MANAGEMENT OF INDISCIPLINE IN PUBLIC SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA.ASSESSMENT OF STUDENTS' PREVAILING INDISCIPLINE AND

BY

Ahmad Umar ZANDAM

P14EDFC8177

A THESIS SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN (EDUCATIONAL ADMINISTRATION AND PLANNING), DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA.

SEPTEMBER, 2018.

DECLARATION

I, Ahmad Umar Zandam, declare that the work in this dissertation titled "Assessment of Students' Prevailing Indiscipline and Management of Indiscipline in Public Senior Secondary Schools in Kano State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this dissertation was previously used for the award of degree at this University or any other Institution. I am responsible for mistake found in this work.

_____ _____

ZANDAM, Ahmad Umar **Date**
P14EDFC8177

CERTIFICATION

This Dissertation titled "ASSESSMENT OF STUDENTS' PREVAILING INDISCIPLINE AND MANAGEMENT OF INDISCIPLINE IN PUBLIC SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA" by Ahmad Umar Zandam, meets the regulations governing the award of a Master's Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

_____ _____

Dr. A.M. Jumare
Chairman, Supervisory Committee **Date**

_____ _____

Dr. E.I Makoju
Member Supervisory Committee **Date**

_____ _____

Dr M.I. Harbau
Head of Department Educational Foundations and Curriculum **Date**

_____ _____

Prof. S.Z Abubakar
Dean, School of Postgraduate Studies **Date**

DEDICATION

This dissertation is dedicated to my parents Alhaji Umar Zandam and Hajiya Amina Zandam for their tireless support throughout the period of my life and academic pursuit.

ACKNOWLEDGEMENTS

My profound gratitude goes to Almighty Allah who has given me this golden opportunity to make this research work a reality. My sincere appreciation goes to the supervisory committee of this research work: Dr. A.M Jumare and Dr. E.I Makoju. They tirelessly supervised the research work from the beginning to the end despite all the academic and administrative responsibilities.

I also acknowledge the efforts of my Head of department, Dr. M.I Harbau, Prof. B.A Maina, Dr. A.A Igunnu and our hardworking postgraduate coordinator of the department Dr. A.A Dada for their remarkable efforts that empowered me towards the completion of this research work. I will not forget the effort and concern given to me by the entire senior and junior non academic staff of the department of Educational Administration and Planning. I will like to acknowledge the effort of my father and my able mother who have contributed a lot through their prayers, moral training, and financial contributions from the beginning to the end of this research work.

I also want to acknowledge the effort of Kano State Secondary Schools Board and the respondents who have kindly responded to the items on the examination and made this work possible. In conclusion, I want to acknowledge the support of my brothers, sisters, friends, mentors colleagues and well-wishers who have contributed immensely for the success of this research work. May your efforts in giving me both moral and financial support be rewarded with Aljannatul Firdausi, amin.

LIST OF TABLES

Table 1: Population of the Study 62

Table 2: Sample of the Study 63

Table 3: Status of Respondents 67

Table 4: Gender of Respondents 68

Table 5: Educational Qualification of Respondents 68

Table 6: Distribution of Respondents by Nature of School 68

Table 7: Distribution of Respondents by Location of School 69

Table 8: Opinions of Respondents on Prevailing Indiscipline Behaviours in Classroom Among Students in Secondary Schools in Kano State, Nigeria. 71

Table 9: Opinions of Respondents on Prevailing Indiscipline Behaviours in Schools Premises Among Students in Secondary Schools in Kano State, Nigeria. 74

Table 10: Opinions of Respondents on Prevailing Indiscipline Behaviours Among Male Students in Secondary Schools in Kano State, Nigeria. 77

Table 11: Opinions of Respondents on Prevailing Indiscipline Behaviours Among Female Students in Secondary Schools in Kano State, Nigeria. 79

Table 12: Opinions of Respondents on Techniques for Management of Indiscipline Among Students in Secondary Schools in Kano State, Nigeria. 82

Table 13: Summary of Analysis of Variance on the Prevailing Indiscipline Behaviours in the Classroom among Students in Secondary Schools in Kano State. 84

Table 14: Summary of Analysis of Variance on the Prevailing Indiscipline Behaviours in the School Premises among Students in Secondary Schools in Kano State. 85

Table 15: Summary of Analysis of Variance on the Prevailing Indiscipline Behaviours Among Male Students in Secondary Schools in Kano State. 85

Table 16: Summary of Analysis of Variance on the Prevailing Indiscipline Behaviours Among Female Students in Secondary Schools in Kano State. 86

Table 17: Summary of Scheffe's of Multiple Comparison Test on Prevailing Indiscipline Behaviours Among Female Students in Secondary Schools in Kano State. 86

Table 18: Summary of Analysis of Variance on the Techniques for Management of Indiscipline Behaviours among Students in Secondary Schools in Kano State, Nigeria 87

Table 19: Summary of the Five Null Hypotheses Tested 88

LIST OF FIGURES

Figure 1: Indiscipline Behaviours, Causes and Management Techniques 54

ACRONYMS

ANOVA- Analysis of Variance

KSSSB – Kano State Secondary Schools Board

NOUN- National Open University of Nigeria

PTA – Parent-Teachers Association

PPMC- Pearson Product Moment Correlation

SPSS- Statistical Package of Social Sciences

QIMISS- Questionnaire on Indiscipline and Management of Indiscipline in Secondary Schools

Operational Definition of Terms

Assessment: is defined as the process of investigating and making value judgment about the prevailing indiscipline and management of indiscipline in secondary schools in Kano state.

Discipline: means obedience to school rules and regulations.

Indiscipline: means disobedience to school rules and regulations.

Management: a process of dealing with or controlling indiscipline.

Disruptive behaviour: any behaviour that hampers the ability of teachers to teach or students to learn.

Indiscipline behaviour: any act or habit exhibited by students which attract condemnation (instead of praise) by the school staff.

ABSTRACT

The study assessed the Students' Prevailing Indiscipline and Management of Indiscipline in Public Senior Secondary Schools in Kano State, Nigeira. The study was carried out with five objectives among which are to: determine the Prevailing Indiscipline behaviours in the Classroom among Students in Secondary Schools in Kano State, determine the Prevailing Indiscipline behaviours in the School Premises among Students in Secondary Schools in Kano State and to investigate the Techniques for Management of Indiscipline behaviours among Students in Secondary Schools in Kano State, Nigeria. Also, five corresponding research questions and five null hypotheses were formulated and tested for the study. Related literatures was reviewed in relation to the objectives the study. Descriptive survey research design was adopted for the study. The population of the study comprised of 545 principals, 7513 teachers and 2180 PTA officials in public senior secondary schools in Kano state. A sample size of 29 principals, 310 teachers and 56 Parents Teachers Association (PTA) officials was used for the study. These sample size was arrived at using stratified random sampling and simple random sampling techniques. A researcher-made instrument titled "Questionnaire on Indiscipline and Management of Indiscipline in Secondary Schools" was used to collect data for the study. The instrument was validated by the researcher's supervisors. Data collected were analyzed using frequencies and percentages. The five null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. The findings revealed that examination malpractice, noise making, lateness to class and moving around the class for no reason were the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano state. The findings also revealed that wastage of water, possession and use of cell phones, writing graffiti on school buildings and poor response to bells were the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano state. The findings revealed that absenteeism, fighting, cheating, lateness to class and bullying were prevailing indiscipline behaviours among male students in secondary school in Kano state. The findings also revealed that coming to class with facial make-up, profanity, lying, backbiting, reading love story books during lessons and chewing gum in class were prevailing indiscipline behaviours among female students in secondary schools in Kano state. The findings revealed that suspension, corporal punishment, discussion with parents, guidance and counseling, grass cutting and writing undertaking to be of good character by student, provision and maintenance of health and welfare facilities and provision and maintenance of games and recreational facilities were techniques for management of indiscipline among students in secondary schools in Kano state, Nigeria. Recommendations were made among which are Teachers should work together with other staff to supervise students during examinations to reduce examination malpractice. They should also make the classroom more interesting so that the students attend class punctually and avoid unnecessary movement in class, School administrators should work together with teachers, prefects and non academic staff to supervise the activities of students in the school premises in an effort to ensure that students do not waste water, write graffiti on walls and respond to bell promptly. School should work with other staff in searching and ceasing of cell phones from students, and all techniques used in managing indiscipline in schools are in order but must be used with caution, consideration to due process and legal regions. These will enhance more commitment and interest in maintaining discipline in secondary schools in Kano state, Nigeria.

TABLE OF CONTENTS

Declaration ii

Certification iii

Dedication iv

Acknowledgements v

List of Tables vi

List of Figures viii

Acronyms ix

Operational Definition of Terms x

Abstract xi

Table of Contents xii

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study 1

1.2 Statement of the Problem 5

1.3 Objectives of the Study 7

1.4 Research Questions 8

1.5 Research Hypotheses 9

1.6 Basic Assumptions 9

1.7 Significance of the Study 10

1.8 Scope of the Study 11

CHAPTER TWO: REVIEW OF RELATED LTERATURE

2.1 Introduction 12

2.2 Conceptual Framework 12

2.2.1 Concept of Assessment 12

2.2.2 Concept of Indiscipline 13

2.2.3 Concept of Management 17

2.2.4 Concept of Classroom Management 18

2.3 Importance of Discipline 18

2.4 Forms of Indiscipline among Students in Secondary Schools 20

2.4.1 Forms of Indiscipline in the Classroom among Students in Secondary Schools 20

2.4.2 Forms of Indiscipline in the School Premises among Students in Secondary Schools 22

2.4,3 Forms of Indiscipline among Male Students in Secondary Schools 23

2.4.4 Forms of Indiscipline among Female Students in Secondary Schools 26

2.5 Causes of Indiscipline among Students in Secondary Schools 29

2.5.1 Parental/Home Factor 28

2.5.2 Political. Social and Economic Factor 29

2.5.3 School 30

2.5.4 Curriculum 32

2.5.5 Peer Group Influence 32

2.5.6 Mass Media 34

2.6 Effect of Indiscipline on Teaching and Learning 38

2.7 Effect of Indiscipline on Students 38

2.8 Effect of Indiscipline on School 39

2.9 Effect of Indiscipline on Parents 40

2.10 Effect of Indiscipline on Society 41

2.11 Techniques for Management of Indiscipline among Students in Secondary Schools 42

2.12 Empirical Studies 54

2.13 Summary 59

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 61

3.2 Research Design 61

3.3 Population of the Study 61

3.4 Sample and Sampling Technique 62

3.5 Instrumentation 64

3.5.1 Validity of the Instruments 65

3.5.2 Pilot Study 65

3.5.3 Reliability of Instruments 65

3.6 Procedure for Data Collection 65

3.7 Procedure for Data Analysis 66

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction 67

4.2 Bio-Data of Respondents 67

4.3 Answering the Research Questions 69

4.4 Hypotheses Testing 84

4.5 Summary of Major Findings 89

4.6 Discussion of the Findings 90

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 92

5.2 Summary 92

5.3 Conclusions 94

5.4 Recommendations 95

5.5 Suggestions for Further Studies 96

References 98

Appendices 108

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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

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

Many educators and scholars view indiscipline as a major problem affecting mankind. The problem of indiscipline according to Yaroson (2004) permeates all facets of the life of man and has brought man down to the knees. School discipline according to Gaustard (2005) has two main objectives. The first is to ensure the safety of staff and

students and the second to create an environment conducive for learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education. Acts of indiscipline if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate (Idu & Ojedapo 2011).

Minor samples of the envisioned problems are already being encountered in the nation's economic front. Many indeed believe that current economic woes arising from corruption, robbery, assassination, smuggling and pipeline vandalisation are progenies of school indiscipline. Court injunctions and orders are indiscriminately flouted not only by those who make or interpret the law, but also by those who took the oath to defend the law (Ali, Dada, Isiaka and Salmon 2014). These acts of indiscipline in our national life likely began as a mustard seed of disobedience in the school.

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

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

The measures taken to deal with indiscipline are barely adequate given the fact that there exist no administrative or legal guidelines which could be referred to in such

cases. Actions taken are often ad-hoc and uncoordinated both within and across schools of the same type. Teachers feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities, political interference and an incapacitated school administration.

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004; Farrant, 2004; Wasagu, 2009). By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of the school climate (Loukas, 2007). The school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. Once these rules and regulations are made, they must be enforced on the students, which beset secondary schools, indiscipline comes first. Indiscipline dominates the issues of the day in both large and small schools both in towns and villages. Students disobey school rules and regulations with impunity. They have little or no respect for their teachers and even the school administration.

Students' misbehavior is a prevailing problem affecting schools not only in Nigeria but also across many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be a precursor to

school dropout and similar negative social outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition.

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in Nigeria. Disruptive behavior is a concern to schools and parents and to fellow students, whose education may be adversely affected. Therefore, disruptive behavior cannot be ignored, and schools must tailor a well-understood sound behavior and discipline policy. In secondary school, the situation is worse because the learners as adolescents, now become aware of their rights namely; to privacy, to freedom of religion, belief, opinion, and expression, among others. According to Pager (1994), educators at one school in the Southwest Nigeria reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Another author (Ferguson and Johnson, 2010) also found that the lack of a supportive and friendly school environment influences educators' disciplinary attempt and may cause them to remain cold.

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

therefore, concentrates on assessment of students' prevailing indiscipline and management of indiscipline in secondary schools in Kano state.

1.2 Statement of the Problem

The problem of indiscipline in schools has persisted over the years. These acts have either been carried out individually by the students or as a group, in the classroom or within the school premises which result to rioting or revolts. There is no doubt that students' indiscipline generally militates against effective teaching and learning and the production of useful acceptable members of the society. It is therefore, observed that some parents appear to have denied their parental roles or responsibilities towards children. Edem (1982), opines that indiscipline as a violation of school rules and regulations is capable of obstructing the smooth and orderly functioning of the schools system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in case of obvious violation of the order. Anchored on the fact that indiscipline among secondary school students in Kano state has a number of problems such as cruelty, rioting, bullying, lateness to school, truancy, alcoholism, smoking, sexual abuse, unwanted pregnancy/abortion, cultism, drug abuse, vandalism, exam malpractice, reading/watching pornography, hooliganism, gangsterism, cheating etc. The existence of indiscipline among secondary school students is an educational problem that needs to be solved. It is quite a common sight for students misbehaving in one way or the other. The problem inherent in indiscipline cannot be over-emphasized.

Students in secondary schools in Kano state display various forms of indiscipline in the classroom like noise making, sleeping in the class, lateness, truancy, exam malpractice among others, which make the classroom unconducive for effective

teaching and learning. According to DiGiulio (2000) a chaotic classroom distracts the learners, preventing them from attending, focusing and concentrating, wastes time and hinders the learners from achieving their educational potential. In the disruptive classroom environment, it is unlikely that the learners can learn much about how to treat others respectfully. Furthermore, Finn, Fish and Scott (2008) and Oliver (2011) are of the view that when students misbehave they learn less and keep their peers from learning. Teaching contact time is reduced as more time is devoted to managing misbehavior rather than teaching. Finn et al (2008) assert that this creates stress for teachers when they are detracted from academic time. The students also exhibit other forms of indiscipline in the school premises such as improper dressing, violence against teachers and peers, hooliganism, bullying, gangsterism, vandalism etc. these may endanger the life of other students and the educators as well and also defeat the purpose of the school which is to train the students to become good members of the society and prepare them for higher education.

Male students in secondary schools in Kano state exhibit various kinds of indiscipline behaviors such as drug abuse, possession of weapons, fighting with teachers, rioting, drug abuse, alcoholism, sexual immorality etc, which may leads to dropout and the production of boys who can be used as political thugs, terrorism, kidnapping among others. Female students in secondary schools in Kano state display indiscipline behaviours like reading or watching pornography, lesbianism, drug abuse, lying, befriending teachers among others which lead to dropout, pregnancy/abortion, involvement of girls in terrorism, kidnapping and prostitution etc.

Many schools in Kano state experience a growing level of indiscipline even though several strategies have been proposed by educators as well as by various other experts in the field in order to curb the prevailing indiscipline among students in our secondary schools. Additionally, each school has fashioned its own approach to dealing with this issue. In spite of this, however, teachers continue to express frustration about the growing level of indiscipline in their classrooms and the school premises. It is very important that the school management should play a dominant role to ensure all the students perform well not only in academic but also in good behavior to avoid any negative impact.

Many parents complain about the behaviour of their children. Schools also experience unusual behaviour from their students. The society at large witnesses instances of unruly behaviours among both male and female students and youths in urban and rural areas. Considering the prevalence of unruly behavior, manifested by our students and the apparent after effects of such behaviours, not only the students but also the society at large. This problems and much more motivate the researcher to embark on this research. The concern of this study therefore is to assess the students' prevailing indiscipline and management of indiscipline in secondary schools in Kano state.

1.3 Objectives of the Study

The main objective of the study is assessment of students' prevailing indiscipline and management of indiscipline in secondary schools in Kano state. The specific objectives are to:-

1. Determine the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano State;

2. Determine the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano State.
3. Examine the prevailing indiscipline behaviours among male students in secondary schools in Kano State;
4. Evaluate the prevailing indiscipline behaviours among female students in secondary schools in Kano State; and
5. Investigate the techniques for the management of indiscipline among students in secondary schools in Kano State.

1.4 Research Questions

Based on the objectives given above, the study intends to answer the following questions:

1. What are the prevailing indiscipline behaviours in the classrooms among students in secondary schools in Kano State?
2. What are the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano State?
3. What are the prevailing indiscipline behaviours among male students in secondary schools in Kano State?
4. What are the prevailing indiscipline behaviours among female students in secondary schools in Kano State?
5. What are the techniques used in managing indiscipline among students in secondary schools in Kano State?

1.5 Research Hypotheses

The following hypotheses were formulated for testing in this study:

H_{o1}. There is no significant difference in the opinions of principals, teachers and officials of PTA (respondents) on the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano State;

H_{o2}. There is no significant difference in the opinions of respondents on the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano State;

H_{o3}. There is no significant difference in the opinions of respondents on the prevailing indiscipline behaviours among male students in secondary schools in Kano State;

H_{o4}. There is no significant difference in the opinions of respondents on the prevailing indiscipline behaviours among female students in secondary schools in Kano State; and

H_{o5}. There is no significant difference in the opinions of respondents on the techniques in the management of indiscipline among students in secondary schools in Kano State.

1.6 Basic Assumptions

The study is on the assumptions that:

1. Controlling indiscipline behaviours in the classrooms among students would enable teachers to deliver instructions efficiently in secondary schools in Kano State;
2. Curbing indiscipline behaviours in the school premises among students in secondary schools would help promote the standard of secondary education in Kano State;

3. Managing indiscipline among male students in secondary schools would help in the production of well cultured boys in Kano State;
4. Controlling indiscipline among female students in secondary schools would help in the production of well cultured girls in Kano State; and
5. Use of effective management techniques in managing indiscipline among students would have a significant impact on the administration of secondary schools in Kano State.

1.7 Significance of the Study

The study is of significance to many categories of people viz: the students, teachers, government, school authority, parents and the society at large. For students, the study would help them to understand some ills of indiscipline behavior. Also they would know it pays to be well disciplined.

Teachers and principals will be well equipped on how best to manage undisciplined students in order to carry them along to achieve a better standard academic excellence. Again, the school authority will be able to introduce some additional rules and regulations that will improve the governance of school. Parents will be better informed on their primary assignment which is to grow and train their children to be able to conform to rules and regulations wherever they find themselves. The society would also benefit at the end of this research in the sense that the study will provide the government with the idea of forming action group for the curbing of indiscipline and also for inculcating acceptable code of conducts in the youth generally.

1.8 Scope of the Study

The study is only concerned with assessment of students' prevailing indiscipline and management of indiscipline in secondary schools in Kano state. The study is not concerned with assessment of students' prevailing indiscipline and management of indiscipline in any other sector. The research is therefore limited to the sample population from principals, officials of PTA and teachers of the public senior secondary schools in Kano State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, works and studies carried out by scholars in the area of indiscipline have been reviewed. The review is organized under the following headings: the conceptual framework (which comprises the concept of assessment, concept of indiscipline, the concept of management, the concept of classroom management), importance of discipline, various opinions on indiscipline, the types of indiscipline, causes of indiscipline, effect of indiscipline on teaching and learning, and techniques for management of indiscipline), empirical studies and the summary of the chapter.

2.2 Conceptual Framework

The conceptual framework will guide us into understanding the meaning of the concept of assessment, concept of indiscipline, concept of management and the concept of classroom management.

2.2.1 Concept of Assessment

Educators and scholars have defined the concept of assessment differently. Khanzode, 2004 defined assessment as systematic process of determining the merit in which processed educational objectives are obtained by pupils. Weeler (1983) opined that "assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to the expected outcomes". He added that It is some sort of scale upon which individual can be ranked with respect to what they can do or what they know. Dietel, Herman and Knuth (1991) support that "assessment can be as simple as teacher's subjective judgment based on a single observation of students

performance or as complex as a five hour standardized test". Assessment therefore as used in this research is defined as the process of investigating and making value judgment about the prevailing indiscipline and management of indiscipline in secondary schools in Kano state.

2.2.2 Concept of Indiscipline

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

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

Many scholars and educators have different perception about the term indiscipline. For instance, indiscipline according to (Timothy, 2008: 110) is the direct opposite of discipline i.e. lack of discipline. He further quoted Dittinuiya (1995) who

defined it as any act that does not conform to the societal value and norms. He went further to cite Otu (1995) who also define indiscipline as unruly acts and behaviours, acts of languages, rudeness, gangstarism or cultism etc. as the forms of indiscipline in schools are inexhaustible lawlessness and disobedience to school rules and regulation.

According to Timothy (2008) indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. In addition, indiscipline is also defined according to Akindiji (1996:5) adapted from Nwakoby (2001: 12) as "an act of misconduct which is not only in physical act but could also be a thing of the mind". The above definition presupposes that indiscipline is an act of wrong doing and which must not necessarily be seen from a student's action but the mood of such student could be interpreted as an act of indiscipline or misconduct. Achebe (1984: 27) on his part defined indiscipline as "a disregard to laid down standards of behaviours, rules and regulations of a social system". From this assertion therefore, it could be said that indiscipline is negligence of norms and cultures of a social system.

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

concerned. But when this is not the case such a child or a student is said to be undisciplined (Igwe, 1990). School indiscipline is further defined by Igwe (1990: 16) as "any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptance code of behaviour, action, norms and the ethics of the society at large". Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour can be regarded as indiscipline act. Also, Zubaida (2009) citing Dare, Hashim, Sweinan and Ofie (2004) defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. She therefore maintained that "a behaviour that contradicts the above mentioned becomes indiscipline".

According to Yaroson (2004) when citing The Chambers Twentieth Century Dictionary maintained that Indiscipline is a derivative of the word "discipline" and which is a mode of life in accordance with rules is. She further quoted the Oxford Advanced Learners' Dictionary where indiscipline is defined as lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live in accordance with rules. Tuluhi and Bello (1985) asserted that indiscipline is the breaking of rules and regulations of institutions. The individuals who willingly or unwillingly violate laid down rules of an educational institution which hampers the smooth running of the institution are said to be exhibiting indiscipline acts.

To this end, indiscipline can simply be seen as mode of life NOT in conformity with rules and non-subjection to control. By extension, the term connotes the violations

of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Adeyemo, 1985) submitted.

Indiscipline according to Peretomode (1995) means unruly behaviour, disobedience and general disorder. It has been noted to be one of the most outstanding factors that have affected adversely the standard of education in the national school system in general. Moreover, lack of indiscipline according to Annen (1996) relate to misbehaviour in any form. Indiscipline act is that situation where student set aside the schools rules and regulation and do what they like and leave undone what they are expected to do. That indiscipline is any act that is inconsistent with the set down rules and regulations governing a learning situation.

Indiscipline according to Obi (1995) means the absence of discipline. This means where indiscipline reigns, discipline is lacking there. The stability and continued existence in that society are in danger, peace, life and property becomes insecure, and the very continued existence of the society becomes precarious. Indiscipline according to Dittimiya (1996), could be regarded as an act that does not conform with the societal values and norms. Indiscipline takes many forms and shapes depending on how it is been carried out in its assorted forms. It is also a destructive and undeserving element to progress, training and mode of life in accordance with rules. Furthermore, Dittimiya (1996), equally said that indiscipline is quite obvious that it is a disgraceful and unfortunate incident of indiscipline to happen, pretty often nowadays in our institution of learning. For instance, a principal of secondary schools could be chased out of his own house with sticks, stones by his own students. This sound pathetic as it is ridiculous. In our secondary schools, rules and regulations are no longer obeyed. To cap

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

2.2.3 Concept of Management

Various definitions of management were proffered by educators. Management could be defined as working with people to determine, interpret and achieve organizational objectives by planning, organizing, leading, controlling and staffing (NOUN, 2008). Management in education is a specific type of work which comprises regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation in order to allow formative education to take place (Van der Westhuizen, 1991:55). According to Van Schalkwyk (1986:4) management includes organizing, leading, motivating, planning, controlling and determining programmes, procedures and methods.

According to Piek (1991:1) the term "management" is derived from the Latin-English word "manage" meaning to "control and direct a horse". Smith and Laslett (1993:viii) defined management as the skills that are applied by individuals in an organization, also in the presentation of lessons, in such a way that all the learners are actively involved in learning. Dare (2009) sees management as working with people through people to achieve goals. Management takes place at all levels of an institution like a school. In this study management refers to the task of the school management team (i.e. principal, vice principal and heads of departments) as well as that of school educators, who are also managers, as they have to manage learners and a classroom so that there can be discipline in the school.

2.2.4 Concept of Classroom Management

Classroom management is a process of managing students in class. Classroom management according to McQueen (1992:6) can be regarded as directing and orchestrating all the elements of a classroom. According to Kruger (1997:3) the term classroom management encompasses all the activities that are required to support and fulfill the main purpose of the teaching and learning situation. Good classroom management entails that the educators have elicited the cooperation of the learners in minimizing misconduct and that they can intervene effectively when misconduct happens. Furthermore, in a well managed classroom the relevant academic activities are occurring more or less incessantly (Jones & Jones, 1998:18-19). The classroom management system as a whole is planned to maximize learner engagement in learning activities and not merely to minimize misconduct.

In this study classroom management will refer to actions and strategies educators use to establish order in their classroom situations. It will, in fact, be regarded as all the things educators must do to foster learner involvement and cooperation in classroom activities and to establish a productive environment. It is also a means by which educational goals can be attained in the most effective and efficient way.

2.3 Importance of Discipline.

There is no doubt that discipline has some importance in the school system. According to Silsil (2010:292) discipline is the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and co-exist with others in society. Okuthe (2003) observes that discipline is

one of the most important factors that help all social systems to function effectively and achieve their purpose, for no government, institution or establishment of any kind can function without discipline.

Schools are very important social systems that help train students in good conduct and acquisition of knowledge. Eshiwani (1993:105) concurs that for proper learning to take place, this must be observed. Discipline must therefore be maintained at all times because it is only where there is discipline that proper learning can be expected to take place. It must be maintained to ensure a peaceful and conducive environment for learning. Padilla (2012) could not agree more, for he asserts that, good discipline enables the students to focus more, for with good focus, they master the skills offered by teachers. But when they display disruptive behavior, they interfere with the instruction and learning process. Such disruptive students limit themselves and others to the full advantage of academic instruction. Jeng (2011) maintains that knowledge without discipline is useless. It is only knowledge alongside discipline that one can use to get anything in life, for it is the only weapon that one can use to fight against poverty, harassment, difficulties, violence and discrimination in our society. A disciplined and educated student becomes a progressive element in the society. Therefore, students must maintain discipline to earn dignity and success.

Indeed, Mbiti (2007) stresses that the modern scheme of discipline puts great emphasis on teaching students good conduct, making them understand their responsibilities and obligations and the consequences of bad conduct. It therefore goes without saying that, education is handicapped without discipline and discipline without education is dead, since the two concepts are closely linked.

2.4 Forms of Indiscipline among Students in Secondary Schools

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

2.4.1 Forms of Indiscipline in the Classroom among Students in Secondary Schools

Many educators and scholars have identified several types/forms of indiscipline behaviours exhibited by students. For instance, Akubue (1991), posits that in a typical classroom, the teacher is likely to encounter insolence, class disruption, failure of students to comply with orders, general apathy, fighting, cheating, damaging the school books and property, failure to obey prefects, neglect of class rules, and united habit in dress. In addition, Onyechi and Okere (2007) cited in Otuadah (2006) identify the following as deviant behaviours exhibited frequently and persistently in the classroom: walking out on the teacher, noise making, sleeping in class, pinching, aggression, vandalism, pilfering, lies, truancy, tardiness, irresponsibility, cheating, immorality, alcoholism, use of drugs, cultism and examination malpractice.

Moreover, Lewis (1991) as quoted by Morongwa (2010 : 11) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further

stated in a clear term some of these behaviours which he believes can impact negatively on the morale of the student himself and mentioned them as follows:

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

Furthermore, Onyechi and Okere (2007) identify the following as deviant behaviors exhibited frequently in classroom; walking out on the teacher, noisemaking, sleeping in class, immorality, use of drugs. No one can deny that little to no learning takes place in a chaotic class with the mentioned activities above.

Moreover, McManus (1995) lists several types of misbehaviours which make the work of educators difficult. These include; Repeatedly asking to go to the toilet; Missing lessons, absconding; Pushing past the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-up; Leaving class early; and Commenting on the work. Other forms of indiscipline in the classroom among students are: sleeping/dozing in the class, use of slang, forgetting textbooks and exercise books needed in the class,

2.4.2 Forms of Indiscipline in the School Premises among Students in Secondary Schools

Students in secondary schools display various forms of indiscipline in the school premises. For instance, Nwogwugwu (1989) in post primary schools, said that there are fewer riots and violent demonstration but indiscipline rears its ugly head principally in the bully of junior by seniors, or leaving the hostels without permission, in leaving schools before the closing date for vacation in returning to dormitory or hide out during class and in destruction of school property, in lateness to school, truancy, in loitering during classes, in examination malpractices and falsification of results. In America, students indiscipline in schools include violence upon teachers and other students, possession of controlled substances as alcohol, robbery, engaging in habitual profanity, vulgarity, committing school assault to staff and making terrorist threats against the school authority Clarke (2002).

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

1. Defiance to school authority;
2. Class destruction;
3. Truancy;
4. Fighting;
5. The use of profanity;
6. Damaging school property;
7. Violation of school dress code;
8. Theft / stealing ;

9. Leaving campus without permission; and

10. Not reporting to after school detention or Saturday School.

2.4.3 Forms of Indiscipline among Male Students in Secondary Schools

Male students in secondary schools display various kinds of indiscipline behaviours. For instance, Rosen (1997) distinguishes the following ten types of indiscipline acts which may lead to a learner's suspension, namely; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and leaving campus without permission. The other common types of indiscipline acts experienced in secondary schools as mentioned by Donnelly (2000) include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration.

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

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

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

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

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

1. **Truancy**: This is irregular attendance in school or classes with many factors within or outside the school building, peer group influence, teacher methods of teaching or discipline are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself, engage in labour to raise money, parenting/guarding methods of discipline, security among others.
2. **Absenteeism**: This may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions.

Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absence on the part of students as resulting from dissatisfaction and frustration from schoolwork.

3. **Fighting**: Children fighting at the secondary school level are very low in self-esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: the need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child.
4. **Stealing**: This is the removal of another person's property without his permission. The socioeconomic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly permissive behaviour. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property.

5. **Drug Addiction/Abuse**: This is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, codeine/heroine and smoking of herbs. There is a general moral decadence in this regard because many parents are also guilty of the same misbehavior and are unable to instruct, correct, advice or guide children along the proper paths concerning the use of drugs.

Other forms of indiscipline behaviours exhibited by male students in secondary schools are: threatening the educator; homosexuality (mostly among boarding students); drug abuse, use of slang/dirty language etc. Those types of indiscipline behaviours mentioned above are similar to the ones being experienced in Kano secondary schools.

2.4.4 Forms of Indiscipline among Female Students in Secondary Schools

Female students in secondary schools exhibit unruly behaviours in the school, some of which are similar to those displayed by the male students while some are not. The indiscipline behaviours among female students in secondary schools are explained below:

1. **Truancy:** This is irregular attendance to school or classes with many factors within or outside the school buildings, peer group influence, teacher methods of teaching or discipline are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself, engage in labour to raise money, parenting/guarding methods of discipline, security among others.

2. **Absenteeism**: This may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absence on the part of students as resulting from dissatisfaction and frustration from schoolwork.
3. **Fighting**: Children fighting at the secondary school level are very low in self-esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: the need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child.
4. **Stealing**: This is the removal of another person's property without his permission. The socioeconomic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no

need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly permissive behaviour. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property.

5. **Drug Addiction/Abuse**: This is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, codeine/heroine and smoking of herbs. There is a general moral decadence in this regard because many parents are also guilty of the same misbehavior and are unable to instruct correct, advice or guide children along the proper paths concerning the use of drugs.

Other forms of indiscipline among female students in secondary schools are: lesbianism (among boarding students mostly); student-teacher romantic relationships; bullying; use of profanity; exam malpractice, teenage pregnancy/abortion, rudeness to teachers, wrong dressing, dirty language, bad toilet habits, lying, fraud, vandalism, roughness, backbiting, arrogant behavior, drunkenness, bullying, lateness to school/class etc. It can be summarized that indiscipline is any form of misbehaviour which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, hooliganism/gansterism, unwanted pregnancy, abortion, dirtiness quarrelsome, use of abusive or foul language etc.

2.5 Causes of Indiscipline among Students in Secondary Schools

Indiscipline among secondary school students are caused by many factors.

2.5.1 Parental/Home Factor

Most authors regard parents to be of greatest importance in creating a conducive teaching and learning atmosphere. It seems that lack of parental involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home. When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a laissez-faire approach towards their children.

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

are;

a. single parent homes;
b. lack of parental control at home;

c. the negative influence of television;

d. neighborhood and community problems that influence the home;

e. Value differences between the home and the school.

2.5.2 Political, Social and Economic Factors

Scholars are of the view that political, social and economic factors cause indiscipline among students. Rossouw (2003), claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. Saying that, the over-emphasis placed on learners' rights may cause a "don't-care" attitude and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from others often misbehaved. According to Lewis (1991), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Butchart in 1998 when he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child.

According to Butchart (1998), "These feelings experienced by the child may ultimately develop into what is referred to as 'psychological pains', which may cause problems such as physical assault, gang violence, substance abuse, and many others".

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

political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

2.5.3 School

Undisciplined behavior from students may also be the result of normal reactions to deficiencies in the school and to teachers as directors of the educational enterprise. Thornberg (2007) asserts that appropriate and descriptive behavior among students are socially constructed within a complex pattern of interactions in which both teachers and learners play an active role, influencing each other with their actions and interpretations. Learners themselves are a source of indiscipline in schools. According to Cheinyane 2008 in (Mammen 2011) and Donga (1999) drugs taken by students are a contributing factor to indiscipline. Some students attend school while drunk. They assert that students form groups and take drugs or smoke dagga. They can for instance, take their juices laced with intoxicants in front of unsuspecting teachers. In this state Mammen (2011:191) says these learners are prone to commit other forms of indiscipline. Mammen goes further to say that some of these learners carry dangerous weapons to threaten teachers who try to discipline them. As has also been pointed out, learners who come from permissive environments cause indiscipline in schools. They are arrogant, and lack respect of both elders and property in the school (Donga, 1998:67) Challenging behavior for example repeated and involuntary body movement and obsessive behavior may be due to an underlying cause or reason such as pain, illness or sensory difficulties.

However, Thornberg (2007) asserts that to understand student behavior it is also important to consider teacher behavior, how they organize and manage classroom activities and their efforts to establish and uphold roles.

Children have an inherent need for a safe and secure environment. Learners may react negatively to noise, heat, and cold or to invasion of their space. Carr(2004) points out that some children particularly with autistic spectrum disorders may be over sensitive to certain stimuli such as noise, and may therefore react by displaying challenging behavior. Carr (2004) is of the view that the classroom in many instances can be the only stable element in the life of a child not experiencing such security in other parts of his/her life. Tamara 2009 in (Mammen 2011) argues on what he terms teacher caused indiscipline, situations where teachers cause indiscipline. Teachers sometimes perpetuate indiscipline by being unprepared that is lack of commitment (Danga, 1998:61 and Felix, 2011).

According to Kilonzo (2009) teachers are supposed to be role models behaving in *loco parents* all the times. Teachers who come to school drunk and improperly dressed, learners will imitate them and the discipline of the school suffers. Rono and Gichana 2006 cited in (kilonzo, 2009) report of an incident where at a secondary school in Ndanai School Bomet, students went on rampage accusing some of their teachers of being habitual drunkards.

2.5.4 The Curriculum

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

irrelevant and boring. Accordingly, Doveton (1991) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

2.5.5 Peer Group Influence

The peer group influences what the child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998; Hartup, 1983).

There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987). Douge (1993) indicated that poor peer relationships were closely associated with social cognitive skill deficits.

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

2.5.6 Mass Media

Today's world provides the easiest and fastest access to knowledge overcoming time and distance constraints through the electronic media. The electronic media in the form of radio, television, movies, video/computer games, cell phones, computer network and internet prove to be not only the easiest means of access to information but also provides increasing access to knowledge. It has gradually become a part of our daily lives and source of information, education and entertainment. It has also had a huge impact on our world and has become part of modern life styles. Technological advancement is slowly taking a steady control over individual lives which many of today's youths are embracing a wide array of media as part of their everyday lives.

The rising importance and availability of online social networks and their popularity among young people are undeniable facts. The use of the internet is becoming an ever more integral part of young people's lives and as a result, they are communicating with each other on an unprecedented scale. The youths are leveraging the power of media to create, communicate, share and learn. Today's fast-paced media could be making us indifferent to human suffering which has taken the world by storm and at the same time, it has raised serious concerns among the parents of these technology-savvy teens.

Television, movies, radio, internet are having adverse effect on mankind. It has influenced our culture, our behavior and our brains. We are witnessing a major cultural revolution that is having an incredible impact in our society. The social media has been described as the most powerful force that has ever influenced the human mind and heart. It has a tremendous potential to influence culture. Sex and violence play

prominent roles in films and television as both sells, they attract audience and that translate into cash. Money; drives the spread and acceptance of this powerful media.

Listeners/viewers seek things that provide immediate gratification –pleasurable entertainment. The cares, worries and routines of life can be forgotten momentarily when the human mind is constantly bombarded with images it is unable to think and reflect. The immediate availability of novelty, excitement, scintillating and titillating thrills provide a pleasurable escape for people who find their existence boring, empty, lonely or frustrating. The media has been accused of using tragic consequence to remake society. Violence on TV causes children to be more aggressive in behavior which later lead to violence in later life. The continuous portrayal of promiscuity as exciting, adultery as natural and divorce as acceptable plays a powerful role in molding attitudes and behavior which have a devastating effect on our moral values. Today the average child watches between 25 and 30 hours of TV a week.

Psychologists warn that our changing lifestyles may be altering children's brains in subtle but critical ways. Language and reading exercises are focused in the left side of the brain. When children watch TV for several hours a day (where little conversation or thinking is involved) and read only 5-10 minutes a day, experts fear a detrimental effect on brain development since reading and watching TV make very different demands on the brain, extensive TV viewing could reduce stimulation to left hemisphere systems critical for development of language, reading and analytical skills may affect mental ability and attention by diminishing mental traffic between hemispheres and may discourage development of executive systems that regulate attention, organization and motivation. These fears correlate with what teachers observe

in the classroom. Students today have shortened attention spans; they struggle with reading and writing assignments, exhibit less creativity, are easily bored and distracted, lack perseverance, give up easily and have difficulty in remembering instructions and thinking through problems. TV may also have a negative impact even for adults on creative problem-solving performances and persistence which many would rather escape from than find solutions. Students who watch less TV and do interact with adults tend to develop problem solving, language and listening skills.

Television is rapidly eroding the strength of our nation from within. The modern inability to distinguish between good and bad, beauty and ugliness, truth and falsehood bu even to admit the possibility of a distinction. TV has culture by the throat, when a population becomes distracted by trivia, when cultural life is re-defined as a perpetual round of entertainment, when people become an audience and their public business becomes a vaudeville act, then a nation finds itself at risk; cultural death is a clear possibility.

Script writers and producers deliberately undermine the moral values upon which it was founded when they tend to generate and promote the warped content of the media that degrades the values and behavior of our modern world. The connection is quite obvious when what is projected on the silver screen is compared to what the scriptures say and about our social value system. A debased mind which revels in sexual vulgarity, immorality, wickedness, violence, covetousness, murder, strife and all kinds of evil including homosexuality and other perversions is an accurate description of modern media entertainment. The society has forgotten and rejected our ethical values where people became selfish, materialistic, callous, brutal, despisers of good and

lovers of pleasures, where people are determined to call evil good and good evil. These and many more are the sobering warnings to a society that has been willingly misled by the corrupting influence of modern misguided media. We now live in a society where the culture has collapsed, religion has been watered down and corrupted and moral values are under constant attack by the media. Living in a media saturated age; we must be ready to abide by the doctrines of the society. Turn or shut our eyes from seeing worthless and evil things, stop the ears from hearing bloodshed, avoid degrading amusements, flee sexual immorality that permeate the media today which requires serious thinking and decision making on our part. Families should encourage a healthy media diet for their children. Parents and kids should work together to decide how much time to spend with electronic media on a daily basis and to make sure good and informed choices are being made about what media to take in. A challenging task for parents to train their children in the right way by encouraging them to be physically active and to think about what they want to do with their lives; help them to see the need of others, to discover their own talents and develop skills and abilities to serve other human beings. Teach them the benefits of living according to the injunctions and tenets of the Almighty God as consequences come from rejecting and violating it. Encourage children to use their time wisely, focus on things that are true, noble, just and pure so as to avoid the pitfalls of this media- entertainment saturated age. In the same vein, a wakeup call for educators as media education is crucial. Therefore the ability to decipher a bewildering array of media and make use of them, it may be useful in mitigating harmful media effects.

2.6 The Effect of Indiscipline on Teaching and Learning

Several researchers agree that when classrooms are characterized by disruptive behavior the teaching and learning environment is adversely affected. Firstly, the initial behavior can cause a ripple effect, leading to several students displaying disruptive behavior. Kounin (1970) adds that additionally both the methods the teacher uses to curb the misbehavior and the targeted student's resultant behavior cause a second ripple. This results in loss of valuable teaching and learning time. Some teachers spend between thirty (30) to eighty (80) percent of their time addressing discipline problems (Walsh 1983). The time and energy needed to cope with some disruptive students can be physically draining and emotionally exhausting (Levin & Nolan, 1996). Stress related to classroom management is one of the most influential factors in failure among novice teachers (Vittetoe, 1977). Not only do classroom discipline problems have negative effects on students, but they also have very negative effects on teacher effectiveness and longevity (Levin & Nolan, 1996). Also affected are student psychological safety, readiness to learn and future behaviors (Levin & Nolan, 1996).

2.7 Effect of Indiscipline on Students

The effects of indiscipline among students can be divided into two main areas: namely educational and work related as well as social behavior related effects (Bandura, 2010). Indiscipline manifests itself through disruptive behavior making it difficult for disciplined pupils to learn (Bandura, 2010). Teachers should decide on consistent that is, well defined but reasonable standards of expected behavior and stick to them. Too rigid (as opposed to consistent) standards are not desirable as they may promote deviant behavior (McDaniel, 2005). The students who want to learn find that they are actually

being prevented from doing so; they see that the only way to get the attention of the staff is by behaving badly, and there is no time or attention left over for encouraging hard work or creativity. You also get a huge increase in bullying and fighting in such schools, and quite often crime and drug related problems will also escalate in an environment where the school cannot offer any leadership or give any help to young people who may be going in the wrong direction.

2.8 Effect of Indiscipline on School

Closing achievement and graduation rate gaps requires comprehensive school reform that includes a focus on a positive school climate that meets and develops the academic, social and emotional needs of every student (Paul, 2009). As Kipropo (2012) argues, student discipline policies often keep too many students out of school and away from the classroom causing them to lose critical learning time. Research repeatedly shows that harsh disciplinary policies disproportionately affect students from poor backgrounds. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behavior and interactions (Zindi, 2009). Gibson (2008) postulates that, principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and culture of mutual respect and a positive school climate is a crucial component of the prevention of inappropriate behavior.

It is also sad, to note that student's indiscipline has had a lot of negative effects on the school system and learning, many academic calendar are being disrupted as a result of this indiscipline. Many students now form themselves into gangs, they threaten the life of fellow students and even teachers. It is as a result of this indiscipline that we

now have secret societies or secrete cults even in our primary and secondary schools. It is necessary for the nation to pay attention to the frequent indiscipline among our students, if she is to achieve fame and progress in all field of human endeavour,. This is because the fate of any nation depends on the youths she breeds, as they are the leaders of tomorrow.

2.9 Effect of Indiscipline on Parents

Indiscipline among students has a negative effect on the parents because at the end of the day it is the parents who take back the indiscipline children. Schools can easily expel students with high level of indiscipline behaviours, the society could also cast out the children with bad behaviours but parents could not abandon their children no matter what they become. In most cases, parents were called by the schools to come and take care of their children, so they had to leave their places of work. If a child steals or destroys other people's property, it is the parents who are going to pay for that. If a child uses and peddle drugs and get arrested by the drug enforcement agents, it is the parent who will do their best to bail the child out.

Furthermore if an undisciplined child beats up another child it is his parents who will take the responsibility of resolving such matters. If the child is involved in fighting and gets injured in the process, the parents would come running to take the child to the hospital. From the above listed scenarios and much more, it could be concluded that indiscipline among children causes problems to parents such as heartache, wastage of money and time and loss of property among others.

2.10 Effect of Indiscipline on Society

There is often the saying that our youths are the leaders of tomorrow, but from what happens on a daily basis, one is forced to wonder if actually the youths are the future leaders of tomorrow, if they could actually be entrusted with leadership roles of the futures. People from various works of life have expressed concern. Olusegun Obasanjo former President and Head of state of the Federal Republic of Nigeria lamented over the rate of indiscipline in the Nigeria society. He pointed accusing fingers to most youths and adults noting that they suffer from what he called social, moral, political and economic indiscipline. Also former Head of state General Ibrahim Babaginda confirmed the obvious fact that the rate of indiscipline and crime among youths was growing fast.

"moral decadence is threatening the nation as evidenced by the get rich quick syndrome that pervaded all of the society. Crimes of violence in which our young stars are involved in are indication of the malaise which affects most of our communities". (daily Times 26th December, 1985. pp 1). The problems of indiscipline among students is fast becoming a canker worm that is eating deeper and deeper in to the fabric of our society and thereby constituting a greater threat to the stability of the nation. Indiscipline of various types has eaten deep into the fabric of the social system, it is a problem that is increasing at a fast rate and needs prompt attention. We have come to notice that hardly any family exists without a child possessing one trait of indiscipline or the other. It is either the child steals, is rude, not well mannered, runs away from classes, and or at times if the child is a female, it may be that she posses indulgent sexual acts which may create great concerns for the parents. It is also possible that the child is one way or the

other a drug addict. In whatever way it is viewed whether the child exhibits any of these features or many others, which are socially undesirable, such a child is certainly a problem to the family and the society at large.

2.11 Techniques for Management of Indiscipline among Students in Secondary Schools

It is agreed among education managers that the purpose of school discipline is to establish and maintain conducive learning environment. It should also help to develop self-discipline among students while in school and after school. Schools therefore should focus on strategies or disciplinary actions aimed at stopping misbehaviour and bring about compliance to the rules and regulations. It is anticipated that once this is achieved, it will facilitate the development of self-discipline among students. Paul (2006) asserted that discipline is the practice of care and respect for others and self. It is about safe guarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others. It's strategies therefore vary according to Daukee (2010) along a continuum from the extremely authoritarian in which the adults make all of the rules and punish any deviation, to the very permissive in which the child makes all of the decision (Field and Boesser, 2002). The authoritarian methods according to Paul (2006) can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. Kohn (1993) as cited by Paul (2006) further added that these models are based on immediate and unquestionable obedience as the target behaviour. There are no allowances for the explanations or investigations of circumstances. As a result they are often associated with anger and sometimes result in depression and low self-esteem.

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

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

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

Positive Teacher-Learner Relationships: This according to Paul (2006) have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school

environment and this again will determine whether or not a learner can benefit from teaching – learning situations. Paul further quoted (Hood and Hood, 2001) that "teachers should be aware of the need for a positive loving relationship if learning is to take place". But, if trust in the relationship between educator and learner is lacking, the educator is in a position of power instead of authority (Oosthinzen, Wolhuter and du Toit 2003, 463).

When looking at how the teacher-learner relationship could help in promoting effective classroom discipline and which could also help in keeping acts of indiscipline minimal in the entire school environment, Kruger and Van Schalkwyl (1997) as cited by Paul (2006) observed that behaving consistently and being open and approachable will ensure a healthy relationship. Robertson (1996) also supported this when he contended that using humour, friendly greetings and non-verbal supportive behaviour may help improve such relations, but the teachers should avoid humour targeted at the learners (Spaulding, 1992) from Paul (2006).

Clear Guidelines/Rules: According to Deaukee (2010:32) one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer and Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Clements and Sova (2000) as cited by Deaukee (2010) further added that rules are the foundation for school conduct or behaviour. It is essential that children understand exactly what

behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

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

Non-Traditional Methods: Fields & Boesser (2002) proposed a model which provides the ideal balance between these two extremes called the constructivist model. Through this model, students can learn from their own experiences and make informed logical choices. Kamii (1984) as cited by Deaukee (2010) agrees that this model works towards self determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and

undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result, they are encouraged to think about the effects of their actions on others.

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

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

In addition, Curwin and Mendler (1994) as cited by Deaukee (2010) further stated that an effective discipline approach involves a united effort by the entire school. They therefore outlined twelve (12) processes that form the foundation of any effective discipline programme as follows:

1. Let students know what you need: Here, the teacher should let the students know what is expected from them by making his/her needs clear to the students either by telling them or showing them.
2. Provide instructions that match students' level of ability: The teacher should give the students instructions that match their cognitive, affective and psychomotor ability.
3. Listen to what students are thinking and feeling: The teacher should seek and listen to the thoughts, ideas and feelings of students concerning instruction and their personal issues.
4. Use humour: The teacher should make his/her class amusing as this will make the class more interesting.
5. Vary your style of presentation: The teacher should use different styles when delivering instructions as different students require different style of presentation.
6. Offer choice – "you can do your assignment now or during recess": the teacher should give students choice when to do assignments.
7. Refuse to accept excuses – accepting excuses teaches the students how to be irresponsible. Therefore, the teacher should punish students who did not do their task as instructed as that will make them take responsibility for their actions or inactions.
8. Legitimize behaviour that you cannot stop – e.g. if there are daily paper airplane, buzzing past your ear consider spending 5 minutes a day having paper airplane

contests. When certain types of misbehaviours are legitimized the fun of acting out fizzles.

9. Use hug and touching – pat on the back, give handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.
10. Be responsible for yourself and allow the kids to take responsibility for themselves- You are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.
11. Realize and accept that you will not reach every child -some students must be allowed to choose failure
12. Start fresh every day: the teacher should start with a fresh topic or sub topic everyday as that will make the class more interesting and the students are keen to learn new ideas.

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

1. Positive Approach: This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.

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

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

6. Exclusion or Expulsion: Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on what the school had report. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.
7. Deprivation of Privilege: It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.
8. Moral Punishment: Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to. Widman (1987) contended that great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer.
9. Self-government: It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to

learn in a practical way the principles of citizenship, co-operate living and democratic organization.

10. Praise and Blame: The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.
11. Rewards: There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.
12. Punishment: It has a necessary place in the school but it must be based on certain principles if it is not to be a "hit or miss" affair. Seita (1996) identified the following guidelines for the use of punishment:-
    a. Punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others

relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.

b. There should be no uncertainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal.

c. Punishment should help the offender to improve and this condition is satisfied only when he realizes his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realizes that he deserves punishment, punishment becomes necessary.

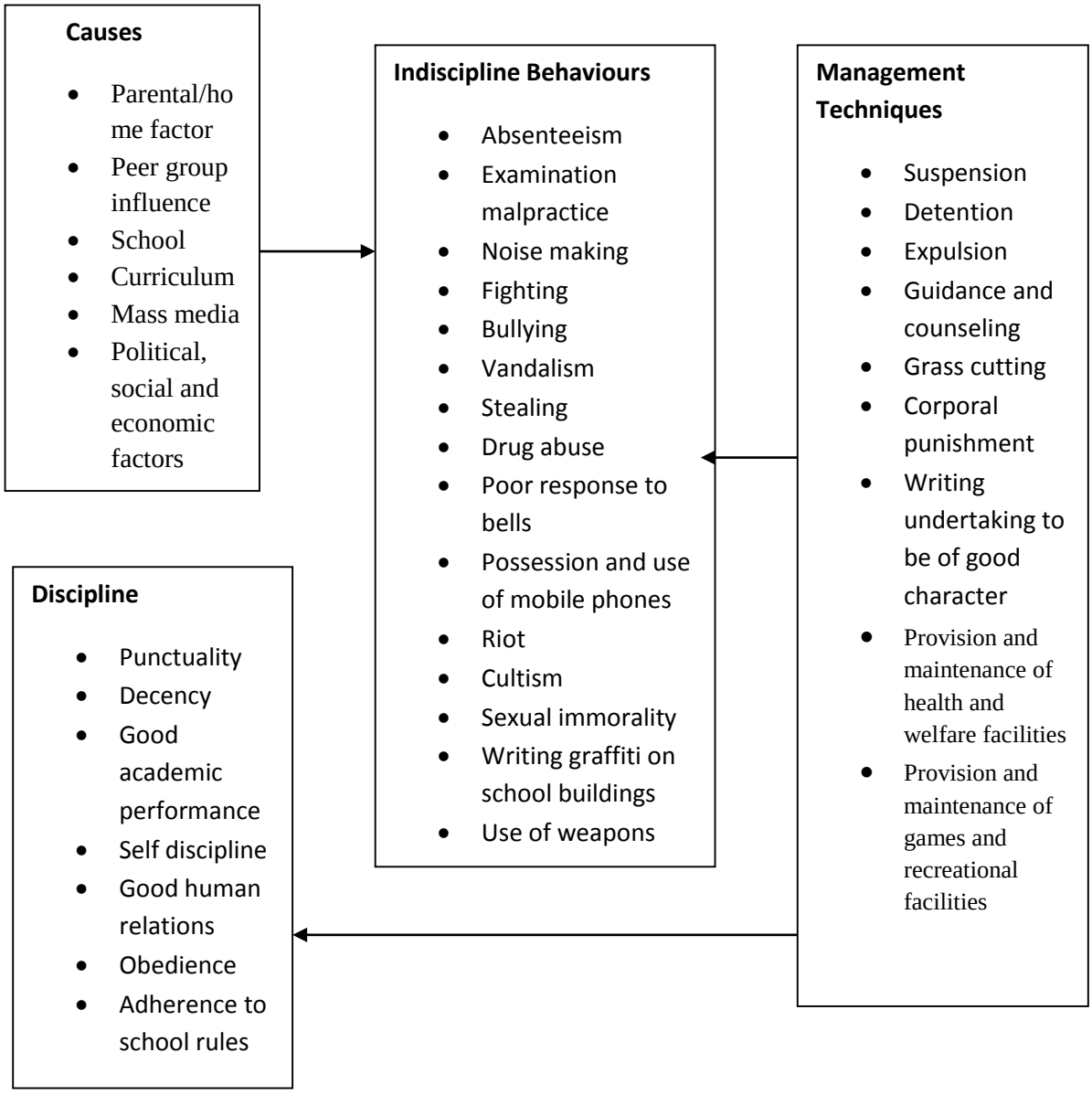
d. Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters.

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

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

Other techniques for management of indiscipline among students in secondary schools are: Corporal punishment, suspension from class, discussion with the parents, signing an undertaking to be of good behaviour, report to the law enforcement agents, dialogue with students, changing students from Boarding to Day schooling system, punishing student during classes, provision and maintenance of recreational facilities, provision and maintenance of health and welfare facilities etc.

Figure 1: Indiscipline Behaviours, Causes and Management Techninques



Source: The Researcher

2.12 Empirical Studies

Various researches or studies have been conducted in this country and elsewhere which are related to this study directly or indirectly. For instance, a study by Idu, A.P and Ojedapo, D and Olugbade (2011) in Ogba/Egbema/Ndoni Local Government Area

of Rivers state, Nigeria. Titled "Indiscipline in Secondary Schools: A Cry to All Stake holders in Education". The objectives of the study were to find whether parents' attitudes towards their children contribute to indiscipline among secondary schools students; to find out whether teachers attitude towards their students contribute to indiscipline among students etc. Survey research design was employed for the study and the population of the study was all the government secondary schools students in Ogba/Egbema/Ndoni Local Government area of Rivers state, which was three thousand and twenty four (3024). Simple random sampling was used to select two hundred (200) students as the sample. A questionnaire titled "Students Indiscipline Questionnaire (SIQ)" which has twelve (12) items related to the objectives of the research was used to collect data from the respondents. Mean score was used as statistical tool to answer the research questions. The findings of the study revealed: that parental influence constitute a contributing factor to indiscipline among secondary school students; teachers' attitude is a contributing factor to indiscipline among secondary schools students etc. The study is relevant to the current study as it provides the researcher with information on the causes of indiscipline among students, which may be similar to those in Kano state. The study fails to investigate or find out how these indiscipline behaviours are being managed in secondary schools of the study area.

Another research by Oliatan Temitayo, Mohammed A. Nayaya and Ajibola A. Lukman (2013), titled "Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus aimed at investigating the disciplinary problems, their causes and means of managing them. Some of the objectives of the research were to find out the types of disciplinary problems that are being experienced in Jalingo

secondary schools; to find out the means of managing disciplinary problems in the research area. Quantity survey design adopted for the study. The population of the study comprised of one hundred and fifty (150) school management, four hundred and fifty (450) teaching staff and five hundred and seventy four (574) non-teaching staff. Which give the total of one thousand one hundred and seventy four (1174). The study used a questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). Four point likert rating scale was used to collect data. One thousand (1000) respondents were sampled in four (4) governments owned secondary schools in Jalingo metropolis. Statistical means and percentages were used to analyze the data collected. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study posits that disciplinary problems can be dealt with if school staffers develop a spirit of teamwork and there must be a well spelt out code of conduct for all staff and students to follow. The study is relevant to the current study as it provide the researcher with information relating to the techniques used in managing disciplinary problems in secondary schools.

A study conducted by Sarimi Abidoye and Okoji Olufemi Onweazu (2010), titled "Indiscipline Among Female Secondary School Students in Selected Rural communities of Rivers State in Nigeria: Cause and Effect on Academic Performance". The study examined the cause and effects of indiscipline on academic performance of female secondary schools students in Rivers state of Nigeria. Descriptive survey research design was adopted for the study. The population of the study comprised the parents, secondary school teachers in the communities of Okarona, Eginta, Ibewa and

Erema of the local government area of Ndoni and Okrika. The sample comprises of two hundred and twenty five (225) respondents selected using simple random sampling technique. A questionnaire titled "Indiscipline in Secondary Schools (ISS)" was used to collect data for the study. The questionnaire was in two (2) sections; section A which contains the information of the respondents and section B which contain twenty (20) items which gathered responses on cause and effect of indiscipline on academic performance. Chi-square was used to analyse the data collected. The findings of the study revealed that peer group influence plays a vital role in shaping the life pattern of individual leaner. The findings also revealed that parents have important role to play in curbing indiscipline among female secondary school students in the study area. The study is relevant to the current study as it provide the researcher with information on the effect of indiscipline on academic performance of secondary school students of the study area.

Another study by Kilonzo John (2013), titled "Challenges Faced by Headteachers in the Management of Students Indiscipline in Public Secondary schools in Lamu county, Kenya" Some of the objectives of the study were to investigate the methods employed by headteachers in dealing with indisciplined students in Lamu county, to identify the causes of indiscipline among the secondary schools students in Lamu county etc. The study adopted descriptive survey design and the population of the study area was seventeen (17) Headteachers, seventeen (17) deputy headteachers, thirty four (34) teachers in charge of guidance and counseling and games and one hundred and seventy (170) students leaders in the seventeen (17) public secondary schools in the county. Stratified sampling technique was used to select the sample which involved ten

(10) Headteachers, ten (10) deputy Headteachers, twenty (20) teachers and forty (40) students giving the total of sixty (60) respondents. Three questionnaires were used to collect data from the respondents; Headteachers questionnaire teachers' questionnaire and students questionnaire. The data collected was analysed using statistical package for social sciences (SPSS). Some findings of the study were: the prevalent problems of indiscipline among students according to Headteachers were laziness, lateness and absenteeism among others; peer pressure was most common cause of indiscipline among students. The study is relevant to the current study as it provides the researcher with information on the indiscipline behaviours among students in the study area which may be similar to that in Kano state.

Another study by Ponfua (2015), titled "Students Indiscipline, Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon" The study explores students' indiscipline in secondary schools in Cameroon. Some of the objectives of the study were to identify the frequent and regular types of indiscipline in Cameroon secondary schools and to examine possible solution to the problem of indiscipline in the school among others. Descriptive survey design was employed for the study. The population of the study comprised ten thousand (10,000) students of public, lay private and denominational secondary schools, six thousand one hundred and thirty two (6132) teachers, two hundred (200) discipline masters and mistresses, two hundred (200) school administrators in four regions of Cameroon. The sample was chosen by applying equal probability sampling technique (simple random sampling and stratified random sampling techniques). The instrument used to collect data was a thirty (30) items questionnaire patterned after 4-point rating scale of strongly agree, agree,

strongly disagree and disagree. Descriptive statistics parameters which included percentage and mean were used in answering the research questions while one way ANOVA was employed to test the hypotheses at 0.05 level of significance. The results showed that the familiar and common types of indiscipline are disobedience to teachers and school prefects including collective misconduct of students and unacceptable habits. Possible remedies to curb indiscipline in secondary schools include moral leadership, moral education/instruction, education orientation and behavior-accountability and policy implementation. The study is relevant to the current study as it provides us with information on the common types of indiscipline behaviours exhibited by the students in the country of the study and it guides the researcher on what to expect when conducting his research.

2.13 Summary

In the literature reviewed, it has been shown that indiscipline can be defined as any act, habit or behaviour exhibited by the learners or students within the classroom, the school premises and outside the school, which attract condemnation (instead of praise) by the public and/or the school staff. Indiscipline has many causes and knowledge of them prepares an educator in devising the best methods of tackling indiscipline in the school. It has also been shown that indiscipline manifests itself in many forms and educators should be keen on the several demonstrations of indiscipline. Causes and effect of indiscipline among students were also discussed in this chapter. Different methods of dealing with indiscipline have been advanced and their implementation can go a long way in enhancing discipline in schools. The prevailing indiscipline behaviours in schools have been explored. It has been noted that schools

learning outcomes depends on the quality of students discipline. This is because discipline provides a sense of direction among learners besides increasing teacher's job satisfaction, which is a critical correlate of commitment to school goals. Therefore, ways and means must be sought to tackle the prevailing indiscipline in secondary schools in Kano state to ensure achievement of the secondary schools education goals. The study differs from the previous studies reviewed as it assesses the prevailing indiscipline and management of indiscipline in secondary schools of the study area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, population of the study, sample size and sampling technique and research instruments. The chapter also shows the validity, pilot test, and reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

A survey research design was adopted to assess the students' prevailing indiscipline and management of indiscipline in public senior secondary schools in Kano State. A survey design is descriptive in nature. According to Ary, Lucy and Razavieh (2002) a survey design is used to obtain information concerning the current position of phenomena. Also, Weisberge, Krosnick and Bowen (1996) described survey research design as appropriate for any study that involves a large population of respondents.

3.3 Population of the Study

The population of this study involved all the principals, teachers and PTA officials in all public senior secondary schools in Kano State. The researcher used the teachers, parents and principals because they are the main disciplinarian in schools. Whereas teachers operate at classroom level, the school principal oversees all discipline strategies school wide. The total number of public senior secondary schools in Kano State is five hundred and forty five (545), the population of principals was five hundred and forty five (545) and the population of teachers was seven thousand five hundred and thirteen (7513) respectively (Kano State Secondary Schools Board, 2015). The

population of PTA officials was two thousand one hundred and eighty (2180). On a whole, the target population for this study was ten thousand two hundred and thirty eight (10238). Table 1 below represents the population of the study:

Table 1: Population of the Study

S/N	Education Zone	Principal	Teachers	PTA Officials
1	Bichi	33	348	132
2	D/Kudu	49	614	196
3	Dala	41	1012	164
4	Dambatta	43	553	172
5	Gaya	41	315	164
6	Gwarzo	35	349	140
7	Karaye	37	250	148
8	Kura	39	423	156
9	Minjibir	42	525	168
10	Municipal	41	1331	164
11	Nassarawa	38	1199	152
12	Rano	35	183	140
13	T/Wada	43	193	172
14	Wudil	28	217	112
	Total	**545**	**7513**	**2180**

Source: Kano State Secondary Schools Board (2015)

3.4 Sample and Sampling Techniques

Since the population under study is relatively high, which included all the public senior secondary schools in Kano State, a portion of the population called sample, was

investigated. Stratified and simple random sampling techniques were adopted for the study. In selecting the sample size for the study, the researcher used 30% to select education zones from the fourteen education zones, which give four education zones from the three senatorial districts. Bichi education zone was randomly selected from Kano north senatorial district, Municipal and Nassarawa education zones were randomly selected from Kano central senatorial district and Wudil education zone was randomly selected from Kano south senatorial district. 20% was used to select principals from the sampled educational zones. While 10 % was used to select the sample of teachers and PTA officials.

The choice of the 30% sample is in line with the opinion of Aderemo (1985) who suggests that 30% of the population of this magnitude can be used as the sample size. James, Joe and Chadwick (2001), were in conformity with the idea of 30%. The choice of 20% sample size is based on the opinion of Gay and Diehl (1992) and the choice of the 10% sample size is based on the opinion of Roscoe (1975). Therefore, the total sample size for the study was three hundred and ninety five (395), i.e twenty nine (29) Principals, three hundred and ten (310) Teachers and fifty five (56) PTA officials. Table 2 represents the sample of the study:

Table 2: Sample of the Study

S/N	Education Zone	Principals	Teachers	PTA Officials
1	Bichi	7	35	13
2	Municipal	8	133	16
3	Nassarawa	8	120	15
4	Wudil	6	22	12
	Total	**29**	**310**	**56**

3.5 Instrumentation

A structured questionnaire titled Questionnaire on Indiscipline and Management of Indiscipline in Secondary Schools (QIMISS) was used by the researcher to collect the data for the study. The questionnaire used five (5) points modified scale opinions which included, Always, Frequently, Occasionally, Rarely and Never. The questionnaire was divided into six sections A, B, C, D, E and F. Section A comprised of Bio-data of the respondent such as status, gender, educational qualification, nature of school and location of school. Section B comprised of questions on prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano state. Section C comprised of questions on prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano state. Section D comprised of questions on prevailing indiscipline behaviours among male students in secondary schools in Kano state. section E comprised of questions on prevailing indiscipline behaviours among female students in secondary schools in Kano state. Section F comprised of questions on techniques for management of indiscipline among students in secondary schools in Kano state.

3.5.1 Validity of Instrument

The content validity of the instrument was determined by experts in Educational Administration and Planning, curriculum who made meaningful comments and observations. The items were restricted in line with the objectives and the hypotheses. Kerlinger (1986) and Gay (1976), both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was conducted in GSS U/Uku, GSS Tarauni, GGSS Shekara and GGSS Giginyu. Three principals, five PTA officials and thirty teachers were randomly selected and used for this purpose. More so, the four schools will not be part of the sample. A test re-test method was used in the administration of the instrument at interval of two weeks. The test was conducted at 0.05 level of significance.

3.5.3 Reliability of Instrument

In order to ascertain the reliability of the instrument, the result of the pilot test was analyzed using Pearson product moment correlation coefficient (PPMC) at 0.05 level of probability ($p<0.05$). The reliability coefficient of 0.82 was obtained. This means that the instrument was considered reliable and was able to measure what it was meant to measure. This is in the view of Mukherjee (1980), who suggested that the average of the correlation must be as high as 0.8 or there about.

3.6 Procedure for Data Collection

The researcher obtained an introduction letter from the Head of Department and from Kano state secondary schools board. The letters assisted the researcher to get permission to obtain the required information and assistance needed. The researcher briefly informed the respondents of the importance of the information needed. The copies of structured questionnaires were administered by the researcher and two (2) research assistants.

3.7 Procedure for Data Analysis

The data collected through the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) which was used to generate the frequencies, simple percentages of the demographic data of the respondents, mean and standard deviation were used to answer the research questions. The five (5) hypotheses were analyzed using one way Analysis of Variance (ANOVA) at 0.05 level of significance. ANOVA was used because there were three (3) categories of respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents results and discussions of data collected for the study on the Assessment of Students' Prevailing Indiscipline and Management of Indiscipline in Public Senior Secondary Schools in Kano State, Nigeria. In order to collect data for this study, out of total instrument of 395 distributed, 380 was correctly filled and return which was then analyzed for the purpose of the study and 15 got missing. Hence, results are drawn to show the personal data of respondents. Data collected were analyzed and the results were presented in three parts. The first part deals with the personal information of respondents which were analyzed using simple percentages, while research questions were answered using mean and standard deviation. Also inferential statistics of Analysis of Variance (ANOVA) was used to test the five hypotheses at 0.05 alpha level of significance. Other discussions were also made in this chapter.

4.2 Bio-Data of Respondents

This section contains status, gender, educational qualifications, nature of school, location of school and type of school. This could be seen in tables 3 to 8 below:

Table 3: Status of Respondents

Respondents	Frequency	Percentage
Principals	28	7.4
Teachers	296	77.9
Officials of PTA	56	14.7
Total	**380**	**100%**

Table 3 shows the status of the respondents, 28 representing (7.4%) are principals, 296 representing (77.9%) are teachers, while 56 representing (14.7%) are officials of PTA.

Table 4: Gender of Respondents

Gender	Frequency	Percentage
Male	248	65.3
Female	132	34.7
Total	**380**	**100%**

Table 4 above showed that 248 respondents representing (65.3%) are males while 132 respondents representing (34.7%) are females.

Table 5: Educational Qualification of the Respondents

Qualification	Frequency	Percentage
B.Ed	144	37.9
M.ed	12	3.2
PhD	2	0.5
N.C.E	74	19.5
H.N.D	9	2.4
Others (Bsc, B.A, Bsc.Ed, Msc, M.A,PGDE)	139	36.6
Total	**380**	**100%**

Table 5 above showed that 144 representing (37.9%) of respondents have B.Ed, 12 representing (3.2%) have M.Ed, 2 representing (0.5%) respondents have PhD, 74 representing (19.5%) respondents have N.C.E, 74 representing (19.5%) have N.C.E, 9 representing (2.4%) have HND. While 139 representing (0.5%) of the respondents have other educational qualifications.

Table 6: Distribution of the Respondents by Type of School

S/N	School	Frequency	Percentage	School	Frequency	Percentage
1	Boarding	72	18.7	Boys	224	58.9
2	Day	297	78.4	Girls	156	41.1
3	Boarding/Day	11	2.9	Mixed		
	Total	**380**	**100**	**Total**	**380**	**100**

Table 6 above showed that 72 representing (18.9%) of the respondents were from boarding schools, 297 representing (78.2%) of the respondents were from day schools,

11 representing (78.4%) were from day schools and 11 representing (2.9%) of the respondents were from day/boarding schools respectively. The table also showed that 224 representing (58.9%) of the respondents were from boys schools, 156 representing (41.1%) of the respondents were from girls schools

Table 7: Distribution of Respondents by Location of School

Location	Frequency	Percentage
Urban	320	84.2
Rural	60	15.8
Total	**380**	**100%**

Table 7 above showed that 320 representing (84.2%) of the respondents were from urban area and 60 representing (15.8%) of the respondents were from rural area.

4.3 Answering the Research Questions

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

Always = A= 5points

Frequently = F = 4points

Occasionally = O = 3points

Rarely = R = 2points

Never = N = 1point

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

4.3.1: Opinions of Respondents on Prevailing Indiscipline in the Classroom among Students in Secondary Schools and in Kano State, Nigeria.

To answer this research question, the opinions of Principals, Teachers and PTA officials were sought and analysed. Item1, solicited to find out whether examination malpractice is a prevailing indiscipline behaviours in the classroom. Items 2, 3, 4 and 5 sought to find out whether noise making, sleeping, stealing and fighting are prevailing indiscipline behaviours in the classroom. Items 6 and 7 solicited to investigate whether lateness for class and breaking chairs and desks are prevailing indiscipline behaviours in the classroom. Items 8 and 9 sought to find out whether failure to do class work and moving around the class for no reason are prevailing indiscipline behaviours in the class. Item 10 solicited to find out whether failure to copy note is a prevailing indiscipline behaviour in the classroom. Responses of all the respondents were collected, analyzed and presented in table 9 below:

Table 8: Opinions of Respondents on Prevailing Indiscipline Behaviours in Classroom Among Students in Secondary Schools in Kano State, Nigeria.

SN	Item Statement	Respondents	A 5	F 4	O 3	R 2	N 1	Mean	SD
1.	Students engage in examination malpractice in the school.	Principals	8	5	9	-	6	3.39	1.197
		Teachers	142	27	75	-	49	3.68	1.346
		PTA Officials	34	10	6	-	6	4.07	1.263
2.	Students make a lot of noise in the classroom	Principals	7	4	7	-	10	3.29	1.213
		Teachers	107	59	84	-	43	3.61	1.230
		PTA Officials	10	26	14	-	6	3.71	.889
3.	Sleeping in the classroom is a usual behavior of students in the school	Principals	2	5	11	-	10	2.68	.863
		Teachers	50	80	75	-	83	2.76	1.190
		PTA Officials	15	5	34	-	2	3.09	1.100
4.	There are cases of stealing among students in the classroom	Principals	6	1	10	-	9	2.07	1.016
		Teachers	47	41	74	-	13	2.58	1.064
		PTA Officials	20	1	14	-	1 21	2.29	1.155
5.	There are cases of fighting in the classroom among students in the school	Principals	7	-	10	-	11	2.54	1.105
		Teachers	39	29	66	-	15	2.45	1.094
		PTA Officials	16	10	12	-	0 18	2.43	1.158
6.	Lateness to class is a usual behavior of students in the school	Principals	5	7	13	-	3	3.21	1.031
		Teachers	82	62	10	-	39	3.21	1.310
		PTA Officials	11	18	3 17	-	10	2.96	1.144
7.	There are cases of students breaking chairs and desks in the classroom	Principals	9	4	7	-	8	2.50	1.232
		Teachers	41	47	11	-	88	2.84	1.096
		PTA Officials	7	2	3 24	-	23	2.52	.853
8.	Failure to do class work is a behavior in the classroom among students in the school	Principals	3	3	18	-	4	3.18	.819
		Teachers	56	62	10	-	68	2.99	1.189
		PTA Officials	3	9	3 27	-	17	2.89	.824
9.	Students move around the classroom for no reason	Principals	3	6	13	-	6	3.07	.940
		Teachers	71	43	96	-	79	3.02	1.261
		PTA Officials	8	9	18	-	21	2.50	.934
10.	Failure to copy note is a behavior in the classroom among students in the school	Principals	5	1	12	-	10	2.61	.994
		Teachers	71	48	10	-	68	2.86	1.220
		PTA Officials	12	5	20	-	19	2.39	.966

Table 8 shows the opinions of principals, teachers and PTA officials on the prevailing indiscipline behavior in the classroom among students in Secondary Schools in the Kano State, Nigeria. In response to item 1, it was accepted by the respondents with mean score of 3.38 for principals, 3.68 for teachers and 4.07 for PTA officials that examination malpractice is prevailing indiscipline behaviour in the classroom among students. Item 2 noise making was also accepted by the respondents as prevailing indiscipline behaviour with mean score of 3.29 for principals, 3.61 for teachers and 3.71 for PTA officials. Item 3 and 4, sleeping and stealing were rejected by the majority of as prevailing indiscipline behaviour with mean scores of 2.68 and 2.07 for principals, 2.76 and 2.58 for teachers and 3.09 and 2.29 for PTA officials. Item 5, fighting in the class was rejected by the respondents with mean scores of 2.54 for principals, 2.45 for teachers and 2.43 for PTA officials. Item 6, lateness to class was accepted by the majority of the respondents with mean scores of 3.21 for principals, 3.21 for teachers and 2.96 for PTA officials. Items 7, breaking of chairs and desks was rejected by the respondents with 2.50 for principals, 2.84 for teachers and 2.52 for PTA officials. Item 8, failure to do class work was rejected by the majority of the respondents with mean scores of 3.18 for principals, 2.99 for teachers and 2.89 for PTA officials. Item 9 was accepted by the majority of respondents with mean scores of 3.07 for principal, 3.02 for teachers and 2.50for PTA officials. Item 10 failure to copy note, was rejected by the respondents with mean scores of 2.61 for principals, 2.86 for teachers and 2.39 for PTA officials respectively.

4.3.2: Opinions of Respondents on Prevailing Indiscipline Behaviours in the School Premises among Students in Secondary Schools and in Kano State, Nigeria.

To answer this research question, the opinions of Principals, Teachers and PTA officials were sought and analysed. Item1 solicit to find out whether smoking is the prevailing indiscipline behaviourin the school premises. Items 2, 3, 4 and 5 sought to find out whether students defecating/urinating indiscriminately, riot, wastage of water by the students and cultism by students are prevailing indiscipline behaviours in the school premises. Items 6 and 7 solicited to investigate whether stealing among students and possession and use of cell phones are prevailing indiscipline behaviours in the school premises. Items 8 and 9 sought to find out whether leaving school before closing time and writing graffiti on school buildings are prevailing indiscipline behaviours in the school premises among students. Item 10 solicit to find out whether poor response to bells is prevailing indiscipline behaviour in the school premises among students. Responses of all the respondents were collected, analyzed and presented in table 10 below:

Table 9: Opinions of Respondents on Prevailing Indiscipline Behaviours in the School Premises Among Students in Secondary Schools in Kano State, Nigeria.

SN	Item Statement	Respondents	A 5	F 4	O 3	R 2	N 1	Mean	SD
1.	There are cases of smoking among students in the school premises	Principals	19	-	2	-	7	1.39	.629
		Teachers	208	7	50	-	28	1.74	1.195
		PTA Officials	37	6	8	-	7	2.02	1.342
2.	Students defecate/urinate indiscriminately in the school premises	Principals	18	-	6	-	4	2.00	1.333
		Teachers	158	53	28	-	54	2.09	1.327
		PTA Officials	23	11	14	-	8	2.45	1.306
3.	There are cases of riot among students in the school	Principals	21	4	-	-	3	1.96	1.503
		Teachers	213	20	30	-	30	1.67	1.175
		PTA Officials	40	4	4	-	8	1.57	1.024
4.	Wastage of water is a usual behavior among students in the school	Principals	12	9	7	-	-	3.04	1.453
		Teachers	103	45	73	-	62	2.86	1.403
		PTA Officials	25	18	4	-	9	3.05	1.519
5.	There are cases of students engaging in membership of secret cults in the school	Principals	24	2	2	-	-	1.79	1.449
		Teachers	202	16	32	-	41	1.72	1.196
		PTA Officials	36	4	10	-	4	1.71	1.107
6.	There are cases of stealing among students in the school premises	Principals	5	3	9	-	11	2.50	1.000
		Teachers	53	46	82	-	11	2.62	1.095
		PTA Officials	3	18	14	-	2 21	2.91	.959
7.	Possession and use of cell phones is a usual behavior among students in the school premises	Principals	10	4	9	-	5	2.68	1.307
		Teachers	76	77	70	-	70	2.90	1.269
		PTA Officials	12	22	18	-	4	3.11	1.155
8.	Leaving school before closing time is a usual behavior among students in the school	Principals	12	5	4	-	5	2.07	1.386
		Teachers	145	32	45	-	67	2.61	1.538
		PTA Officials	26	12	8	-	10	2.68	1.478
9.	There are cases of students writing graffiti on school buildings	Principals	5	12	11	-	-	3.50	.962
		Teachers	91	45	10	-	52	3.29	1.29
		PTA Officials	21	12	2 12	-	11	3.55	1.278
10.	Poor response to bells is a usual behavior among students in the school	Principals	3	10	12	-	1	3.32	1.197
		Teachers	86	61	79	-	57	3.33	1.436
		PTA Officials	25	7	17	-	7	3.46	1.361

Table 9 shows the opinions of principals, teachers and PTA officials on the prevailing indiscipline behavior in the school premises among students in Secondary Schools in the Kano State, Nigeria. In response to item 1, smoking, it was rejected by the respondents with mean scores of 1.39 for principal, 1.74 for teachers and 2.02 for PTA officials. Items 2 and 3 were also rejected by the respondents with mean scores of 2.00 and 1.96 for principals, 2.09 and 1.67for teachers and 2.45 and 1.57 for PTA officials. Item 4, wastage of water, was however accepted by the majority of the respondents with mean scores of 3.04 for principals, 2.86 for teachers and 3.05 for PTA officials. Item 5 cultism and item 6 stealing, were rejected as prevailing indiscipline behaviour by the respondents with mean scores of 1.79 and 2.50 for principals, 1.72 and 2.62 for teachers and 1.71 and 2.91 for PTA officials. Item 7, possession and use of cell phones was accepted by teachers and PTA officials with mean scores of 3.00 and 3.11 9 but rejected by principals with mean score of 2.68. Items 8, leaving school before closing time was rejected by the respondents with mean scores of 2.07 for principals, 2.61 for teachers and 2.68 for PTA officials. Items 9, writing graffiti on school buildings, was accepted by the respondents as prevailing indiscipline behaviour in the school premises with mean scores of 3.50 for principals, 3.29 for teachers and 3.55 for PTA officials. Item 10, poor response to bells, was accepted as prevailing indiscipline behaviour in the school premises by the respondents with mean scores of 3.32 for principals, 3.33 for teachers, and 3.46 for PTA officials respectively.

4.3.3: Opinions of Respondents on Prevailing Indiscipline Behaviours Among Male Students in Secondary Schools and in Kano State, Nigeria.

To answer this research question, the opinions of Principals, Teachers and PTA officials were sought and analysed. Item1, solicited to find out whether absenteeism is a

prevailing indiscipline behaviour among male students. Items 2, 3, 4 and 5 sought to find out whether fighting, homosexuality, stealing, and drug abuse are prevailing indiscipline among male students. Items 6 and 7 solicited to determine whether cheating and bullying are prevailing indiscipline behaviours among male students. Items 8 and 9 sought to find out whether male students coming to school with weapons and students fighting teachers are prevailing indiscipline behaviours among male students. Item 10 solicited to find out whether coming to school late is prevailing indiscipline behaviour among male students. Responses of all the respondents were collected, analyzed and presented in table 11 below:

Table 10: Opinions of Respondents on Prevailing Indiscipline Behaviours Among Male Students in Secondary Schools in Kano State, Nigeria.

SN	Item Statement	Respondents	A 5	F 4	O 3	R 2	N 1	Mean	SD
1.	Absenteeism is a usual behavior among male students in the school	Principals	12	11	3	-	2	3.89	1.197
		Teachers	113	64	63	-	42	3.51	1.436
		PTA Officials	35	9	3	-	9	4.04	1.334
2.	Fighting is a usual behavior among male students in the school	Principals	4	4	8	-	12	3.00	1.089
		Teachers	79	66	72	-	65	3.21	1.378
		PTA Officials	16	25	7	-	8	3.38	1.273
3.	There are cases of homosexuality among male students in the school	Principals	11	3	6	-	8	2.04	1.036
		Teachers	125	23	63	-	70	2.09	1.278
		PTA Officials	22	7	14	-	12	2.07	1.110
4.	There are cases of stealing among male students in the school	Principals	1	3	12	-	12	2.75	.799
		Teachers	41	54	77	-	11	2.74	1.214
		PTA Officials	8	10	22	-	0 16	2.68	.974
5.	There are cases of drug abuse among male students in the school	Principals	5	2	17	-	4	2.71	.937
		Teachers	92	40	10	-	48	2.65	1.382
		PTA Officials	17	8	0 25	-	6	3.14	1.212
6.	Cheating is a usual behavior among male students in the school	Principals	2	6	12	-	8	3.00	.900
		Teachers	64	72	70	-	74	3.03	1.360
		PTA Officials	18	8	8	-	10	3.13	1.526
7.	There are cases of bullying among male students in the school	Principals	5	8	9	-	6	3.14	1.113
		Teachers	108	47	76	-	47	2.84	1.519
		PTA Officials	24	4	15	-	13	3.01	1.433
8.	Male students do come to school with weapons	Principals	15	3	1	-	9	2.29	1.462
		Teachers	119	35	47	-	79	2.25	1.387
		PTA Officials	25	2	16	-	13	2.05	1.086
9.	There cases of male students fighting teachers in the school	Principals	19	3	2	-	4	1.89	1.343
		Teachers	128	22	54	-	79	2.32	1.420
		PTA Officials	24	9	15	-	8	2.45	1.320
10.	Lateness to class is a usual behavior among male students in the school	Principals	7	6	13	-	2	3.07	1.152
		Teachers	88	75	65	-	53	3.18	1.433
		PTA Officials	19	15	15	-	6	3.14	1.381

Table 10 shows the opinions of principals, teachers and PTA officials on the prevailing indiscipline behavior among male students in secondary schools in the Kano state, Nigeria. In response to item 1, it was accepted by the respondents that absenteeism is a prevailing indiscipline behaviour among male students with mean scores of 3.89 for principals, 3.51for teachers and 4.04 for PTA officials. Items 2 fighting was also accepted by the respondents with mean scores of 3.00 for principals, 3.21 for teachers and 3.38 for PTA officials. Items 3 and 4, homosexuality and stealing

were rejected by the respondents with mean scores of 2.04 and 2.75 for principals, 2.09 and 2.74 for teachers and 2.07 and 2.68 for PTA officials. In response to item 5, drug abuse, it was rejected by the majority of respondents with mean scores of 2.71 for principals, 2.65 for teachers and 3.14 for PTA officials. Item 6, was accepted by the respondents with mean scores of 3.00 for principals, 3.03 for teachers and 3.13 for PTA officials. Item 7, bullying was accepted by the majority of the respondents with mean scores of 3.14 for principals, 3.00 for teachers and 3.01 for PTA officials. Items 8 and 9, students coming to school with weapons and students fighting teachers were rejected by the respondents with mean scores of 2.29 and 1.89 for principals, 2.25 and 2.32 for teachers and 2.05 2.45 for PTA officials. Item 10, lateness to class was accepted by the respondents as prevailing indiscipline behaviour among male students with mean scores of 3.07 for principals, 3.18 for teachers and 3.14 for PTA officials respectively.

4.3.4: Opinions of Respondents on Prevailing Indiscipline Behaviour Among Female Students in Secondary Schools and in Kano State, Nigeria.

To answer this research question, the opinions of Principals, Teachers and PTA officials were sought and analysed. Item1, solicited to find out whether coming to class with facial make-up is a prevailing indiscipline behaviour among female students. Items 2, 3, 4 and 5 sought to find out whether use of profanity, lesbianism, coupling/boy relationship and indecent dressing are prevailing indiscipline behaviours among female students. Items 6 and 7 solicited to investigate whether befriending male teachers and lying are prevailing indiscipline behaviours among female students. Items 8 and 9 sought to find out whether backbiting and reading love story book during lessons are prevailing indiscipline among female students. Item 10 solicited to find out whether chewing gum in class is a prevailing indiscipline behaviour among female students.

Responses of all the respondents were collected, analyzed and presented in table 12 below:

Table 11: Opinions of Respondents on Prevailing Indiscipline Behaviours Among Female Students in Secondary Schools in Kano State, Nigeria.

SN	Item Statement	Respondents	A 5	F 4	O 3	R 2	N 1	Mean	SD
1.	Coming to class with facial make-up is a usual behavior of female students in the school	Principals	5	12	9	-	2	3.71	.854
		Teachers	82	87	70	-	47	3.34	1.324
		PTA Officials	12	16	20	-	6	3.29	1.232
2.	Use of Profanity is a usual behavior among female students in the school	Principals	-	10	14	-	3	3.14	.891
		Teachers	64	77	72	-	70	3.10	1.327
		PTA Officials	9	23	13	-	8	3.07	1.305
3.	There are cases of lesbianism among female students in the school	Principals	7	7	7	-	7	2.50	1.139
		Teachers	97	19	75	-	88	2.24	1.270
		PTA Officials	20	8	17	-	9	2.23	1.221
4.	Coupling/boy relationship is a behaviour among female students in the school	Principals	10	-	10	-	8	2.57	1.260
		Teachers	79	45	72	-	83	2.50	1.333
		PTA Officials	18	9	8	-	19	2.21	1.232
5.	Indecent dressing is a usual behaviour among female students in the school	Principals	4	2	18	-	4	3.21	.876
		Teachers	61	57	107	-	71	2.89	1.118
		PTA Officials	13	10	20	-	13	2.98	1.168
6.	There are cases of female students befriending male teachers in the school	Principals	6	2	13	-	7	3.00	1.090
		Teachers	78	68	74	-	76	2.66	1.196
		PTA Officials	17	10	18	-	11	2.45	1.143
7.	Lying is a usual behavior among female students in the school	Principals	9	9	5	-	5	3.79	1.101
		Teachers	68	117	74	-	37	3.35	1.149
		PTA Officials	15	14	12	-	15	3.23	1.250
8.	Backbiting is a usual behavior among female students in the school	Principals	9	13	6	-	-	3.96	.922
		Teachers	90	101	56	-	49	3.58	1.179
		PTA Officials	24	12	13	-	7	2.30	1.413
9.	Reading love story books during lessons is a usual behavior among female students in the school	Principals	5	7	14	-	2	3.54	.881
		Teachers	48	91	120	-	37	3.36	.978
		PTA Officials	12	14	22	-	8	3.04	1.128
10.	Chewing gum in the class is a usual behavior among female students in the school	Principals	3	9	16	-	-	3.54	.693
		Teachers	57	88	97	-	54	3.27	1.087
		PTA Officials	8	14	24	-	10	3.00	1.009

Table 11 shows the opinions of principals, teachers and PTA officials on the prevailing indiscipline behaviours among female students in Secondary Schools in the Kano State, Nigeria. Item 1was accepted by the respondents that coming to class with facial make-up is prevailing indiscipline behaviour among female students with mean scores of 4.71 for principals, 3.34 for teachers and 3.29 for PTA officials. Item 2, use of profanity was accepted by the respondents with mean scores of 3.14 for principals, 3.10 for teachers and 3.07 for PTA officials. Items 3 and 4, lesbianism and coupling/boy relationship were rejected by the respondents with mean scores of 2.50 and 2.57 for principals, 2.24 and 2.50 for teachers and 2.23 and 2.21 for PTA officials. Item 5, indecent dressing, was accepted by the principals with mean score of 3.21 but rejected by teachers and PTA officials with mean scores of 2.89 and 2.98 respectively. Items 6, befriending male teachers was accepted by the principals with mean score of 3.00 but rejected by teachers and PTA officials with mean scores of 2.66 and 2.45. Item 7, lying was accepted by the respondents with mean scores of 3.79 for principals, 3.35 for teachers and 3.23 for PTA officials. Item 8 backbiting was accepted by the respondents as prevailing indiscipline behaviour among female students, with mean scores of 3.96 for principals, 3.58 for teachers and 3.30 for PTA officials. Item 9, reading love story books during lessons, was accepted by the respondents with mean scores of 3.54 for principals, 3.36 for teachers and 3.04 for PTA officials. Item 10 was accepted by the respondents that chewing gum in class is prevailing indiscipline behaviour among female students with mean scores of 3.54 for principals, 3.27 for teachers and 3.00 for PTA officials respectively.

4.3.4: Opinions of Respondents on Techniques for Management of Indiscipline Among Students in Secondary Schools and in Kano State, Nigeria.

To answer this research question, the opinions of Principals, Teachers and PTA officials were sought and analysed. Item1, solicited to find out whether suspension is used in managing indiscipline among students in the school. Items 2, 3, 4 and 5 sought to find out whether expulsion, corporal punishment, discussion with parents and guidance and counseling were used as techniques in managing indiscipline in secondary schools in Kano state. Items 6 and 7 solicited to investigate whether grass cutting and detention were employed in managing indiscipline in the schools. Items 8 and 9 sought to find out whether writing apology/undertaking letter and provision and maintenance of health and welfare facilities were used in managing indiscipline in secondary schools in the state. Item 10 solicit to find out whether provision and maintenance of games and recreational facilities were techniques used in managing indiscipline among students in secondary school in Kano state. Responses `of all the respondents were collected, analyzed and presented in table 13 below:

Table 12: Opinions of Respondents on Techniques in Management of Indiscipline Among Students in Secondary Schools in Kano State, Nigeria.

SN	Item Statement	Respondents	A 5	F 4	O 3	R 2	N 1	Mean	SD
1.	Suspension is used in managing indiscipline among students in the school	Principals	9	7	11	-	1	3.57	1.136
		Teachers	96	44	114	-	38	3.48	1.213
		PTA Officials	17	4	25	-	10	3.36	1.167
2.	Expulsion is used in managing indiscipline among students in the school	Principals	13	5	6	-	4	2.39	1.370
		Teachers	94	35	76	-	83	2.69	1.350
		PTA Officials	13	10	12	-	21	2.63	1.169
3.	Corporal punishment is used in managing indiscipline among students in the school	Principals	17	2	4	-	5	3.10	1.666
		Teachers	111	60	74	-	45	3.35	1.387
		PTA Officials	24	14	10	-	6	3.32	1.527
4.	Discussion with parents is used in managing indiscipline among students in the school	Principals	11	12	5	-	-	4.21	.738
		Teachers	126	88	51	-	27	3.90	1.190
		PTA Officials	13	17	22	-	4	3.48	1.044
5.	Guidance and counseling is used in managing indiscipline among students in the school intervention	Principals	11	14	3	-	-	4.29	.659
		Teachers	118	96	60	-	16	3.93	1.141
		PTA Officials	11	23	16	-	6	3.63	.964
6.	Grass cutting is used in managing indiscipline among students in the school	Principals	9	12	6	-	1	3.89	.994
		Teachers	72	89	87	-	42	3.31	1.227
		PTA Officials	8	18	24	-	6	3.07	1.006
7.	Detention is used in managing indiscipline among students in the school	Principals	6	7	11	-	4	2.68	1.090
		Teachers	92	55	76	-	61	2.78	1.399
		PTA Officials	17	9	18	-	12	2.48	1.160
8.	Writing undertaking to be of good character by students is used in managing indiscipline among students in the school	Principals	7	8	12	-	1	3.75	.887
		Teachers	90	80	85	-	37	3.60	1.171
		PTA Officials	14	15	15	-	12	3.27	1.198
9.	Provision and maintenance of health and welfare facilities are techniques used in managing indiscipline among students in the school	Principals	10	4	10	-	4	3.29	1.301
		Teachers	113	60	67	-	50	3.22	1.428
		PTA Officials	28	10	7	-	11	3.70	1.387
10.	Provision and maintenance of games and recreational facilities are techniques used in managing indiscipline among students	Principals	14	6	2	-	6	2.71	.994
		Teachers	116	44	69	-	61	3.02	1.220
		PTA Officials	25	15	5	-	11	3.25	.966

Table 12 shows the opinions of principals, teachers and PTA officials on techniques for management of indiscipline among students in Secondary Schools in the Kano State, Nigeria. In response to item 1, suspension, it was accepted by the respondents as a technique for management of indiscipline among students with mean scores of 3.57 for principals, 3.48 for teachers and 3.36 for PTA officials. Item 2, expulsion was rejected by the respondent as technique for management of indiscipline among students, with mean scores of 2.39 for principals, 2.69 for teachers and 2.63 for PTA officials. Item 3, corporal punishment was accepted by the respondents as a technique for management of indiscipline among students with mean scores of 3.10 for principals, 3.35 for teachers and 3.32 for PTA officials. Item 4, discussion with parents was accepted by the respondents as technique for managing indiscipline among students with mean scores of 4.21 for principals, 3.90 for teachers and 3.48for PTA officials. Items 5, guidance and counselling was accepted by the respondents as a technique in managing indiscipline among students with mean scores of 4.29 for principals, 3.93 for teachers and 3.63. Items 6, grass cutting was also accepted by the respondents with mean scores of 3.89 for principals, 3.31 for teachers and 3.63for PTA officials. Item 7, detention was rejected by the respondents with mean scores of 2.68 for principals, 2.78 for teachers and 2.48for PTA officials. Item 8, writing undertaking to be of good character by student was also accepted as technique for managing indiscipline among students with mean scores of 3.75 for principals, 3.60 for teachers and 3.27 for PTA officials. Item 9 was accepted as technique used to manage indiscipline among students with mean scores of 3.29 for principals, 3.22 for teachers and 3.70 for PTA officials. Item 10, provision and maintenance of games and recreational facilities as techniques

used in managing indiscipline among students, were accepted by teachers and PTA officials with mean scores of 3.02 and 3.25, but rejected by principals with mean score of 2.71 respectively.

4.4 Hypotheses Testing

All the null hypotheses formulated for this study were tested at 0.05 level of significance using Analysis of Variance (ANOVA).

Hypothesis One: There is no significant difference in the opinions of respondents on the Prevailing Indiscipline Behaviours in the Classroom Among Students in Secondary Schools in Kano State.

Table 13: Summary of Analysis of Variance on Prevailing Indiscipline Behaviours in Classroom among Students in Secondary Schools in Kano State.

Variations	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	102.514	2	51.257	.808	.447	3.23
Within groups	23918.791	377	63.445			
Total	**24021.305**	**379**				

Table 13 shows the probability level of significance P(.447) is greater than 0.05. This means there is no significant difference in the opinion of respondents on the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano state. Therefore, the null hypothesis is retained.

Hypothesis Two: There is no significant difference in the opinions of respondents on the Prevailing Indiscipline Behaviours in the School Premises Among Students in Secondary Schools in Kano State.

Table 14: Summary of Analysis of Variance on Prevailing Indiscipline Behaviours in School Premises among Students in Secondary Schools in Kano State.

Variations	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	153.524	2	76.762			
Within groups	26154.097	377	69.374	1.106	.332	3.23
Total	**26307**	**379**				

Table 14 shows the probability level of significance P (.332) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano state. Therefore, the null hypothesis is retained.

Hypothesis Three: There is no significant difference in the opinions of respondents on the Prevailing Indiscipline Behaviours among Male Students in Secondary Schools in Kano State.

Table 15: Summary of Analysis of Variance on Prevailing Indiscipline Behaviours Among Male Students in Secondary Schools in Kano State.

Variations	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	73.579	2	36.789			
Within groups	36729.418	377	97.426	.378	.689	3.23
Total	**36802.997**	**379**				

Table 15 shows the probability level of significance P(.281) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the prevailing indiscipline behaviours among male students in secondary schools in Kano state. Therefore, the null hypothesis is retained.

Hypothesis Four: There is no significant difference in the opinions of respondents on the Prevailing Indiscipline Behaviours among Female Students in Secondary Schools in Kano State.

Table 16: Summary of Analysis of Variance on Prevailing Indiscipline Behaviours Among Female Students in Secondary Schools in Kano State.

Variations	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	296.057	2	148.028			
Within groups	17539.091	377	46.523	3.182	.043	3.23
Total	**17835.147**	**379**				

Table 16 shows the probability level of significance P(.043) is less than 0.05. This means that there is a significant difference in the opinion of respondents on the prevailing indiscipline behaviours among female students in secondary schools in Kano state. Therefore, the null hypothesis is rejected.

Table 17: Summary of Scheffe's Multiple Comparison Test on Prevailing Indiscipline Behavior Among Female Students in Secondary Schools in Kano State, Nigeria.

Respondents	N	Mean
Principals	28	32.79
Teachers	296	30.16
PTAOfficials	36	28.80
Total	**380**	

Table 17 shows the mean score of principals was found to be closer to that of the teachers, implying that the difference between the two groups of respondents was not significant. However, the mean score P.T.A Officials was found to be lower than that of principals and teachers. This implies that the P.T.A Officials differ significantly in their opinions regarding the prevailing indiscipline behavior among female students in secondary schools in Kano State.

Hypothesis Five: There is no significant difference in the opinions of respondents on the Techniques for Management of Indiscipline Behaviours among Students in Secondary Schools in Kano State.

Table 18: Summary of Analysis of Variance on Techniques in Management of Indiscipline Behaviours among Students in Secondary Schools in Kano State.

Variations	Sum of Squares	Df	Mean Square	F	Prob.	F.critical
Between groups	43.655	2	21.826			
Within groups	24011.145	377	63.690	.343	.710	3.23
Total	**24054.800**	**379**				

Table 18 shows the probability level of significance P(.710) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the techniques for management of indiscipline behaviours among students in secondary schools in Kano state. Therefore, the null hypothesis is retained.

Table 19:- Summary of the Six Null Hypotheses Testing

S/N	Ho Statement	Statistical Tested used	Result	Level of sign.	Decision
1.	There is no significant differences in the opinions of respondents on prevailing indiscipline behaviours in classroom among students in secondary schools in Kano state.	Analysis of variance (ANOVA)	The observed value p=.447 is greater than 0.05 and Fcritical (3.23) is greater than Fcal,(.808)	0.05	H_o was retained
2.	There is no significant difference in the opinion of respondents on prevailing indiscipline behaviours in school premises among students in schools in Kano state.	Analysis of variance (ANOVA)	The observed value p=.332 is greater than 0.05 and Fcritical (3.23) is greater than Fcal, (1.106)	0.05	H_o was retained
3.	There is no significant differences in the opinions of respondents on prevailing indiscipline behaviours among male students in secondary schools in Kano state	Analysis of variance (ANOVA)	The observed value p=.281 is greater than 0.05 and Fcritical (3.23) is greater than Fcal, (1.274)	0.05	H_o was retained
4.	There is no significant differences in the opinions of respondents on prevailing indiscipline behaviours among female students in secondary schools in Kano state	Analysis of variance (ANOVA)	The observed value p=.043 is less than 0.05 and Fcritical (3.23) is greater than Fcal, (3.182)	0.05	H_o was rejected
5.	There is no significant differences in the opinions of respondents on the techniques for management of indiscipline among students in secondary schools in Kano state	Analysis of variance (ANOVA)	The observed value p=.710 is greater than 0.05 and Fcritical (3.23) is greater than Fcal,(.343)	0.05	H_o was retained

4.5 Summary of Major Findings

Based on the respondents' opinions on the study, the following major findings were presented:

1. Examination malpractice, noise making, lateness to class and moving around the class for no reason were the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano state, Nigeria;
2. Wastage of water, possession and use of cell phones, writing graffiti on school buildings and poor response to bells are the prevailing indiscipline behaviours in school premises among students in secondary schools in Kano state, Nigeria;
3. Absenteeism, fighting, cheating, lateness to class and bullying are the prevailing indiscipline behaviours among male students in secondary schools in Kano state, Nigeria;
4. Coming to class with facial make-up, use of profanity, lying, backbiting, reading love story books during lessons and chewing gum in class are the prevailing indiscipline behaviours among female students in secondary schools in Kano state, Nigeria; and
5. It was also discovered that techniques such as suspension, corporal punishment, discussion with parents, guidance and counselling, grass cutting, writing undertaking to be of good character by students, provision and maintenance of health and welfare facilities and provision and maintenance of games and recreational facilities were techniques used in managing indiscipline among students in secondary schools in Kano state, Nigeria.

4.6 Discussion of the Findings

This study aimed at investigating the Assessment of Students' Prevailing Indiscipline and Management of Indiscipline among Students in Public Senior Secondary Schools in Kano State, Nigeria. Its objectives were to assess the followings: determine the prevailing indiscipline behaviours in the classroom among students in secondary schools, determine the prevailing indiscipline behaviours in the school premises among students in secondary schools, examine the prevailing indiscipline behaviours among male students in secondary schools, evaluate the prevailing indiscipline behaviours among female students in secondary schools and investigate the techniques for the management of indiscipline among students in secondary schools in Kano state, Nigeria.

However, to give general description of the respondents on the issues raised, frequencies, simple percentage, mean and standard deviation were used. The following are discussions arising from the major findings of the study. The findings revealed that examination malpractice, noise making, lateness to class and moving around the class for no reason were the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano state. These maybe due to lack of commitment by the teachers, inability of the teachers to make the classrooms interesting and failure to involve the students in the teaching and learning process. These indiscipline behaviours no doubt affect the teaching and learning process. According to DiGiulio (2000) a chaotic classroom distracts the learners, preventing them from attending, focusing and concentrating, wastes time and hinders the learners from achieving their educational potential. However, the respondents did not accept sleeping, stealing,

fighting, breaking of desks and chairs, failure to do class work and failure to copy note as prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano state.

The findings also revealed that wastage of water, possession and use of cell phones, writing graffiti on school buildings and poor response to bells were the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano state. These may be the result of normal reactions to deficiencies in the school and to teachers as directors of the educational enterprise. Thornberg (2007) asserts that appropriate and descriptive behavior among students are socially constructed within a complex pattern of interactions in which both teachers and learners play an active role, influencing each other with their actions and interpretations. However, the respondents rejected smoking, defecation/urinating indiscriminately, riot, cultism, stealing, and leaving school before closing time as prevailing indiscipline behaviours in school premises among students in secondary schools in Kano state.

The findings further revealed that absenteeism, fighting, cheating, bullying and lateness to class were prevailing indiscipline behaviours among male students in secondary schools in Kano state. However, the respondents rejected homosexuality, drug abuse, coming to school with weapons and fighting teachers as prevailing indiscipline behaviours among male students in secondary schools in Kano state. This maybe due to teachers who are often absent from the school for no good reasons and who do not respond promptly to the bell for example, after break contribute to indiscipline (Donga, 1998). If students are not under teacher's supervision this often

causes chaos which range from noise making to fighting, vandalizing school property and sometimes to death of learner.

. The findings revealed that coming to class with facial make-up, use of profanity, lying, backbiting, reading love story books during lessons and chewing gum in class were accepted by the majority of the respondents as prevailing indiscipline behaviours among female students in secondary schools in Kano state. However, the respondents rejected lesbianism, coupling/boy relationship and indecent dressing as prevailing indiscipline behaviours among female students in secondary schools in Kano state.

The findings revealed that suspension, corporal punishment, discussion with parents, guidance and counseling, grass cutting, writing undertaking to be of good character by students, provision and maintenance of health and welfare facilities and provision and maintenance of games and recreational facilities were techniques used to manage indiscipline among students in secondary schools in Kano state. The techniques above were employed to curb indiscipline in secondary schools in Kano state in order to achieve the aim of secondary education in the state. This is supported by the view of Olatoye (2010) who says that "techniques of managing indiscipline become important because of the extent that it helps in curbing various disciplinary problems among students in secondary schools". Adeboyeje (2000) adds that techniques of managing indiscipline are mandatory in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities. However, the respondents rejected expulsion and detention as the techniques used in managing indiscipline among students in secondary schools in Kano state.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on "Assessment of Students' Prevailing Indiscipline and Management of Indiscipline in Public Senior Secondary Schools in Kano State, Nigeria. This chapter would be discussed under the following headings: Summary, Conclusions and Recommendations.

5.2 Summary

The study focused on the Assessment of Students' Prevailing Indiscipline and Management of Indiscipline in Public Senior Secondary Schools in Kano State, Nigeria. Chapter one consists of background to the study, statement of the problem, objectives of the study, research questions, hypotheses, basic assumptions, significance of the study as well as scope of the study. In chapter two, related literature on the topic under study was reviewed. Attention was focused on the conceptual framework of the study, the concept of Assessment, Indiscipline, Management and Classroom Management. The chapter equally deals with the Importance of discipline, forms of indiscipline in the classroom among students, forms of indiscipline in the school premises among students, forms of indiscipline among male students, forms of indiscipline among female students, causes of indiscipline, effects of indiscipline and the techniques for management of indiscipline among students in secondary schools.

Chapter three deals with the methodology used in conducting the research such as research design, population of the study, sample and sampling technique, research instrument, validity and reliability of the instrument, pilot study, procedure for data

collection and procedure for data analysis respectively. Chapter four deals with the presentation and discussion of the data gathered from the opinions of respondents. Tables were presented to establish a significant relationship between the variables of the study. Frequencies, percentages, mean and standard deviation were used and the results were also discussed. Analysis of variance was used in testing the hypotheses of the study. Questionnaire were administered on three groups of respondent i.e principals, teachers and PTA officials. The data collected were statistically analyzed item by item to determine the level of significance for the formulated hypotheses. Lastly, the following findings surfaced:

1. Examination malpractice, noise making, lateness to class and moving around for no reason were the prevailing indiscipline behaviours in the classroom among students in secondary schools in Kano State.
2. Wastage of water, possession and use of cell phones, writing graffiti on school buildings and poor response to bells were the prevailing indiscipline behaviours in the school premises among students in secondary schools in Kano State.
3. Absenteeism, fighting, cheating, bullying and lateness to class were the prevailing indiscipline behaviours among male students in secondary schools in Kano State.
4. Coming to class with facial make-up, use of profanity, lying, backbiting, reading love story books during lessons and chewing gum in class were the prevailing indiscipline behaviours among female students in secondary schools in Kano State.
5. Suspension, corporal punishment, discussion with parents, guidance and

counseling, writing undertaking to be of good character by students, provision and maintenance of health and welfare facilities and provision and maintenance of games and recreational facilities were techniques for the management of indiscipline among students in secondary schools in Kano State.

5.3 Conclusions

Conclusions on the basis of the findings from the study are made for more explanation on the results found. The topic of the study, Assessment of Students' Prevailing Indiscipline and Management of Indiscipline in Public Senior Secondary Schools in Kano state, was studied through finding out the opinions of the respondents (Principals, Teachers and PTA officials). In the process of the research, five questions were raised towards Indiscipline and management of indiscipline in public senior secondary schools in Kano state. Each and every question was sub-broken into ten statements (items) to give a vivid picture of the questions to the respondents. The items were arranged in the questionnaire. The respondents unanimously agreed on most of the statements and disagreed on the others

1. The first research question which attempted to find out prevailing indiscipline behaviours in classroom among students in public senior secondary schools in Kano state had responses which indicated that examination malpractice, noise making, lateness to class and moving around class for no reason were prevailing indiscipline behaviours in classroom among students.
2. The second question attempted to determine prevailing indiscipline behaviours in school premises among students in public senior secondary schools in Kano state had responses which indicated that wastage of water, possession and use of cell

phones, writing graffiti on school buildings and poor response to bells were prevailing indiscipline behaviours in school premises among students.

3. The third question attempted to examine prevailing indiscipline behaviours among male students in public senior secondary schools in Kano state. It was found that absenteeism, fighting, cheating, lateness to class and bullying were prevailing indiscipline behaviours in among male students in public senior secondary schools in Kano state.
4. The fourth question attempted to evaluate prevailing indiscipline behaviours among female students in public senior secondary schools in Kano state. It was found that coming to class with facial make-up, use of profanity, lying, backbiting, reading love story books during lessons and chewing gum in class were prevailing indiscipline behaviours in among female students in public senior secondary schools in Kano state.
5. The fifth question attempted to investigate the techniques for management of indiscipline among secondary schools in Kano state. It was found that suspension, corporal punishment, discussion with parents, guidance and counseling, grass cutting, writing undertaking to be of good character by students, provision and maintenance of health and welfare facilities and provision and maintenance of games and recreational facilities were techniques used in managing indiscipline among students in secondary schools in Kano state.

5.4 Recommendations

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

1. Teachers should work together with other staff to supervise students during examinations to reduce examination malpractice. They should also make the classroom more interesting so that the students attend class punctually and avoid unnecessary movement in class.
2. School administrators should work together with teachers, prefects and non academic staff to monitor and supervise the activities of students in the school premises in an effort to ensure that students do not waste water, write graffiti on the walls and respond to bell promptly. School authorities should work with other staff in searching and ceasing of cell phones from the students.
3. Parents should play their role in making sure that their children attend schools regularly, and tolerate being with other students
4. Female students' bags should be searched for make-up kits and love story books and chewing gum on daily basis in an attempt to prevent them from using them in the classroom. Profanity, lying and backbiting should be seriously penalized in class.
5. All techniques used in managing indiscipline in schools are in order but must be used with caution, consideration to due process and legal regions.

5.5 Suggestions for Further Studies

Based on the limitations, findings and recommendations of this study, the following suggestions are proffered for further researches:

1. A similar study needs to be carried out in private secondary schools in the state to see whether findings from the study will tally with the ones from this research.

2. This study should be repeated in other states of Nigeria in order to confirm or disapprove the findings in this study. This will help to minimize cases of indiscipline among students in secondary schools in the country; and
3. A research on the factors influencing indiscipline among students in public secondary schools in the whole state of Kano should be conducted. This will help to minimize if not eradicated the problem of indiscipline in the state.

REFERENCES

Achebe, C, (1984). *The Trouble with Nigeria*: Heinemann Educational Books.

Aderemo, W.O (1985). *Introduction to administration of schools in Nigeria*. Evan Brothers Ltd, Ibadan, Nigeria. pp. 121-124

Adeboyeje, R.A (2000). *A Practical Approach to Effective Utilization and Maintenance of Physical Facilities in secondary Schools in Fadipe, Ondo*: NIEPA pp88-103

Adeyemo, P. A. (1985). *Principles and Practice of Education*: University of Ile-Ife.

Ajibola, A. L & Ali, A. H (2014). Disciplinary Measures In Nigerian Secondary Schools:Issues and Prospects. *Journal of Research & Method in Education (IOSR-JRME),* 3(4):11-17.

Akube, A.U. (1991). *Classroom Organization and management*, wisdom publisher Ltd, Owerri.

Ali, A.A, Dada, I.T, Isiaka, G.A & Salmon, S.A (2014). Types, Causes and Management of Indiscipline Acts among Secondary Schools Students in Shomola Local Government Area of Lagos State. *Journal of Studies in Social Sciences, 8(2): 254-257*

Alidzulevi, T.A. (2000). *The role of parents in values education with special references to the situation in Venda (North Province).* Unpublished M.Ed Thesis. University of Stollenbosch.

Amado, J. & Freire, I. (2009). Managing and handling indiscipline in schools. *International Journal of violence and school.* 8, 85-97.

Ary, Jacob, Lucy & Razavieh, A. (2002). *Introduction to research in education*. Belmont, C.A : Wadsworth/Thomson Learning.

Asiyai, R.I. (2012). Indiscipline in Nigeria secondary schools: Types, causes and possible solutions. *African Journal of Education and Technology*, 2(1) 39 – 47.

Bandura, A., & Walters R. (1963). *Social learning and personality development*. New Jersey: Prentice Hall Inc.

Bandura, K. (2010). Social learning theory. Eaglewood cliffs: New Jersey, Prentice Hall.

Basagi, J. (1991). *Bayesian image restoration with applications in spatial statistics*. Annuals of the institute of Statistical Mathematics, 43(1)

Baumrind, D. (1967). *Child Care Practices anteceding Three Patterns of Preschool Behaviour. General* Psychology monograph 75,43-88

Bell, E. B. (1995). *Bullies and victims in schools* .Milton Keynes: Open University Press.

Bowman, D. H. (2004). *Report notes on the impact of student behaviour*. Education Week, 23(37):3.

Butchart, R. E. (1998). *Classroom discipline in American schools*. New York: State University of New York Press

Carr, J. (2004) *Managing Challenging Behaviour:* Guidelines for teachers. Retrieved from:http://www.into.ie. (Accessed 29/04/11)

Charles, C.M. (2007). *Today's Best Classroom Management Strategies: Paths to Positive Discipline.* Boston: Allyn and Bacon.

Clarke, C. (2002). The styles and its review: *Discipline in school speech*. Internet Co. UKPR

Dare, M.O (2009). *Theories and concepts of educational administration, planning and supervision for tertiary institutions in Nigeria*. Kano, printed by Afomat des printers

Davis-Johnson, S. (2000). *Essentials for Character Discipline: Elementary Classroom Management.* California: Corwin Press Inc.

Deaukee, L. (2010). *Students' perceptions of indiscipline at three primary schools in one Educational District in Central Trinidad*. An Unpublished M.Ed Thesis, University of the West Indies.

Denga, D. I. (1989), *Indiscipline Among our secondary schools*,"A way out"in owerri

DiGiulio, R. 2000. *Positive classroom management: A step – step guide to successful running the show without destroying student dignity*. California: Corwin Press, Inc.

Dietel, R.J. Herman, J.L. & Knut, R.A. (1991). *What does research say about assessment?.*

Dittimiya, A.I. (1995) *Introduction to Educational Administration and Planning*. Lagos: Nigerian Printing Press Limited.

Dodge, A. (1993). *Beyond Discipline World Prosperity*. Alexandria, Va: ASCD.

Donga, M.M., (1998). *The causes and consequences of indiscipline in public and independent secondary schools:* A comparison. Min Dissertation and Afrikaans University.

Donnelly, J. (2000). *Two simple rules-discipline problems down*. Pro Principal,16 (7):1-3.

Doveton, E. (1991). *Managerial activities of the teacher*. Island: Lexicon Publishers

Edem, D.A (1982), *Introduction to Educational Administration in Nigeria*, Ibadan,Spectrum Book Ltd.

Emmer, L. K. (2005) Teacher attitudes about classroom conditions. *Journal of Educational Administration*, 47(3):323-336.

Eshiwani, G.S. (1993). *Education in Kenya since Independence*. East African Educational publishers Ltd. Five reasons not to hit your kids. Retrieved September 19, 2012 from: http://www.indiaparenting.com>home>manners and Discipline>Disciplining children.

Fafunwa, A. B. (2004). *History of Education in Nigeria*. Ibadan: NPS Educational l Publishers

Farrant, J. S. (2004). *Principles and Practice of Education*. Edinburgh: London Group Ltd.

Ferguson, C. J. & Johnson, L. (2010). *Building supportive and friendly school environments: Voices from beginning teachers. Childhood Education*, 86(5):302-307.

Finn, J. Fish, R. Scott, L. (2008). Educational Sequelae of High School Misbehavior. *Journal of Educational Research.* 101, 259.

Fields, M.V. & Boesser, C. (2002). *Constructive Guidance and Discipline*. New Jersey: Pearson Education Inc.

Fields, M.V. & Fields, D. (2006). *Constructive Guidance and Discipline*: Preschool and Primary Education. New jersey: Pearson Education Inc.

Gaustad, J. (2005). *School Discipline*. Erick Digest from:http://ww.drdan. organisation/handout%2001-html (retrieved May 5, 2012).

Gay, L.R. & Diehl, P.L (1992). *Research Methods for Business and Management*. NewYork

Gay, L.R (1976). *Educational Research: Competences for Analysis and Application*: Merrill

Gibson, J. T. (2008). *Psychology for the classroom*. Eaglewood Cliffs, Prentice Hall

Greenberg, A. P. (1987). *Student aggression*. New York: The Guilford Press Grunwald, H. (1998). "Maintaining Effective Classroom Control and Discipline"

Harris, J. R (1998). *The Nurture Assumption Why Children Turn out the Way they Do*: Press New York

Hartung, M.(1965). Teachers' commitment focuses: a three-dimensional view. *The Journal of Management Development, 28(5):425-440.*

Hartup, E. (1983). Perceptions of discipline and ensuing discipline problems in secondary education. *The South African Journal of Education, 20(1):34-41*.

Hood R. (2001). *Capital Punishment, A Global Perspective*: Punishment and Society 3(3): 331-334

Freire, I. & Amado, J. (2009). Managing and handlings indiscipline in schools. *International Journal of Violence and School*, 8, 85 – 97.

Idu, A.P. & Ojedapo, D.O. (2011). *Indiscipline in Secondary Schools: A cry to all Stakeholders in Education*. Paper presented at international conference on teaching, learning and change.

Igwe, D.O. (1990). Science teacher qualification and students performance in secondary schools in Kano state. *J. sci. Teachers Assoc.Nig*.,26(2): 24-51.

James, E.B, Joe W.K & Chadwick C. H, (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research

Jeng, A. (2011. *Indiscipline in schools*: The Daily Observer. Retrieved October 10, 2012 from http://www.observer.gm>Africa>Gambia.

Jones, V.F. & Jones, L.S. 1998. *Comprehensive classroom management*. Fifth Edition. London: Allyn & Bacon.

Kamii C (1984). *The Aim of Education Envisioned by Piaget*. Phi Delta Kappan 65(6): 410-415

Kano State Secondary Schools Board (2015). Department of Planning, Research and Statistics: List of Public Secondary Schools in Kano State

Khanzode, E. (2004). *Assessment of the impact of social studies curriculum on values, clarification, competence and utilization among junior secondary schools student in Kano metropolis.* Unpublished M.ed thesis Kano. Bayero University Kano. Pp 32-35

Kerlinger, F.N (1986). *Foundations of Behavioural Research, 3rd edition*: Holt, Rinehart, and Winston, New York

Kilonzo, J. (2013). *Challenges faced by Head teachers in the Management of Students' Indiscipline in Public Secondary Schools in Lamu County*. M.ed project. Kenyatta University.

Kiprop, C. J. (2012). Approaches to management of discipline in secondary schools in Kenya. *International Journal of Research in Management, 2(3): 120-138.*

Komolafe, F. & Ajao, N. (2005). *Nans Warns Students Against Thuggery*. Vanguard, June 30, 5.

Kohn, A. (1993). *Punished by Rewards*: the trouble with gold stars, incentive plans, A's praise and other bribes, Boston, Mass: Houghton mifflin

Kruger, A.G. 1997. Classroom management (BSec – Ed). Only study guide for EDA 201W. Pretoria: University of South Africa.

Levin, J. & Nolan, J. (1996). *Classroom management: A professional decision-making model.* 2nd ed. Mass.: Allyn and Bacon.

Lewis, W.F. (1991). A Stakeholder Approach to Marketing management Using the Value.

Lochan, D. (2010) *Students perceptions of indiscipline at three primary schools in on educational district in central Trinidad*: Thesis University of the West Indies. Faculty of Humanities and Education.

Loukas, A. (2007). *What is School Climate? High quality school climate is advantageous for all students and may be particularly beneficial for at risk students*. Leadership Compass, 5(1),1-3

Louw, E & Barnes, M. (2003) *Stout kind: dis die ouers se skuld*. Die Huisgenoot

Mafabi,S. (1993), *Education management and administration.* Makerere University, Kampala.

Mammen, K.J (2011). Learners Views on th Effect of Disciplinary Measures in South African Schools. *Journal of Social Sciences, 28(3): 153-160*

Marzano, R.J., and Marzano, J.S., (2003). *The key to classroom Management. Educational leadership,* 61(1) 613

Mendler, A.N, Curwin R.L & Mendler B.D (2008). *Discipline with Diginity: New Challenges, New Solutions*

Mbiti, D.M. (2007). *Foundations of school administration*. Nairobi: Oxford University Press, East African Ltd.

McDaniel, E. (2005). *Concept Mapping as a Tool for Curriculum Design, Issues in Information Science and Information Technology Education* Joint Conference, 505-513, flagstaff,AZ, June 16-19

McManus, M. (1995). *Troublesome behaviour in the classroom*. London: Routledge.

McQueen, T. 1992. *Essentials of classroom management and discipline*. New York: Harper Collins Publications.

Morongwa, C.M. (2010). The Impact of Disciplinary Problems on Educator Morale in Secondary Schools and Implications for Management. An Unpublished M.Ed Thesis, University of South Africa. *Journal of Studies in Social Sciences* 285

Mukherjee, D (1980). *The Relationship Between socio-economic background and participation in education*. ACEE Research monograph No 1, Darlinghurst

National Open University of Nigeria, (2008). *Application of Management Information Systems (MIS*) in Education. A Publication of National Open University of Nigeria.

Nwakoby, J. U. (2001). *Parental attitude towards disciplinary measures among students of federal government secondary schools in Delta State*: Implication for counselling. An Unpublished M.Ed Thesis. University of Nigeria, Nsukka.

Nwogwugwu, N (2003). Influence of Socio-economic factors on Educated Elites' Participation in the political Processof Ogun state, Nigeria. *Singaporean journal of business economics and management studies vol. 4, no. 5*

Obi, M.A.O (1995). *The structure of local government in Nigeria*: Current Problems and Future Challenges: mangrove publications, Lagos Chapter3 pp.15-32

Okumbe, J.A (1998). *Educational management theory and practices:* Nairobi University Press.

Okuthe, A.M. (2003). "*Perception of Head teachers, Deputy head teachers, and Guidance and counseling teachers towards Guidance and Counseling as a strategy in managing Student behavior.*'' Unpublished M.ED. Thesis, Kenyatta University.

Olaitan, T. Mohammed, A.N & Ajibola, A.L (2013). Management of Disciplinary Problems inSecondary Schools: Jalingo Metropolis in Focus. *Global Journal of Human Social Science Linguistics & Education.* 14(13): 0975-587X.

Oliver, B.R (2011). *Social Cognition and Conduct Problems*: A developmental approach: Acad Child Adolescence Psychiatry 50(4): 385-94

Onyechi, K.C, Okere A, and Trivellor,U (2007). *Deviant behavior as correlate of academic achievement among secondary school adolescents*. Implication of service delivery in the Education Sector, Issues and Strategies. B.G Mworugy Ed.

Oosthuizen, I.J. Roux, J.M. & Van der Walt, J.L. (2003). *A Classical Approach to the Restoration of Discipline in South African Schools*.. Koers 68: 373 – 390

Otuadah, C.E. (2006) Parental Behaviour and Peer Group Influence as correlates of Deliquent behavior among secondary school students in Warri metropolis. Unpublished M.Ed Thesis of Delsu, Abraka

Padilla, L. (2012). *Dealing with disruptive behavior*. Retrieved August 9, 2012 from http://www.preventivediscipline.comhtm

Pager, D.I. 1994. *The culture of learning in Khayalitsha schools*. Unpublished MA dissertation. Cape Town: University of Cape Town.

Paul, R.M. (2006). *The teacher-learner relationship in the management of discipline in Public High Schools*. Africa Education Reviews 3(1+2), 148 – 159.

Paul, R. M. (2009). *The teacher-learner relationship in the management of discipline in Public High Schools*. Africa Education Reviews, 3 (1): 148-159.

Petersen, K. & R. Rosser (2008). *Alternatives to corporal punishment.* Sandown: Heinemann Publishers.

Peteremode, V.F. (1995). *Introduction to Educational, Planning and Supervision*. Lagos: Joja Educational Research & Publisher Ltd.

Pettit, A. (1997). *Why do they stay? Elementary teachers" perceptions of job satisfaction and retention*. Professional Educator, 32(2):1-18.

Piek, G.C. 1991. *Classroom management* 1. Cape Town: Maskew Miller Longman.

Ponfua,Y.N (2015). Students' Indiscipline: Types, Causes and Possible Solutions: A Case Study of Secondary Schools in Cameroon. *Journal of Education and Practice* 22(6)

Robertson, J. (1989*). Effective Classroom Control: Understanding Teacher-Student Relationships.* 2nd ed London: Hoder & Stoughton.

Robertson, J. (1996). Promoting IT Competences with Student Primary Teachers. *Journal of computer assisted learning/volume 12, issue 1*

Rogers, B. (1995). *Strategies for making the hard job of discipline easier*. London: Longman.

Roscoe, J.T (1975). *Fundamental research Statistics for the Behavioural Sciences*, 2nd edition. New York: Holt Rinehart & Winston

Rosen, L. (1997). *School discipline, best practices for administrators*. Thousand Oaks: Corwin Press.

Rossouw, J.P (2003). *Learners Discipline in South African Public Schools*. A Qualitative Study. Koers 68(4) 2003: 413-435

Scult, J.A. (2009). *Positive behavioural supports for the classroom*. Upper SaddleRiver, New Jersey: Pearson Prentice Hall.

Seita, M, Mitchell, R & Tobin, C.(1996). *Rethinking Student Discipline*. ThousandOaks: Corwin Press.

Silsil, P. (2010). *The Kenya handbook for teachers*: Revised Edition: Shrend Publishers Ltd.

Smith, C.J. & Lasett, R. 1993. *Effective classroom management. A teacher's guide*. Second edition. London: Routledge Publishers.

Smith, P.K. (1999). *The Nature of School Bullying*. London Routledge.

Thornberg, R., (2007). *Inconsistencies in everyday patterns of schools rules*. Ethnology and Education, (2) 3 401-416.

Timothy, A.O. (2008). *Principles of Educational Management*. Abuja: National Open University of Nigeria.

Tulihi, A. & Bello, N. (1985) *principles and practice of education*. Oxford: Oxford University Press.

Vanguard Newspaper (2006). Nigerian Killer Girl Gets 20 years Imprisonment. Vanguard June 29, 2006, p.16.

Van Der Westhuizen, P.C (1991). *Effective Educational management*. Pretona haum

Van Schalkwyk, O.J. 1986. *Educational systems: Theory and practice*. Alkantrant: Educo Publishers.

Varma, J.R (1993). *The journal for Decision Makers*. India institute of Management, Ahmedabad

Vittetoe, J. O. (1977). *Why first-year teachers fail*. Phi Delta Kappan. 58, 5, 429.

Wasagu, M.A. (2009). *Rethinking Science Education for changing Times*: The writing on the wall. Eight inaugural lecture of Usman Danfodiyo University Sokoto. March 26, 2009

Wasmund, E. (1965). *Antisocial behavior in schools: Strategies and best practices*. Belmont: Brooks/Cole Publishing Company.

Wheeler, D.K. (1983). *Curriculum Process.* London: Hodder and Stoughton Ltd

Widman, J. H. (1987). *Instructor attitudes toward students: job satisfaction and student outcomes. College Teaching*, 56(4):225-230

Weisberg, H.F., Krosnick,J.A and Bowen, B. D. (1996). *An introduction to Survey Research, polling and data analysis* (3rd ed.). Newbury Park, CA: Sage

Worshan, M.E (2000). *Classroom Management for Secondary Teachers 5th edition*: Allyn and Bacon Boston

Yaroson, M.C. (2004). *Strategies for Curbing Indiscipline in Nigerian Secondary Schools*. http://www.Accs.org.uk (Retrieved June 15, 2012).

Zindi, F. (2009). *Special education in Africa*. Mogototshane, Tassals Publishing.

Zubaida, A.N. (2009): Indiscipline and its Management Techniques: A case study of aspecial education school in Kano State. *The journal of the National Council for exceptional children.* 11 (2), 455-463

APPENDIX A

Questionnaire on Prevailing Indiscipline and Management of Indiscipline in Secondary Schools in Kano State

Educational Administration and Planning Section,
Department of Educational Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.
15/06/2017.

Sir/Madam,

I am a postgraduate student of the Department of Educational Foundations and Curriculum, (Administration and Planning Unit), Ahmadu Bello University, Zaria. I am conducting a research on "assessment of students' prevailing indiscipline and management of indiscipline in public senior secondary schools in Kano State, Nigeria".

In order to carry out this research successfully, your co-operation in filling the research questionnaire is needed. You should feel free to give your response as the research is purely for academic purpose and all information supplied shall be treated confidential.

Thanks for your anticipated co-operation.

Yours sincerely,

Ahmad Umar Zandam
(Researcher)

SECTION A: Bio-data

Please tick in the appropriate box that relates to you

1. **Status:** a. Teacher [ ] b. Principal [ ] c. Official of PTA [ ]
2. **Gender**: a. Male [ ] b. Female [ ]
3. **Educational Qualification:** a. B. Ed[ ] b. M. Ed[ ] c. PhD [ ] d. N.C.E [ ] e. H.N.D [ ] f. If none of the above, please specify ……..
4. **Nature of School:** a. Boarding [ ] b. Day [ ] c. Boarding/Day [ ]
5. **Location of School:** a. Urban [ ] b. Rural [ ]
6. **Type of School:** a. Boys [ ] b. Girls [ ]

Ranking of the Scores:

Always = 5 points,

Frequently = 4 points,

Occasionally = 3 points,

Rarely = 2 points,

Never = 1 point

SECTION B: Opinions of Respondents on the Prevailing Indiscipline Behaviours in the Classroom Among Students in Secondary Schools in Kano State.

S/N	Item statement	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
1	Students engage in examination malpractice in the school					
2	Students make a lot of noise in the classroom					
3	Sleeping in the classroom is a usual behavior of students in the school					
4	There are cases of stealing among students in the classroom					
5	There are cases of fighting in the classroom among students in the school					
6	Lateness to class is a usual behavior of students in the school					
7	There are cases of students breaking chairs and desks in the classroom					
8	failure to do class work is a behavior in the classroom among students in the school					
9	Students move around the classroom for no reason					
10	failure to copy note is a behavior in the classroom among students in the school					

SECTION C: Opinions of Respondents on the Prevailing Indiscipline Behaviours in the School Premises Among Students in Secondary Schools in Kano State.

S/N	Item statement	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
1	There are cases of smoking among students in the school premises					
2	Students defecate/urinate indiscriminately in the school premises					
3	There are cases of riot among students in the school					
4	Wastage of water is a usual behavior among students in the school					
5	There are cases of students engaging in membership of secret cults in the school					
6	There are cases of stealing among students in the school premises					
7	Possession and use of cell phones is a usual behavior among students in the school premises					
8	Leaving school before closing time is a usual behavior among students in the school					
9	There are cases of students writing graffiti on school buildings					
10	Poor response to bells is a usual behavior among students in the school					

SECTION D: Opinions of Respondents on the Prevailing Indiscipline Behaviours Among Male Students in Secondary Schools in Kano State.

S/N	Item statement	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
1	Absenteeism is a usual behavior among male students in the school					
2	Fighting is a usual behavior among male students in the school					
3	There are cases of homosexuality among male students in the school					
4	There are cases of stealing among male students in the school					
5	There are cases of drug abuse among male students in the school					
6	Cheating is a usual behavior among male students in the school					
7	There are cases of bullying among male students in the school					
8	Male students do come to school with weapons					
9	There cases of male students fighting teachers in the school					
10	Lateness to class is a usual behavior among male students in the school					

SECTION E: Opinions of Respondents on the Prevailing Indiscipline Behaviours Among Female Students in Secondary Schools in Kano State.

S/N	Item statement	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
1	Coming to class with facial make-up is a usual behavior of female students in the school					
2	Use of Profanity is a usual behavior among female students in the school					
3	There are cases of lesbianism among female students in the school					
4	Coupling/boy relationship is a behaviour among female students in the school					
5	Indecent dressing is a usual behaviour among female students in the school					
6	There are cases of female students befriending male teachers in the school					
7	Lying is a usual behavior among female students in the school					
8	Backbiting is a usual behavior among female students in the school					
9	Reading love story books during lessons is a usual behavior among female students in the school					
10	Chewing gum in the class is a usual behavior among female students in the school					

SECTION F: Opinions of Respondents on the Techniques for Management of Indiscipline Among Students in Secondary Schools in Kano State.

S/N	Item statement	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
1	Suspension is used in managing indiscipline among students in the school					
2	Expulsion is used in managing indiscipline among students in the school					
3	Corporal punishment is used in managing indiscipline among students in the school					
4	Discussion with parents is used in managing indiscipline among students in the school					
5	Guidance and counseling is used in managing indiscipline among students in the school intervention					
6	Grass cutting is used in managing indiscipline among students in the school					
7	Detention is used in managing indiscipline among students in the school					
8	Writing undertaking to be of good character by students is used in managing indiscipline among students in the school					
9	Provision and maintenance of health and welfare facilities are techniques used in managing indiscipline among students in the school					
10	Provision and maintenance of games and recreational facilities are techniques used in managing indiscipline among students in the school					