child who suffers rejection from parents may have adjustment problem because he is

most likely to feel inferior". This in turn can be a barrier to his striving willpower and achieving higher goals even in academics.

Speaking in support of the view, Mouly and Lovell in Mohammed (2001) asserted that children who are rejected by their parents and are brutally abandoned with starvation and beating from parents grow to become hostile such children may vent their grievances through retaliation against people and their property. As indicated earlier on, lower class families are generally larger than nuclear families. As a result, the degree of individual attention to each child is lacking. The implication of the state of affairs is that high density families in which there are many children or poor spacing between birth would be more likely to face behavioural problem as they grow and develop to adulthood. Harping on the influence of the home front, Festus (1999) stated that the home condition of any individual has gross influence on his personality. Ignorance of importance of education and community socialization expose many youths to the hazards of street trading, some parents do not see any thing wrong in street hawking while the schools are in session/such is evidence in Sabon Gari and Zaria local government areas of Kaduna state. In fact the inability to finance the education of their children by some parents closes the eyes of some parents to the control and hazards there in, girls use the opportunity to engage in sexual immorality, some keep their homes from the proceed they make from their act, robbery, smoking, killing, emanate from this. To speaker, a deprivation of psychological as well as social needs of the child has strict influence on his character. Therefore, when a family breaks due

to death or divorce or when children leave their parental care at an early age for a deferent place, the child is deprived of the much needed affection, feelings of security, social opportunities and physical necessities. Some parents don't feed children, expose them to early sex for money and even ignore. Some convince their daughter or help break virginity (Sunday Vanguard, July 3rd 1988 p. 1).

Corroborating this position, Alhassan (1998) reported that parental illiteracy, low level parental interest in the child's education, poor and peer relationships, pupils perceived irrelevance of school curriculum and peer group among others were noted to be strongly associated with truancy and other behaviour problems of school children. Besides, the harsh economic situation in the country has forced some children to abandon their school career in order to engage in the sale of pure water, General System Mobile telecommunication (GSM) cards, second-hand goods, petrol in the black market, push truck or operate the popular "okada" motorcycles. This they do to get extra money either to meet their financial needs or supplement the family's income or both. Mass media phonographic films watched in homes and hotels do promote murderer.

2.06 Gender Explanation for Behavioural Problems or Indiscipline

Truancy and absentee rates by sex and age, (Mitchell and Shepherd in Reid (1985). Research evidence abound to support the view that there are major differences between the sex and age breakdowns of absentees when compared with truancy., for example, at secondary school level, girls have been found to be more frequently absent than boys. According to Reid (1985) more

students agreed that more girls than boys are absent from school, a higher proportion of boys than girls play truancy. Also Tyerman (1968) found that often, times more boys than girls play truancy. In another survey undertaken before the school leaving age was raised to 16, 77% of the truancy was reported to be boys and more than two-third were boys over the age of twelve. The peak of truancy, which is one of the major behaviour problems, was then 14.

Similarly, it has been established that delinquent behaviour is more characterize of boys than girls (West and Farrington in Reid, 1985) and it is hardly surprising that boys are in the majority. However, in certain schools and classrooms some girls give teachers as many and sometimes worst behavioural problems as boys. The Institute for the study and treatment of delinquency (1974) found that at the primary school girl's truancy was 0.6% and increasing to 7.7% by the junior secondary school age. The same inquiry reported that boy's truancy trade varied between 1.82% in primary school and 6.7% by the junior secondary school stage. Furthermore, the department of education and Science/Welsh Office Survey/DES (1975) reported that for unjustified absence there was only a slight difference between secondary school girls and boys-2-3% and 2.2% of all pupils respectively. However, at the junior secondary school level when teachers rating was used, a greater proportion of boys than girls have been considered as, or suspected of being truants or manifesting one form of misbehaviour or the other (Mitchell and Shephard, 1980). Again, Hathaway and Monacheis in Lindgreen (1967) found that almost all 9 graders in Minneapolis indicated that three times as many boys as girls had juvenile court

or police records or both. Another study conducted by Mullen and reported in Lindgreen (1967) found that a larger percentage of boys than girls had withdrawn from school. In our culture, boys are expected to display behaviour that is masculine i.e to be rebellious, uncooperative, disobedient, aggressive, forward looking and inconsiderate, and girls to be submissive and obedient. This societal expectations seems to put the boys more than girls on the defense and to land them into trouble.

2.07 Influence of Socio-Economic Factors on Students' Indiscipline

The family is the first agent of socialization and this has strong influence over the life of the child even when the child is an actor in other important fields of civilization. In the words of Durbey et al (1982:21), "the family remains the most significant group to which one is attached throughout the life of vast majority of Nigerians". However, families differ significantly in terms of their social order. Some have more experience and ability of operation within a given context and social environment than others. This is to say that some parents have wider scope in the various walks in life than others. With those variations, therefore, it becomes natural to expect different modes of caring in terms of schooling and moral development.

Bank (1996) notes that poverty might also make it difficult for parents to provide their children with the essentials of life. The child living in conditions of poverty with its restrictions will become frustrated and have difficulties in adjustment.

Bourgue (1996) points out that socio-economic factors expose youths to indiscipline. He says, the migration of the youths from villages to towns tends to waken the norms of conduct, which are used to control people's behaviour. Bourgue explains further that the law enforcement agents in towns at times find it difficult to control the people because they lack the necessary facilities. Bank (1996) opines that poverty can also make it difficult for parents to provide their wards with the essentials of life. One would say, for instance, that a student who is not cared for, providing him/her with what he/she requires in school may become frustrated and have difficulties in adjustment. In order to substantiating this, Jeslid (1961) argues that poverty among other factors is responsible for children's indiscipline attitude in schools. Poverty here means bad housing conditions and lack of suitable and adequate nutrition, low standard of hygiene in the home and also strain and stress in the family. These are as a result of the family's inability to earn enough money to maintain the proper standard of living. It makes if difficult for parents to provide their wards with the essentials of life and this leads to frustration on the part of child and the inability to adjust to life. In the opinion of the researcher, it cannot be conclusively said that all children from poor homes behave anti socially. This is not always true because there are some children from poor homes who are disciplined. This is to say that since survival has become so difficult, both parents i.e mother and father are most of the time preoccupied with how to provide the basic demands of their children. Some parents hardly see their children because they leave so early to work and return so late. The result of

these subject children to self-management and control, usually the older ones supervise the younger ones. Children left under its kind of training might be chaotic since fighting, quarrelling insults, carefree attitude towards school and lack of concern, endanger greatly the emotional development of the child (Okusan 1999). Edge (1976) points out that poverty create a sense of inferiority complex in a child. This attitude may lead to stealing.

The relevance of this to the present research is that living condition in the home can have great influence on child's morality. A child that comes from a poor family may look dejected when he or she is in the midst of children of wealthy family background. This inferiority complex in the child may result to stealing and other vices.

While it is the wish of the parents to send their wards to school regularly, certain economic constraints have made the attainment of this goal a mirage. For the children to benefit from the teaching/learning processes, parents must of necessity provide their wards with all the necessary learning materials including of course good meals. However, in view of the prevailing circumstances, most parents cannot meet this basic requirement for their wards. Without these learning materials the children may not compete favourably with their more privileged mates. Besides, the fear of being punished and ridiculed at school by peer for lack of learning materials or school uniform may push the children towards truancy and other undesirably behaviours. In this connection, Rutter et al (1979) have indicated that children from families of low occupational status were most likely to have poor records

of attendance and were not likely to do well in their academic work. This position is also corroborated by Millman and his associates who asserted that the "truant child who does poorly in school, tends to dislike school and may well spend his time away from home when cutting school without their parents knowledge" (p.24).

2.08 Influence of Peer group in promoting Indiscipline

According to Uche (1980) peer group is the child's own friends and equals. They have their own form of behaviour and value, and are made up of the playgroups, schoolmates, the clique and many gangs. They are formally organized.

Jacobson (1968) points out that peer group has a great influence on the child's socialization and this can either be negative or positive. According to Jacobson, peer group social interaction is necessary to reduce social isolation. He further stresses that peer interaction influences the behaviour of individuals. Through peer influence, the child learns attitudes values, information unobtainable from adults. Johnson cited the investigation done by Johnson and Medinus (1976) on the influence of peer interaction provide correlation evidence that adolescents in the use of illegal drugs is highly related to the perception of their friend as engaging in and of approving of such behaviour.

Ezenwa (1985) opines that friends and peers usually introduce an individual to drugs. The use of drugs and subsequent abuse provide a temporary escape for the user from harsh realities of the life and other related

personnel problems. He further notes that among the teenagers, the use of addictive drugs is part of an exploratory behaviour associated with growing up. Also Okon, (1990) holds a similar view arguing that a great many teenagers use drugs in and outside schools and the schools are reaping the natural consequences of drug addiction, gross lack of respect for authority. It can be seen from the foregoing that drugs depended by the youths today shows the extent of indiscipline and moral decadence existing in schools.

Olayinka (1998) contended that so many teenagers today are involved in drugs and alcohol as a result of the influence from their peers. The teenagers get involved as a way of satisfying their curiosity.

After a careful observation of the peer group, Shure (1978) confirms, many children who get into trouble are influence by other children of the same age. Children of adolescent years are often strongly influence by the actions of their peer group. He therefore conclude, that if a young person is involved in crime he may do it in order to be accepted by members of his peer group.

2.09 Influence of Mass Media on Students' Indiscipline

The mass media is considered as one of the most important external influence on the society. The mass media includes cinema, television, radio and video, internet. There is also the print media and these include novels, magazines and Comic literature these are said to have powerful influences on life style of individuals (Ottaway, 1962).

The negative effects of mass media upon the minds of adolescents within the Nigerian society need to be checked. Printed materials, cinema and

television all leave their impact on the lives of Nigerian adolescents. The introduction of video films has made mockery of the whole idea of censorship. Many parents are no longer in control of what their children watch on television and children imitate the acts of aggression of their models, especially if the models are prestigious, powerful and leads his model.

It is observed that violence demonstrated on television and pornography seems to teach an acceptance of aggressive behaviour to both adults and children. Ottaway (1962), indicates that mass media has both negative and positive influences on the adolescents. He explains that children behaviour is influenced through imitation. They copy their mannerisms, dress, hairstyle, attitudes and methods of speech. In support of Ottaway, Medinus and Johnson (1976) argue that the mass media is a strong force in shaping behaviour. According to them, it is clear, from books, which individuals read, and from which they acquire sets of belief, values and behaviour, which may impact to positive or negative. In this view therefore, the researcher is of the opinion that even television viewing, particularly movies affects moral standard. The consequence of these actions is that many of the youths are engaged in sexual immorality, theft, vandalism and other forms of crime.

Adeniran (1999) argues that parents are to blame for expositing their children to indecent films. This practice has taken the centre stage in the society. According to him many parents today are in the habit of buying or hiring films, which portray nothing but voodooist and raw sex. In view of this prevailing situation in the society, Nigerians have insistently called for

government censorship of the mass media. Religious and moral educators are aware of the difficulties that an uncensored mass media can create in the society. They therefore continue to call on government to keep the mass media in check, imitation, selfishness, adolescent problems lack of self control, the desire to assert, arrogance, covetousness and lack of power adaptability or adjustment. Children lured into armed rubbery and cultism. Indiscipline in secondary schools is a reflection of problems in the society and the school itself. Institutional Indiscipline, the government and mass media, desire to be a millionaire in a day and to take chieftaincy title.

The primary function of the media (print and electronic) is to educate, inform and entertain. With the sophistication in technology, the media are rather brain washing the youths into accepting all they see or read as correct. Students stay awake to watch immoral films (sometimes unknown to their parents) while some others sneak out of school to watch recorded cassette on the television. The consequences are obvious – armed robbery, violence, intimidation, sexual promiscuity, rape etc.

2.10 Influence of Politics and Economy

Several acts of Indiscipline in schools are influenced by the politicians who equivocates and are slippery, selfish and greedy. Students are made agents of politicians during campaigns and during voting in elections. They have easy access to guns and other dangerous weapons. Should we be surprised if students unleash violence with attendant destruction of lives and properties within the school? Policy on education is on paper only and poorly

implemented. Also, the poor state of the economy, this will continue to give Nigerians some concern. Standard of living is abysmally low. Government talks only about deregulation. Transportation is very problematic and the take home pay of workers does not reach home any more. Consequently, students are affected and when parents cannot provide all their needs they go the extra mile (negatively though) to augment. If they don't steal, boarders give false reasons to go out to friends for money. However, politicians park money in "Ghana must go".

2.11 Strategies for Curbing Indiscipline acts among students in Junior Secondary Schools

In an effort to prevent resolve and curb students' discipline problems and ensure efficient functioning of schools, there has to be reasonable disciplinary policies and procedures. In addition, various disciplinary approach such as corporal punishment, suspension and expulsion, exclusion and civil right issues (Morrell, 2001) in Mophosa and Shumba (2010).

Where order is lacking, the school system crumbles. The upright will be squeezed into the mold of the wicked, the school environment will be unsafe for the good and right hearted because of the activities of the bullies. Therefore, even if the teacher cannot turn the wayward to the path of rectitude, they should at least rescue the quite and peaceable from the incorrigible. This is because if the teacher fails in this duty and harm is done to any child, which is direct consequence of the school teacher's lack of supervision, the school will be liable in tort (Imaguezor, 1997) in Anhu (2011).

In an effort to prevent and resolve students functioning problems and ensure efficient discipline of the school, there has to be reasonable disciplinary policies and procedures. These policies and procedures are made more specific at individual school levels such rules and regulations (Chainu, 2007). To be legally enforceable., school rules and regulations are to be reasonable, have educational purpose and be administratively feasible. The reasonableness of rules and regulations cannot be decided in the abstract except in the context of the application or fact of the situation.

To judge reasonableness of any rule and regulation, the following criteria should be applied to every proposed rule before being enforced by the school administrator. He should put into consideration things such as:

(i) Is the proposed rule necessary for the orderly and effective operation of the school?

(ii) Do the rules involve some suppression of freedom? (Chianu, 2007).

In Nigeria law, the human right principles which also apply to students as citizen of the country are prescribed in Section 30-42 of the 1979 Constitution, and 1999 revised Nigerian Constitution. Rules and regulations for legal enforcement must be tailored along these sections of the constitution. For in the infringement of the rights of the individuals, unless such practices are proved reasonable and justifiable in the eyes of the law, the individual may disagree and challenge disciplinary measure. Due to the peculiar nature of the school, there are many areas a teacher has to conduct disciplinary matters. The rules and regulations are thus made to cover many grounds affecting the

students, school attendance, use of uniform, personal appearance of the student, school attendance, use and misuse of school property, student-student relationship, student-teacher relationship, class regulations and test/examination. A teacher involved in handling any of the above disciplinary matters must do it within the limit of the law. To do this, three guidelines are given by Peretomode (2002):

(i) The teacher adopt the appropriate code of conduct when dealing with the student.

(ii) The method adopted to ensure must be authorized by the Ministry of Education.

(iii) The action of the teacher must be protected by the vicarious liability, that is, he is working within the scope of his/her employment.

In 1992, the Board of Directors of membership organization for social studies educator, adopted the following definitions:

Social studies is the integrated study of the social science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economic, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

Social studies is taught in kindergarten through grade 12 in schools across the nation. As a field of study, social studies may be more difficult to define than in a single discipline such as history or geography, precisely because it is multi disciplinary and interdisciplinary and because it is

sometimes taught in one class (perhaps called “social studies”) and sometimes in separate discipline-based classes within a department of social studies.

In a wholistic approach Aina, Adeyoyin (2002), view social studies, to be the study of man in his totality. This draws from a variety of sources to relate the individual to this social environment developing the right attitudes, values and abilities to help his grow to become a responsible citizen capable of performing his civic and national obligations. In Ololobou’s (1999) perspective, social studies is “an organized integrated study of man and his environment both physical and social emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry”.

The African Social and Environmental Studies Programme (ASESP, 1998) stated that “the integration of social science and humanities concepts for the purpose of promoting and practicing effective problem solving/decision making citizenship skills on social political and economic issues and problems” making citizenship skills on social, political and economic issues and problems”.

The problem of students indiscipline in junior secondary schools in Nigeria is becoming a gravious but is not impossible to check and control it. It is the duty of the leaders, educationist and teachers to address the problem immediately. There should be no political interference in the running of school etc. The entire education system should be over-handed and made job-oriented. It should be linked with industry. The teachers should be given better salaries and allowances. They should be made accountable and responsible for

the results and conduct of the students under them. More emphasis should be laid on character building, moral education and extra-curricula activities. There should be no school without proper facilities for games and sports, all these can help reduce students indiscipline in our secondary schools. Growing indiscipline and unrest among students is a great danger to our society and must be checked with the corporation of all. The classes in our junior secondary schools should not be crowded. Government and Ministry of Education should ensure that only teachers with merits and good characters are appointed in the schools to teach social studies privatization of schools should also be encouraged. More money should be spend on education, particularly on primary and junior secondary education.

Finally, it is very important that the school management should play a dominant role to ensure all the students perform well not only in academics but, also in good behaviour to avoid any negative impact (PIBG, 2009).

2.11.1 The Use of Reinforcement to correct problem of Indiscipline

The use of reinforcement is being preferred to other strategies for handling behavioural learning more because it increases the probability of behaviour response that has been reinforced. This is more so when the reinforcement follows the reinforced to realize when he is being rewarded or punished so that he will not believe that he made a gain from all indications. Reinforcement appears a better way of modifying learners behaviours than resorting to punishment which generates fear which in turn produces chemical

increases in the brain thereby negating learning and making children develop awareness and emotions to learning and education.

The history of behaviour treatment is long and complex. Review of literature has revealed that the behavioural principles and methods have been applied to the treatment of individuals with behavioural problems such as bullying truancy, school phobia among others have reported initial application to individual behaviour in institutional settings. These were soon followed by more complex daylong treatment programmes. Behavioural treatments are often classified as procedures designed to increase desirable behaviour or maintain behaviour and sometimes as procedure to produce generalization or discrimination modeling. Modeling (prompting), shaping, chaining (task analysis) and reinforcement (Martin and Pear 1978) are the primary procedure used to teach new behaviours or to increase the strength of the operators behaviour. “Extinction”, time-out from ramification response cost, punishment reinforcement of low rate or other behaviour and over-correction are common techniques for decreasing operant behaviours.

The findings of a study conducted by Tate (1995) and Tolan (1995) have uniformly concluded that for any intervention to be effective, it must address the multidimensional nature of the problem. In this connection, they cautioned that potentially effective treatments must have (a) the flexible and comprehensiveness to address variables across the children social network that contribute to offending; (b) the capacity to be individualized to fit specific strengths, weaknesses and the needs of a particular child and family.

Supporting this viewpoint, Henggeler et al (1996) stated that studies conducted in this critical area have indicated that traditional clinical practices, including family therapy will not be effective in the treatment of serious anti-social behavior", nor in individual counseling and family therapy. However, in spite of this handicap, Henggeler suggested that "when this correlates are addressed through a well specific ecological treatment model that emphasizes the delivery of flexible, individualized and comprehensive empirically based services to children and their families, rates of serious juvenile (and other behaviours) offences are decreased".

Deno (1982) treatment is designed to eliminate or reduce the difference between appropriate and inappropriate behaviours. In this case the behaviour pattern most often analyzed and stated is that, which is observable to others. In Deno's view, "schedules of reinforcement can be arranged to reach behaviour that is resistant to extinction or that will be maintained at a level considered appropriate". Again, how a specific behaviour is to be treated depends on whether operant or respondent principles are used to analyse it. Be it as it may, the task is that of determining the effect of reinforcement on behavioural problems of secondary school children. Furthermore, critical reviews of evidence regarding the effectiveness or otherwise of prevention and treatment for behavioural problems in recent years have indicated that behavioural problems can indeed be treated (Tate et al 1995; Tolan, et al 1995). However, inspite of the level of success recorded in the area of behavioural treatment, there are still some constraints. For instance, Kupermine and Reppucci (1996)

indicated that even though intervention may have enduring effects or the likelihood of participation in delinquent activity, these effects may have been undermined by on going exposure to risk variables arising from family, school and peer influences. Equally, psychologists and social workers (Deno 1982; Kirk et al, 1993; Mihman et al 1980; Liddle, 1996) Martin and Pear (1978) are unanimous in their opinion that before the commencement of treatment procedures a baseline of behaviour problem be established. Like Deno (1982), Mukherjee (2002) suggested that before any treatment of behavioural problems is attempted the teacher should have a detailed knowledge of type and frequency of the problem to be treated or eliminated from the behaviour repertoire of the child in this regard, Mukherjee (2002) identified the scheduling of various types of reinforcement to manage behavioural problems of primary school children.

Earlier on, Gorman-Smith, Tolan, Zelli Acid and Huesman (1996) found that family relationships characteristics and parental practices are important differentiators for violent offenders. Accordingly, they suggested that any risk modal or targeted intervention should consider monitoring discipline effectiveness, consistency and cohesion as important strategies for the management of behavioural problems. In addition, Kassim (1995) recommended the use of classical conditioning and operant conditioning) therapies to provide behaviours that are desirable and to extinguish those that are not. They further suggested that in institutional settings the staff should

establish large-scale reinforcement programmes called token economics in which patience earn plastic cups or tokens for engaging undesirable behaviour.

In like manner, Arikewuyo and Dosumu (2001) recommended the use of schedules of reinforcement for the treatment of behavioural problems. They also identified different techniques to be used by teachers to manage behavioural problems to include among others warning, private talk, and involving the children in the decision making process of school administration. Though their study did not mention the use of reinforcement in the management of behavioural problems, they however, suggested a partnership between the school and the home as a way of reducing behavioural problems. The proliferation of Parents Teachers Association at all levels of our educational system testifies eloquently to the importance the parties attach to this partnership. This is view championed by Arikewuyo (1998) who like Gorman-Smith (1996) maintained that the family and the school need to cooperate in order to check children's mis-behaviour.

Furthermore, Rutter (1979) confirmed the importance of a good school ethics or climate in achieving favourable school outcomes and checking deviant behaviours by children. The team also found that the most successful schools were those which encouraged a prompt start of lesson, place a strong emphasis on academic progress and attainment, have generally low level of punishment, recognize positively children's achievement within schools, have and care for building and foster good teacher-pupil relationships to such an extent that pupils feel they can approach staff to help them (pupils) with their personal

problems. However, all these are the expectations of Nigerian Secondary Public School Children, else discipline will remain a mirage for a long time to come. This is because there are hardly any public school, which have the facilities described above. Come to think of the many lessons being conducted in the tattered or crowded classes, and the teacher wielding the big stick every time he/she enters the classrooms. It would therefore, appear that we still have a long way to go in arresting the behavioural problems of secondary school children via the creation of a conducive classroom environment.

2.12 The Concept of Social Studies

The universe in our minds is one whole with parts which are linked, directly or indirectly. The universe is, therefore, the source of all knowledge and the focus of all studies. For the purpose of teaching and learning, subjects are separate, each one covering certain aspects of knowledge into different compartments because this limits our understanding of the subject. It also makes us prepare learners whose knowledge is restricted to the few subjects they have studied (Benga, 2004).

Social studies, as well know is one of the subjects that help us to achieve the national goals and aims of education, which we learn in professional Education Studies Module (EP1). The term 'social' means the organization of and relations between people and communities. Social studies, therefore is a subject of study as well as an approach to the development, acquisition and use of knowledge that deals with how people interrelate and interfere with one another and with their environments. There interactions and interrelationships

are as a result of human beings searching to satisfy their basic needs and the comforts and facilities of the modern scientific and technological age. The ways of interaction vary in time (hence history) and in space (hence geography).

Because knowledge about organization and relations between people in the world is one whole, social studies consider knowledge as something that has no boundaries. It involves integration, in which knowledge has links and relationships with other subjects. That means the knowledge acquired in social studies can be used in a very wide range of situations. (NCSS, 2004). In order to acquire knowledge and develop skills and a positive attitude towards day to day life experiences, social studies makes use of many approaches to teaching about social, economic, and political issues and problems.

In learning social studies, therefore, your recollection, use and transfer of facts and skills to new situations improves because you are expected to use what you have learn in real life situations. That is why the teaching and learning of social studies focuses on the acquisition and use of knowledge, development and chance of attitude, use of skills all of which influence our actions and Behaviour. Once all these are achieved, then our values (ideas and practices) will have been influenced and this will lead to quality living.

According to NERC (2000) social studies is “those common learning, of man’s interaction with his social and physical environment. It is not only a study but a way of life of how man influence, and is influenced by his physical, social, political, economic and external environment”. Kissock (1990), conceptualized social studies as “A programme of study which a society uses to

instill in students to the knowledge, skills, attitude and action, it considers important concerning the relationships human beings have with each others, their world and themselves".

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both physical and social emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry".

The African Social and Environmental Studies Programme (ASESP, 1998) stated that "the integration of social science and humanities concepts for the purpose of promoting and practicing effective problem solving/decision making citizenship skills on social political and economic issues and problems".

These definitions collectively put together reveal the following essential features of social studies education – it is the study of man and the environment, it emphasizes on the integration and indivisibility of knowledge, it emphasizes the growth and development of the three domains of learning (cognitive affective and psychomotor), it is citizenship education, it requires the practice of inquiry and problem solving in rational decision making (Kadiri et al, 2007).

2.13 The Scope of Social Studies

According to Kissock (1981) in Kadiri et al (2007) social studies programmes are the creations of the society in which they are implemented. They are developed when a society determine that formal instruction is required to develop a common set of understating, skills, attitudes and actions among all members of the society. The scope of social studies therefore entails the extent of content coverage of social studies. Since man and how he interacts with the environment is the concern of social studies, the scope emphasize:

- Historical issues where learners are exposed to the accumulated knowledge of the past, arranged in chronological order to gain understanding of the present to "cut out" a general course for the future.
- Socio-cultural issues where man's life in society in relation to cherished norms, beliefs, values and practices are focused so that they can be transmitted from one generation to the other.
- Economic issues as it pertains the ability to man to adjust his unlimited wants to this limited resources; the mobilization of resources for production and distribution of goods and services are focused to prepare and equip learners with adult economic roles.
- Geographical issues as it touches the influence of the physical environment on the action of man, characteristics of places on the earth, roles of transportation and communication system in moving goods, services, people and messages are brought to the attention of learner.
- Political issues which concern the fundamental institutions of public administration and government, international relations, political institutions and processes, the exercise of power and authority are addressed for learners to be abreast with ideas of governance, law, democracy, justice and equality.
- Scientific and technological issues are explored to help learners understand cause and effect relationships and the systematic application of scientific knowledge to solve practical problems of living.
- Citizenship education intended to prepare learners to assume the shared right and obligations as their world of knowledge and experience expands is emphasized.
- Contemporary public issues that affect the well being of man are also of concern, so as to help learners develop survival skills and

participate and contribute to the uplightment of society. An understanding and appreciation of the value of peace, human rights, HIV/AIDS education, drug education, issues in population and family life education in relation to individual and national development processes are highlighted to prepare learners for life in society.

Kisock (1981) in Kadiri (2007) state that judging from the analysis above social studies draws from all forms of relevant human activities and experiences to help learners understand themselves, the people they relate with and the world in which they live.

2.14 Nature of Social Studies

Social studies programmes in several nations of the world are essentially introduced to meet specific needs and aspiration. In Nigeria social studies can be described as a solution to the nation's problems of integration. It serves as a handytool to equip learners with values, attitudes, problem-solving skills to prepare them for active and responsible living in society. It became a mechanism for reconstruction, rehabilitation and more importantly an emphasis on the tenets of unit and inter-dependence among the diverse people of the nation after the civil war. Social studies was readily available to inculcate the values that bound the different ethnic groups together.

In addition, the teaching of the separate social science subjects did not adequately prepare the child for life in society. Thus, a subject that would interpret the various experiment of man as a whole and show the interrelatedness among the various subjects.

In summary, social studies focuses on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well-integrated into society.

2.15 Aims & Objectives of Social Studies

According to Ololobous (1989) Nigerian's philosophy of education is based on the development of the individual into a sound and effective citizen through the provision of equal access to educational opportunities for all citizens at the primary, secondary and tertiary levels both inside and outside the formal school system. Education is to lead the child towards self-realization and actualization. In keeping with this philosophy, four national education goals have been outlined. They include:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of value, and attitudes for the survival of the individual and the Nigerian society.
3. The training of the mind in the understating of the world around; and
4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competences as requirement for the individual to live in and contribute to the development of his society.

For this goals to be achieve effectively the government prescribe curricular activities with the focus on inculcating social norms and values of the society through social studies education at all levels in Nigeria.

The central purpose of social studies according to Ololobou is citizenship education which is also one of the main thrust of the national education goals.

The general aims of social studies according to Aina et al (1982) are:

- The development of an understanding of the environment of the children

- The development of certain skills and abilities which will enable children deal with and manage the forces of the world around them.
- To inculcate in children the desire for harmonious living through an understating of the social and cultural diversities in the society.

From these general aims Dubey and Barth (1980) outlined the objectives of social studies in primary and post-primary schools.

Social studies in primary school seeks to develop:

- Children's self-confidence and initiative based on an understanding of their own accomplishment and potentialities and their own worth.
- Their power of imagination and resourcefulness
- Their desire for knowledge and continued learning.
- Their appreciation of dignity of man and of liberty.
- Their sense of compassion for the less fortunate
- Their sense of respect for and tolerance of the opinions of others even in disagreement.
- Their willingness to accept necessary changes within a system of law and order deriving from the will of the people etc.

For post-primary education, social studies objective include:

- to make student aware of the problems of the country and the world and to appreciate the interdependence between people.
- To create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and physical resources together with the rational use and conservation of these resources for development.
- To develop in the student a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria.

- To develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life. That is, pride in the job and sound judgement.
- To develop in the students an appreciation of his cultural heritage and a desire to preserve it.

2.16 Review of Related Empirical Studies

A highlight look at previous studies indicate that most of the early works carried out focused on disciplinary problems in secondary, effective school discipline, perception of concept practice between teachers and students, the sexual harassment and examination malpractices among others. In a nutshell, lack of disciplined mind will curtail one to divorce right for wrong and good for bad.

The researcher contacted several works related to the present work under study some of these works reviewed are as follows. Mohammed (1997) he based his research work on the disciplinary problems in secondary schools in Sokoto state. The study's focus was on the entire secondary students. He adopted a descriptive designed, the method of data collection was questionnaire and the stratified random sampling method was used to sample the target population. The method of data analysis percentages and tabulations while correlational studies, chi-square, one way Analysis of Variance (ANOVA) and t-test statistics were employed in testing the six hypotheses at 0.05 level of significance. The research finds out that, there is significance difference in the view of teachers and students on the issue of school discipline. This could be due to the fact that teacher experiences and exposures very often differ from

those of students. Also the study has shown that there is a close relation in the views of teachers and students on disciplinary problems in secondary schools.

Even though the study is relevant to the present study only that, the location of the research areas vary, the present study is based on the indiscipline acts among students at JSS level on like the former which embraces the entire secondary school. Three research questions and hypotheses are formulated and used in the present work against three questions and three hypotheses done in the review research work.

Another work reviewed is that of Aihieose (2009) which was based on the effective school discipline. Counseling is a viable alternative to punishment. The design of the research was survey. The method of data collection was unstructured questionnaire, the target population was the entire school student at secondary levels. The method of data analysis was ANOVA. The result of the research outcome states that factors responsible for discipline problems are found in the children, the home, the school and the society. She further said that punishment is reactive and focuses on behavior infractious rather than the underlying causes of behavior. And therefore, counselling measures should be adopted to amidst students in understanding and competences that will assist the exploration of decisions that facilitate transition from school to the world of work and provides activities, and experiences that help to develop their competencies.

Though the work is relevant but the researcher failed to indicate the level of significance at which the formulated hypotheses were tested. The area of

coverage was two wide hence covering all students. The location also was based in Benin and the sample population was not indicated. The research work of Dioha, (2003) difference in perception of corrupt practices between teachers and students in Waziri Umaru Polytechnic Birni Kebbi was reviewed. The research target population was among Polytechnic students and lecturers. The research design used was simple descriptive survey research which intend to compare the level of corrupt practices between the lecturers and students. The sample population was 2,000 students and 200 teachers of the institutions. Questionnaire was used as an instrument of data gathering while means and t-test were used in testing the hypothesis. The research work is a useful material to this work but areas of divergent is that the study focused at tertiary institution, and targeted only one part of social vices without direct specification on the type of corrupt act. Moreso, the work was done in Birnin Kebbi.

Another useful research work relevant to the present study consulted was that of Ekoja, (2003) on the sexual harassment, as a corrupt practice in Benue state University, Makurdi. Sexual harassment is a deviants and delinquent act commonly found or exhibited among the youths in secondary school that often manifest in indiscipline act. The researcher adopted a survey design. The method of data collection was questionnaire and data were analysed using chi-square. The result of the students states that despite the efforts made to curtail the problem sexual harassment remains a re-occurring incidence on our campuses. This for the fact that, victims of this act both

students staff find it difficult to exhibit the courage and willingness to take the risk to confront the harasser and once the complements is complete to share her experience with others.

The research work is of great importance to the present study but differ in areas of focus as the present work focus on indiscipline act while this one is on the sexual harassment. Also the area of courage or level differ i.e. secondary school at JSS level and university student. The location also varied from each other.

Summary

The purpose of this study is to determine the extent to which impact of social studies could improve and mould the attitudes and behaviour of junior secondary school students. This chapter have reviewed various literatures on the impact of social studies and disciplined of students towards a responsible and resourceful citizens.

In this chapter, the researcher reviewed the literature related to the study. In the literature review, conceptual meaning of indiscipline was highlight, causes of indiscipline in and outside the schools such as influence of society, peer-grouping, socio-economic, mass media, political and politicians in the society among others. Strategies for curbing indiscipline acts among students in JSS were all highlight. The concept, scope, nature, aims and objectives of social studies were stated. The review of related empirical studies as investigated in the past were also examined. The relationship between discipline and societal norms that is, the apparent effect of lack of respect to norms in the society on Nigerian junior secondary school students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter examines the methodology used in carrying out this research work. It focuses on the research method, population, sample and sampling technique, instrumentation, validity of the instruments, reliability of the instruments, pilot study, procedure for data collection and procedure for data analysis.

3.2 Research Design

The research design employed in this study was descriptive survey method. Best (1981) describe a descriptive survey as a research method which enables a researcher to obtain the opinions of a representative sample of a target population so as to infer the perception or views of the entire population of the study area. It also allows the use of research instruments(s) to collect information from the respondents.

3.3 Population

The target population for this study consists of all the JSS numbering 48 in Zaria and S/Gari LGAs of Kaduna state and that offer social studies. The group of respondents that were involved in this study comprises the teachers and students in Zaria and Sabon/Gari local government areas of Kaduna state.

The study covers 25,800 population of students from junior secondary schools and 1132 teachers in the two local government areas. The table below

represents the population across the two local government areas Zaria and Sabon/Gari. The table 3.1 represent the population distribution.

Table 3.1: Population Distribution

S/N	LGA	No. of Schools	Teachers Pop.	Students Pop.
1	Zaria	25	625	14,200
2	S/Gari	23	509	11,600
	Total	48	1132	25,800

Source: Zaria Zonal Inspectorate Division July, 2011.

3.4 Sample and Sampling Techniques

To determine the sample size for the schools, teachers and students, the Krejcie and Morgan (1970) table was adopted. They recommended that for a population of 1000 up to 1,000,000, 386 respondents should be sampled. This signifies that as the population increases the sample size increases at a diminishing rate.

The sample size of this study was drawn from the target population. Since it was not possible for the study to be undertaken in all the schools. In view of this, according to Azizi (2007) sampling size is important because it gives a good result for the purpose of research. This research is based on cluster sampling. According to Azizi (2007) cluster sampling is used when the population is big and the area of research is divided into two districts for the research, the researcher has selected a number of 6 secondary schools at random, 3 school from each local government. A total of 360 students, 40 teachers totaling 400 have been selected.

To be able to compare the findings of opinion of male and female some reasonable percentage of male and female teachers and students were selected.

The researcher arranged the schools randomly selected, she numbered the arranged schools serially. She then provided ballot papers which were

equal to the number of schools with JSS level on the list of the zonal inspectorate office. She marked "Yes" and 6 of the schools and "No" on the rest of the schools. She then selected students randomly to the numbers of schools in the two (2) LGAs (Zaria and S/Gari). Each of he students was told to pick a ballot paper of the number of schools to picked from the local government areas which is marked "Yes" were used to track those they represented in the zonal inspectorate office. The same process was repeated in sampling the number of students and teachers from all the sampled schools.

Out of 2586 male students 194 were selected, 166 were selected from 2239 female students totaling 360 students. 16 female teachers were also selected form 88 female teachers while 24 male teachers were also selected form 111 teachers given a total of 40 sampled teachers.

All the these procedure were adopted using the same students and the ballot papers as in above.

Table 3.2: Sampled Population of Schools, Teachers and Students

LGA	S/N	Names of Schools	Population of Trs			No. of Sample Trs.			Population of Sts.			No. of Sts .Sampled		
				M	F		M	F		M	F		M	F
Zaria	1	GSS Zaria Jnr	42	21	21	7	4	3	1109	1109	-	60	60	-
	2	GJSS T/Wada	43	18	17	7	4	3	990	584	406	75	42	33
	3	Basic Sec. Sch.	24	13	11	6	4	2	224	129	95	45	25	20
S/Gari	4	GGSS D/Bauchi	33	20	13	7	4	3	1122	-	1122	60	-	60
	5	GSS Aminu	38	23	15	7	4	3	1100	609	491	75	42	33
	6	Great Hallmark	26	15	11	6	4	2	280	155	125	45	25	20
		Total	206	111	88	40	24	16	4825	2586	2239	360	194	166

3.5 Instrumentation

The study adopted the use of structured questionnaire as the sole instrument for data collection from the respondents. The simply reason for adopting this instrument is because it is easy to administer and score; and when carefully constructed it gives an objective and reliable information. The questionnaire were divided into two (2) parts namely sections A and B. section A of the questionnaire seek to obtain the respondents' bio-data while B, sought to find answer to the items provided which involved twenty-five (25) questions. The instrument tagged questionnaire on impact of social studies education to curb indiscipline of secondary school students "QISSEI" alongside Likert modified four-point rating scale of Strongly Agreed (4pts), Agreed (3pts), Strongly Disagreed (2pts) and Disagreed (1pt) respectively.

3.5.1 Administration of the Instrument

A total copies of 450 questionnaires were produced and administered to teachers and students. This was done to enable the researcher tackled the lapses which might be encountered during the collections. Out of 450 copies, 40 were administered to teachers which were all returned. Out of 410 copies administered to students, 374 were returned which 360 were considered fitted for the analysis. These steps were taken by the researcher to enable her have an accurate data analysis for her sampled population.

3.5.2 Validity of the Instrument

Content validity is one of the several types of validity, which deal with content measurement. A content validity of an instrument is only valid when

the instrument is able to measures truly and accurately what it intends to measure. The researcher designed questionnaire was validated by the supervisors and research experts in the field of educational research in Ahmadu Bello University, Zaria to ascertain the face and content validity of the instrument. This was based on Kerlinger (1973) that validation by experts is an effective method of content validity of research instruments.

3.5.3 Reliability of the Instrument

To determine the reliability of the instrument that was used. According to Oppenheim (1966) this method allows for an instrument (questionnaire) to be prior tested one interval after the other. Test-Re-Test was employed in this study because it has the ability to bring out the consistency of the instrument that is, it has the advantage of retesting to see whether the same result will be obtained.

Pilot Study

A pilot study was conducted in Government Secondary School, Yakassai. It involved the administration of twenty-five (25) questionnaires to teachers and students with a view to obtain their responses, after a period of two (2) weeks, the same set of instrument were administered to the same group of respondents. The choice of the school was to select a neutral ground where the respondents were not involved in the actual research study so as not to be conversant with the questionnaire before hand. The purpose of the pilot study was to determine the reliability of the questionnaire, its difficulty level and whether it has power to discriminate over result. The researcher will be sole

involved in this exercise as well as in the collection of scores and the result of the pilot study was put at 0.82.

3.6 Procedure for Data Collection

A letter of introduction was obtained from the researcher's department in Ahmadu Bello University, Zaria. This was taken to the Zaria Zonal Inspectorate Division Ministry of Education, Kaduna state to seek for their permission and approval to conduct research on Junior Secondary Schools. The process involved the administration of four hundred (400) copies of questionnaire on the respondents within a period of eight (8) weeks, with the aid of research assistants. The filled and returned questionnaire was collected on behalf of the researcher by appointed assistants.

3.7 Statistical Analysis Procedure

The information obtained through the questionnaire were analyzed using both descriptive and inferential statistics. By descriptive statistics, simple percentages were used to present, analyze and report the respondents' information on bio-data section.

T-test statistical method was used in the testing of hypotheses 1, 2 and 3. This is because the method is interested in ascertaining whether differences exist or not particularly in a parametric data at 0.05 level of significance, using statistical package for social sciences (SPSS) software.

The following procedures were used for data analysis in the study:

Descriptive

Mean and standard deviation were used to analyze scores resulting from the three research questions.

Inferential

The t-test statistical analysis method was equally adopted for the study, the use of t-test enabled the researcher to determine the significance difference of the respondents and the level of confidence was put at 0.05 to determine the level of acceptance or rejection of the stated hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This study titled the impact of social studies education in curbing indiscipline in secondary schools sampled 400 respondents which include 40 teachers and 360 students. Their opinions from the basis of the data analysis in this chapter. The first section present the bio-data variables distribution in frequencies and percentages. The second section answer the research questions in form of questions through mean, standard deviation, standard error and frequencies. The third section present and discussed the testing of three research hypotheses at 0.05 level of significance. The fourth section of this chapter presented the summary of the major findings.

4.2 Personal Data Analysis of Results

Section A: Bio-Data

Descriptive Statistics

The demographic information of bio-data of respondents according to gender and their frequency and percentage is presented below.

Table 4.3.1: Gender of the Respondents

Gender	Frequency	Percent
Male	218	54.5
Female	182	45.5
Total	400	100.0

Detail from the above table shows the sex of the respondents that were administered with the questionnaire. The male respondents were 218 (54.5%) while female respondents were 182 (45.5%).

The table shows the frequency and percentage of the status of the respondents which are the teachers and the students.

Table 4.3.2: Status of Respondents

Status	Frequency	Percent
Teacher	40	10.0
Student	360	90.0
Total	400	100.0

According to the above table 40 (10.0%) out of 400 respondents 40 (10.0%) were teachers while 360 (90.0%) were students.

4.3 Treating the Research Question

The study was guided by the search for answer to the three research questions raised in chapter one of this study. This research questions were answered as follows:

Research Question 1

Table 4.4.1: Views of Teachers and Students on the impact of social studies education in curbing indiscipline in secondary school

S/N	Perception of teachers and students of Social Studies in curbing Indiscipline	Status	Response Category				Mean	SD	SE
			SA	A	D	SD			
1	Social studies education cannot adequately serve as an instrument to curb indiscipline among JSS student	Trs. Stds.	5 10	9 83	9 103	17 164	2.0500 1.8306	1.0848 .87787	.1715 .04627
2	The acts of indiscipline has drastically been reduce through the teaching of social studies education among JSS students	Trs. Stds.	8 101	23 154	- 42	9 63	2.7500 2.8139	1.0315 1.03225	.1681 .05440
3.	Moral component of social studies contribute in curbing indiscipline among JSS student	Trs. Stds.	8 112	25 166	2 62	5 20	2.9000 0.02778	.8711 .84068	.1377 .04431
4.	The indiscipline student indulge themselves in taking hard drugs that result in mental disorder among JSS student	Trs. Stds.	17 121	17 136	1 42	5 61	3.1500 2.8806	.9753 .05802	.1542 .05576
5.	Guidance/counseling techniques cannot effectively curb indiscipline in JSS	Trs. Stds.	4 75	3 113	2 41	31 131	1.5000 203667	1.0127 .17495	.1601 .06193

6.	Social studies education cannot creates consciousness of learning good moral behaviour among JSS students.	Trs. Stds.	5 81	6 114	6 103	23 62	1.8250 2.5944	1.1068 1.01902	.1750 .05371
7.	Social studies is moral effective in creating consciousness of good moral behaviour among JSS student	Trs. Stds.	13 226	21 71	1 43	5 20	3.0500 3.3972	.9323 .90218	.1474 .04755
8.	Social studies education is more effective in curbing indiscipline acts than legal process and security agents in the society	Trs. Stds.	5 95	20 174	3 31	12 60	2.4500 2.8444	.06096 .99761	10.775 .05258
9.	Social studies education cannot adequately influence students attitude towards JSS indiscipline act among JSS students.	Trs. Stds.	6 40	8 103	2 50	24 167	1.9000 2.0444	1.19400 1.09352	.18879 .05763
10.	Children learn acts of indiscipline from their parent who fight, play tricks or quarrel among themselves and many students exhibit these behaviours in school.	Trs. Stds.	17 154	23 176	- 20	- 10	3.4250 3.3167	.50064 .70395	.07916 .03710
11.	Social studies education can positively influence student	Trs.	13	18	4	5	2.09750	.97369	.15395

	selection of the type of films and magazine watched and read.	Stds.	125	173	31	31	3.0889	.87865	.04631
12.	Social studies education cannot check television, imported films with foreign culture, internet gadgets website, cyber café that influence JSS student indiscipline acts.	Trs.	2	22	4	12	3.3500	.97534	.15421
		Stds.	61	175	21	103	2.5389	1.07835	.05683
13.	Social studies student/teacher relationship could be a means instrument for positive social change among JSS students	Trs.	21	13	5	1	3.3500	.80224	.12685
		Stds.	22	176	41	30	3.0333	.87299	.04607
14.	The teaching materials used in teaching social studies education can enhance effective management of indiscipline acts among JSS student.	Trs.	11	22	4	3	3.0250	.83166	.13150
		Stds.	104	156	50	50	2.8722	.98473	.05190
15.	The use of modern technology (ICT) in teaching social studies education cannot adequately help to meet up with their life challenge and problems in the school.	Trs.	7	10	6	17	2.1750	1.17424	.18566
		Stds.	90	145	61	64	2.7250	.02853	.05421
16.	Social studies education role model class can	Trs.	8	28	2	2	3.0500	.67748	.10712

	aid the management of indiscipline act among JSS student.	Stds.	31	229	60	40	2.6972	.77925	.04107
17.	Social studies education can adequately expose JSS student to negative impact of social problems in the society (such as cultists, corruption, drug abuse etc).	Trs. Stds.	17 116	9 134	8 90	6 20	2.9250 2.9611	1.11832 .89171	.17682 .04700
18.	Social studies education can adequately help in the management of indiscipline act in JSS through inculcating of positive social and cultural values among JSS student	Trs. Stds.	20 134	18 185	- 41	2 -	3.4000 3.2583	.74421 .64849	.11767 .03418
19.	Social studies education cannot adequately serves as an instrument among JSS student in rushing themselves to untimely motherhood and fatherhood	Trs. Stds.	3 81	8 153	12 53	17 73	1.9250 2.6722	.97106 1.03870	.15354 .05474
20.	The spirit of disrespect to parent, teachers & school authority as a result of indiscipline has drastically reduce the teaching of social studies	Trs.	14	22	-	4	3.1500	.86380	.13058

	education among JSS	Stds.	134	123	52	51	2.9444	.04080	.05485
21.	Social studies education is more effective to inculcate spirit of respect, understanding tolerance & cooperation among JSS students.	Trs.	14	23	3	-	3.2750	.59861	.09469
		Stds.	152	148	30	30	3.1722	.90082	.04748
22.	The constitutional studies components of social studies has positively impact on the attitudes of JSS students on government and leaders in authority.	Trs.	17	17	2	4	3.1750	.93060	.14714
		Stds.	134	175	10	41	3.1167	.91885	.04843
23.	Social studies has the power of making citizens more patriotic through its learning	Trs.	25	14	1	-	3.5751	.5940	.09897
		Stds.	227	72	61	-	3.4611	.76747	.04045
24.	Through effective teaching of social studies at JSS, students are made more responsible citizens	Trs.	25	13	2	-	3.5750	.59431	.09397
		Stds.	186	133	41	-	3.4028	.68530	.3612
25.	As a result of teaching social studies at JSS level the students are becoming more discipline and resourceful.	Trs.	21	14	2	3	3.3250	.88831	.14045
		Stds.	226	83	21	30	3.4028	.92715	.04886

The table 4.2.1 above revealed that the opinion of teachers and students in their perception on the impact of social studies education in curbing indiscipline in secondary schools.

Both teachers and students highest mean responses of 3.5751 and 3.4611 respectively is that social studies has the power of making citizens more patriotic through its learning. Details of the teacher respondents on this item revealed that 25 of them strongly agree, 14 agreed, while only 1 disagreed. While the detail of the student respondents on this item revealed that 227 of them strongly agreed, 72 agreed while 61 disagreed.

Research Question 2

Table 4.4.2: Views of Male and Female perception of social studies teachers on the impact of social studies at curbing indiscipline in secondary school

S/N	Perception of male and female Social Studies teachers in curbing Indiscipline	Teacher Sex	Response category				Mean	SD	SE
			SA	A	D	SD			
1	Social studies education cannot adequately serve as an instrument to curb indiscipline among JSS student	Male	2	6	6	10	2.0000	1.02151	.20851
		Female	3	3	3	7	2.1250	1.2046	.30104
2	The acts of indiscipline has drastically been reduce through the teaching of social studies education among JSS students	Male	4	12	-	8	2.5000	1.14208	.23313
		Female	4	11	-	1	3.1250	.71880	.17970
3.	Moral component of social studies contribute in curbing indiscipline among JSS student	Male	8	12	-	4	3.0000	1.02151	.20851
		Female	-	13	2	1	2.7500	.57735	.14434
4.	The indiscipline student indulge themselves in taking hard drugs that result in	Male	12	10	-	2	3.3333	.86811	.17720

	mental disorder among JSS student	Female	5	7	1	3	2.8750	1.08781	.27196
5.	Guidance/counseling techniques cannot effectively curb indiscipline in JSS	Male	2	2	-	20	1.4167	.97431	.19888
		Female	2	1	2	11	1.6250	1.08781	.21195
6.	Social studies education cannot creates consciousness of learning good moral behaviour among JSS students.	Male	4	2	-	18	1.5833	1.13890	.23248
		Female	1	6	4	5	2.1875	.98107	.24527
7.	Social studies is moral effective in creating consciousness of good moral behaviour among JSS student	Male	8	16	-	-	3.3333	.48154	.09829
		Female	5	5	1	5	2.6250	1.25831	.31458
8.	Social studies education is more effective in curbing indiscipline acts than legal process and security agents in the society	Male	4	12	-	8	2.5000	1.14208	.23313
		Female	1	8	3	4	2.3750	.95743	.23936
9.	Social studies education cannot adequately influence students attitude towards JSS indiscipline act among JSS students.	Male	4	2	2	16	1.7500	1.18872	.24265
		Female	2	6	-	8	2.1250	1.20416	.30104
10.	Children learn acts of indiscipline from their parent who fight, play tricks or quarrel among themselves and many students	Male	12	12	-	-	3.5000	.51075	.10426

	exhibit these behaviours in school.	Female	5	11	-	-	3.3125	.47871	.11968
11.	Social studies education can positively influence student selection of the type of films and magazine watched and read.	Male	12	8	4	-	3.3333	.76139	.15542
		Female	1	10	-	5	2.4375	1.03078	.25769
12.	Social studies education cannot check television, imported films with foreign culture, internet gadgets website, cyber café that influence JSS student indiscipline acts.	Male	2	12	2	8	2.3333	1.04950	.21423
		Female	-	10	2	4	2.3750	.88506	.22127
13.	Social studies student/teacher relationship could be a means instrument for positive social change among JSS students	Male	16	8	-	-	3.6667	.48154	.09829
		Female	5	5	5	1	2.8750	.95745	.23936
14.	The teaching materials used in teaching social studies education can enhance effective management of indiscipline acts among JSS student.	Male	8	14	-	2	3.1667	.81650	.16667
		Female	3	8	1	4	2.8125	.83417	.20854
15.	The use of modern technology (ICT) in teaching social studies education cannot adequately help to meet up with	Male	4	4	4	12	2.0000	1.17954	.24077

	their life challenge and problems in the school.	Female	3	6	2	5	2.4375	1.15289	.28822
16.	Social studies education role model class can aid the management of indiscipline act among JSS student.	Male Female	4 4	20 8	- 2	- 2	3.1667 2.8750	.38069 .95743	.07771 .23936
17.	Social studies education can adequately expose JSS student to negative impact of social problems in the society (such as cultists, corruption, drug abuse etc).	Male Female	12 5	6 3	6 2	- 6	3.2500 2.4375	.84699 1.31498	.17289 .32874
18.	Social studies education can adequately help in the management of indiscipline act in JSS through inculcating of positive social and cultural values among JSS student	Male Female	14 6	10 8	- -	- 2	3.5833 3.1250	.50361 .95743	.10280 .23936
19.	Social studies education cannot adequately serves as an instrument among JSS student in rushing themselves to untimely motherhood and fatherhood	Male Female	- 3	2 6	8 4	14 3	1.6000 2.5625	.65938 1.03078	.13460 .25769
20.	The spirit of disrespect to parent, teachers	Male	8	14	-	2	3.1667	.81650	.16667

	& school authority as a result of indiscipline has drastically reduce the naught teaching of social studies education among JSS	Female	6	8	-	2	3.1250	.95743	.23936
21.	Social studies education is more effective to inculcate spirit of respect, understanding tolerance & cooperation among JSS students.	Male Female	8 6	16 7	- 3	- -	3.3333 3.1875	.48154 .15000	.09829 18150
22.	The constitutional studies components of social studies has positively impact on the attitudes of JSS students on government and leaders in authority.	Male Female	14 3	8 9	- 2	2 2	3.4167 2.8125	.88055 .91059	.17974 .22765
23.	Social studies has the power of making citizens more patriotic through its learning	Male Female	16 9	8 5	- 2	- -	3.6667 3.4375	.48154 .72744	.09829 .18186
24.	Through effective teaching of social studies at JSS, students are made more responsible citizens	Male Female	18 7	6 7	- 2	- -	3.7500 3.3425	.44233 .10415	.09029 .17604
25.	As a result of teaching social studies at JSS level the students are becoming more discipline and resourceful.	Male Female	12 9	12 2	- 2	- 3	3.5000 3.0625	.51025 .23659	.10426 .30915

Outcome of the research, the above table revealed that the views of male and female teachers perception on the impact of social studies education in curbing indiscipline in secondary schools. Both male and female teachers highest mean responses of 3.7500 and 3.4225 respectively is that through effective teaching of social studies at JSS, students are made more responsible citizens. Details of made teacher responses on this item show that 18 of them strongly agree while the 2.516 agreed. Details of female teachers responses on this item show that 9 of them, strongly agree, 5 other agreed and 2 disagreed.

Research Question 3

Table 4.4.3: Views of Male and Female students perception on the impact of social studies education in curbing indiscipline in secondary school

S/N	Perception of Male and Female student on impact of Social Studies in curbing Indiscipline	Students Gender	Response category				Mean	SD	SE
			SA	A	D	SD			
1	Social studies education cannot adequately serve as an instrument to curb indiscipline among JSS student	Male	1	46	39	108	1.6907	.8500	.0610
		Female	9	37	64	56	1.9940	.8841	.0686
2	The acts of indiscipline has drastically been reduce through the teaching of social studies education among JSS students	Male	37	71	32	54	2.4691	1.0924	.0784
		Female	64	83	10	9	3.2188	.7861	.0610
3.	Moral component of social studies contribute in	Male	29	111	34	20	2.7680	.8287	.0595

	curbing indiscipline among JSS student	Female	83	55	28	-	3.3313	.7498	.05820
4.	The indiscipline student indulge themselves in taking hard drugs that result in mental disorder among JSS student	Male Female	66 55	80 56	23 19	25 36	2.9639 2.77531	.9881 1.1286	.07190 .0876
5.	Guidance/counseling techniques cannot effectively curb indiscipline in JSS	Male Female	66 9	48 65	13 28	67 64	2.5826 2.1145	1.2738 .9933	.0914 .0771
6.	Social studies education cannot creates consciousness of learning good moral behaviour among JSS students.	Male Female	24 57	60 54	58 45	52 10	2.2887 2.9518	.9969 .9264	.0715 .0719
7.	Social studies is moral effective in creating consciousness of good moral behaviour among JSS student	Male Female	16 110	24 47	34 9	20 -	3.2165 3.0084	1.0698 .7505	.0768 .048
8.	Social studies education is more effective in curbing indiscipline acts than legal process and security agents in the society	Male Female	78 19	73 101	13 18	32 28	2.9948 2.6687	1.0603 .8902	.0761 .0681
9.	Social studies education cannot adequately influence students attitude towards JSS indiscipline act among JSS	Male Female	12 28	57 46	22 28	103 64	1.8866 2.2289	1.0316 1.1369	.0740 .0882

	students.								
10.	Children learn acts of indiscipline from their parent who fight, play tricks or quarrel among themselves and many students exhibit these behaviours in school.	Male	81	101	11	1	3.3005	.6114	.0439
		Female	73	75	9	9	3.2771	.7986	.0619
11.	social studies education can positively influence student selection of the type of films and magazine watched and read.	Male	78	82	13	21	3.1186	.9447	.0678
		Female	47	91	18	10	3.0542	.7958	.0817
12.	Social studies education cannot check television, imported films with foreign culture, internet gadgets website, cyber café that influence JSS student indiscipline acts.	Male	15	74	21	84	2.1031	1.0577	.0759
		Female	46	107	19	-	3.0482	.8585	.0668
13.	social studies student/teacher relationship could be a means instrument for positive social change among JSS students	Male	58	111	14	11	3.1134	.7668	.0500
		Female	55	65	27	19	2.9398	.9766	.0758
14.	The teaching materials used in teaching social studies education can enhance effective management of indiscipline acts among JSS	Male	58	81	23	32	2.8505	1.0297	.0739
		Female	46	75	27	18	2.8976	.9317	.0725

	student.								
15.	The use of modern technology (ICT) in teaching social studies education cannot adequately help to meet up with their life challenge and problems in the school.	Male Female	16 74	80 65	43 18	55 9	2.2938 3.2289	.9717 .8503	.0697 .0660
16.	Social studies education role model class can aid the management of indiscipline act among JSS student.	Male Female	21 10	146 83	23 37	4 36	2.9485 2.4036	.5551 .8942	.0398 .0694
17.	Social studies education can adequately expose JSS student to negative impact of social problems in the society (such as cultists, corruption, drug abuse etc).	Male Female	89 27	58 76	45 45	2 18	3.2063 2.6747	.8324 .8753	.0597 .0679
18.	Social studies education can adequately help in the management of indiscipline act in JSS through inculcating of positive social and cultural values among JSS student	Male Female	78 56	84 101	32 9	- -	3.2373 3.2831	.7165 .5597	.0514 .0434
19.	Social studies education cannot adequately serves as an instrument among JSS	Male	17	61	53	63	2.1649	.9836	.0706

	student in rushing themselves to untimely motherhood and fatherhood	Female	64	92	-	10	3.2851	.7480	.0580
20.	The spirit of disrespect to parent, teachers & school authority as a result of indiscipline has drastically reduce the teaching of social studies education among JSS	Male	79	50	33	32	2.9072	1.1112	.0797
		Female	55	73	19	19	2.9880	.9533	.0740
21.	Social studies education is more effective to inculcate spirit of respect, understanding tolerance & cooperation among JSS students.	Male	67	112	12	3	3.2526	.6382	.04585
		Female	85	36	18	27	3.0783	1.1281	.0875
22.	The constitutional studies components of social studies has positively impact on the attitudes of JSS students on government and leaders in authority.	Male	69	111	14	-	3.2113	.7703	.0587
		Female	65	64	10	27	3.0000	1.0531	.081
23.	Social studies has the power of making citizens more patriotic through its learning	Male	125	35	34	-	3.4691	.7763	.0557
		Female	102	37	27	-	3.4518	.7592	.0589

24.	Through effective teaching of social studies at JSS, students are made more responsible citizens	Male	112	60	22	-	3.4639	.6913	.0496
		Female	74	73	19	-	3.3315	.6732	.0522
25.	As a result of teaching social studies at JSS level the students are becoming more discipline and resourceful.	Male	106	55	21	12	3.3144	.8983	.0645
		Female	120	28	-	18	3.5063	.9518	.0738

Details of the table above revealed the views of male and female students perception on impact of social studies education in curbing indiscipline in secondary schools.

The male students highest mean response of 3.4691 is that social studies has the power of making citizens more patriotic through its learning. Details of male response on this view showed that 125 strongly agreed, 35 agreed while only 34 disagreed.

The female highest mean response of 3.5063 is that as a result for teaching social studies at JSS level students are becoming more disciplined and resourceful. The female students detail response on this item showed that 120 of them strongly agreed, 28 agreed while 18 strongly disagreed with this view.

4.4 Testing of Hypotheses

Three hypotheses were raised in this study. There were aimed at determining possible difference of opinion among the respondents on the impact of social studies education in curbing indiscipline acts in junior secondary schools in Zaria and Sabon gari local government areas in Kaduna state.

Hypothesis 1: This null hypothesis state that there is no significant difference between teachers and students perception on impact of social studies in curbing indiscipline in secondary schools.

4.4.1: Independent t-test statistics between teachers and students on the impact of Social studies in curbing indiscipline

Variable	Status	N	Mean	S.D	S.E	df	t-cal.	t-crit	Sig (p)
Impact of social studies in curbing indiscipline in JSS in Zaria and Sabon-Gari.	Teacher	40	70.2500	7.6986	1.2172	398	1.752	1.96	.081
	Student	360	72.4639	7.5694	0.3989				

Details of the above independent t-test statistics revealed that there is no significant difference between teacher and student in their perception of social studies in curbing indiscipline in JSS in Zaria Sabon-Gari L.G.A. This is because the calculated sig (p) value of .081 is greater than the 0.05 alpha level

of tolerance, while the calculated t value of 1.725 is less than 1.96 t critical t value at df 398. Hence the null hypothesis is hereby accepted and retained.

Hypothesis 2: This null hypothesis state that there is no significant difference between male and female teachers perception on impact of social studies in curbing indiscipline in secondary schools.

4.4.2: Independent t-test statistics between male and female teachers on the impact of Social studies in curbing indiscipline

Variable	Teacher Sex	N	Mean	S.D	S.E	df	t-cal.	t-crit	Sig (p)
Impact of social studies in curbing indiscipline in JSS in Zaria and Sabon-Gari.	Male	24	71.7500	6.5557	1.3381	38	1.535	1.96	.133
	Female	16	68.0000	8.8994	2.2248				

Calculated sig (p)>0.05, t calculated<1.96

According to the above table, there is no is significant difference between male and female teacher perception on the impact of social studies in curbing indiscipline in JSS in Zaria and Sabon-Gari. Reason being that the independent t-test statistics calculated t value of 1.535 is less than the t critical value of 1.96 while the calculated significance (p) value of .133 is greater than the 0.05 alpha level. Therefore the null hypothesis is hereby accepted and retained.

Hypothesis 3: This null hypothesis state that there is no significant difference between male and female students perception on impact of social studies in curbing indiscipline in secondary schools.

4.4.3: Independent t-test statistics between male and female students on the impact of Social studies in curbing indiscipline

Variable	Teacher Sex	N	Mean	S.D	S.E	df	t-cal.	t-crit	Sig (p)
Impact of social studies in curbing indiscipline in JSS in Zaria and Sabon-Gari.	Male	194	70.8660	6.1755	.4433	358	4.441	1.96	0.000
	Female	166	74.3313	6.5757	.6656				

Sig (p)<0.05, t calculated>1.96

An understanding of the result of the above independent t-test statistics, male and female student significant differs in their perception on the impact of social studies in curbing indiscipline in JSS in Zaria and Sabon-Gari. This is because the calculated sig (p) value of 0.000 is less than the 0.05 alpha level, while the t calculated value of 4.441 is greater than the 1.96 t critical value of 1.96. Therefore the null hypothesis is hereby rejected.

Summary of Findings

The following are the major findings for this study:

- Social studies has the power of making citizens more patriotic through its learning thereby curbing indiscipline in secondary schools.
- Through effective teaching of social studies at JSS level students are made more responsible citizens.
- As a result of the teaching of social studies at JSS level the students are becoming more disciplined and resourceful.

- Both teacher and student had no significant mean difference in their view regarding the impact of social studies in curbing indiscipline in secondary schools.
- Both male and female teachers had high mean agreement on the impact of social studies ability to curb indiscipline in secondary schools.
- Majority of female student believe that students are becoming more responsible, disciplined and resourceful as a result of teaching of social studies, while majority of the male students believe social studies has the power of making citizens more patriotic through its learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the study, concludes and offer useful recommendations and suggestions for further studies.

5.1 Summary of the Study

The study titled "impact of social studies education in curbing indiscipline in secondary schools" was presented under five chapters. Chapter one introduced and discussed in the general background as well as statement of the problem. The study's assumptions, objectives, questions and hypotheses were also stated here. Chapter two concentrated on the general review of related literature, citing several empirical studies. Chapter three dealt with the research design and the methodologies. The study sampling and population technique were thus discussed including the validity of the study and mention of the proposed method of data analysis including the instrumentation technique used to gather data.

Chapter four which was the data analysis tested three research hypotheses and answered three research questions. The various bio-data variable distributions were presented and discussed in this chapter.

Chapter five summarizes the five chapters of the study, concludes the entire work, offered useful recommendations and presented the suggestions for further study.

5.2 Conclusion

Based on the findings of this study, the following conclusion could be made:

- Social studies has the power of making students more responsible citizens.
- The teaching of social studies make students to become more disciplined, and resourceful.

5.3 Recommendations

The following recommendations are hereby put forward as a result of the outcome of this study:

- The teaching of social studies should be made compulsory in all classes of secondary school in order to curb the rising wave of indiscipline among students.
- Government should support the teaching of social studies in secondary schools by providing both adequate instructional and infrastructural facilities.
- The teachers of social studies should be regularly encouraged to attend workshops, seminars and conferences especially, those concerned with issues of responsibilities and indiscipline
- Social studies teachers should be motivated by increasing their remunerations and providing their housing facilities.

- Government, parents and teachers must work together to curb indiscipline in schools.
- Leadership must be self disciplined themselves.
- That students could be included as committee members attending to various cases of indiscipline in the schools.
- Adequate security guide to be placed at all junior secondary schools level.
- Teacher training and orientation especially on the issue of indiscipline
- Corporal punishment should be reverted but warning to educators in its misuse.
- Suspension must be continue where this is necessary.
- Transferred student should be thoroughly checked before such student is given admission in other private and public schools to check his/her behaviour.

5.4 Suggestions for Further Research

The following are suggestions for further studies:

1) The effect of social studies in the psycho-social characteristics of secondary school students.
2) Relationship between social studies and psychological variables, in secondary school.

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APPENDIX A

Social Studies Section
Dept. of Arts & Social Science Educ.,
Faculty of Education
Ahmadu Bello University
Zaria
14th Nov., 2011

Dear Sir/Ma,

QUESTIONNAIRE

This study title "The Impact of Social Studies in Curbing Indiscipline" being carried out as a requirement for partial fulfillment of the requirement for the award of M.Ed degree in Social Studies in the Department of Arts and Social Science Education, Ahmadu Bello University Zaria.

You are assured that any information provided will be strictly confidential. You are required to express your opinion on the extent to which you agree or otherwise, on each statement by ticking (√) for one of the four responses of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). You are kindly requested to be honest in your response,

Thanks for your contribution

Yours faithfully

Ibrahim, Hajarat Adinoyi (Mrs.)

THE IMPACT OF SOCIAL STUDIES EDUCATION IN CURBING INDISCIPLINE IN SECONDARY SCHOOLS

QUESTIONNAIRE

Section A: Bio-Data

(1) Gender: (a) Male ( ) (b) Female ( )

(2) Status: (a) Teacher: ( ) (b) Student ( )

Section B: Impact of Social Studies Education in Curbing Indiscipline

S/N	**Responses**	SA	A	SD	D
1	Social studies education cannot adequately serve as an instrument to curb indiscipline among JSS students.				
2	The acts of indiscipline has drastically been reduce through the teaching of social studies education among JSS students.				
3	Moral component of social studies contribute in curbing indiscipline among JSS students.				
4	The indiscipline students indulge themselves in taking hard drugs that result into mental disorder among JSS students.				
5	Guidance/counseling techniques cannot effectively curb indiscipline in JSS.				
6	Social studies education cannot adequately creates consciousness of learning good moral behaviour among JSS students.				
7	Social studies is more effective in creating consciousness of learning good moral behaviour among JSS students.				
8	Social studies education is more effective in curbing indiscipline acts than legal process and security agents in the society.				
9	Social studies education cannot adequately influence students attitude towards JSS indiscipline acts among JSS students.				
10	Children learn acts of indiscipline from their parents who fight, play tricks or quarrel among themselves and many of the students exhibit these behaviours in the school.				
11	Social studies education can positively influence students' selection of the type of films and magazines watch and read.				

12	Social studies education cannot positively check on television programmes, imported films with foreign culture, internet, I.C.T, gadgets, website, cyber café that influence JSS students indiscipline acts.				
13	Social studies students/teachers relationship could be a means instrument for positive social change among JSS students.				
14	The teaching materials used in teaching social studies education can enhance effective management of indiscipline acts among JSS students.				
15	The use of modern technology (ICT) in teaching social studies education cannot adequately help JSS to meet up with their life challenges and problems in the schools.				
16	Social studies education role model class can aid the management of indiscipline acts among JSS students.				
17	Social studies education can adequately expose JSS students to negative impact of social problems in the society (such as cultism, corruption, drug abuse e.t.c).				
18	Social studies education can adequately help in the management of indiscipline acts in JSS through inculcating of positive social and cultural values among JSS students.				
19	Social studies education cannot adequately serve as an instrument among JSS students in rushing themselves to untimely motherhood and fatherhood.				
20	The spirit of disrespect to parents, teachers and school authority as a result of indiscipline has drastically reduce through the teaching of social studies education among JSS students.				
21	Social studies education is more effective to inculcate spirit of respect, understanding, tolerance and cooperation among JSS students.				

22	The constitutional studies components of social studies has positive impact on the attitudes of JSS students on government and leaders in authority.				
23	Social studies has the power of making citizens more patriotic through its learning.				
24	Through effective teaching of social studies at JSS, students are made more responsible citizens.				
25	As a result of teaching social studies at JSS level the students are becoming more disciplined and resourceful.				

APPENDIX B

List of Private and Public Secondary Schools in Zaria and Sabon Gari Local Government Areas of Kaduna State.

1. G.S.S Dakace
2. G.G.S.S D/Bauchi (Snr)
3. G.G.S.S D/Bauchi (Jnr)
4. G.S.S Muchia (snr
5. G.S.S Muchai (Jnr)
6. Alhuda huda Coellge
7. G.S.S T/Saibu (Jnr
8. G.S.S T/Saibu (Snr)
9. G.G.S.S Pada (Snr)
10. G.G.S.S Pada (Jnr)
11. G.S.S Likoro
12. G.G.S.S Zaria (Former W.T.C)
13. G.S.S K/Gayan
14. G.S.S Zaria (Jnr)
15. G. S. S Zaria (Snr)
16. G.J.S.S Matari
17. G.J.S.S K/Mangi
18. SIASS K/Karau-karau
19. G.S.S. Chindit Barracks (Jnr)
20. G.S.S Chindit Barracks (Snr)
21. G.J.S.S K/Doka
22. G.J.S.S Gimba
23. G.S.S Yakassai
24. G.J.S.SAwai
25. G.S.S Dinya
26. G.S.S.S Kaura
27. G.J.S.S Chikaji

28. Barewa College
29. G.J.S.S K/Jatau
30. G.J.S.S R/Doko
31. G.J.S.S Aba Zaria
32. G.S.S Magajiya (Snr)
33. G.J.S.S Bogari
34. G.S.S K/Kuyanbana
35. G.J.S.S T/Wada
36. G.S.S Aminu (Jnr)
37. G.S.S Aminu (Snr)
38. G.S.S Magajiya (Jnr)
39. G.S.S Kufena
40. G.J.S.S Kinkiba
41. G.J.S.S Gyallesu
42. G.S.S Kugu
43. G.S.S Tudun Wada
44. G.S.S Tudun Jukun
45. Therbow School, Zaria
46. Great Hallmark International School, Zaria
47. Dagama Legacy College
48. St. Bartholomew School, Wusasa
49. Buks International School
50. Model Secondary School, Samaru
51. Busy Brain Academy, Zaria
52. Premier School, Zaria
53. Basic School, Zaria
54. Royal College, Zaria
55. City Academy, Zaria

APPENDIX 'C'

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLES FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	557
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	204	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384