# AN INVESTIGATION INTO DISCIPLINARY PROBLEMS IN SECONDARY SCHOOLS IN SOKOTO STATE

**BY**

**MOHAMMED YUSUF ANKA**

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**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATION**

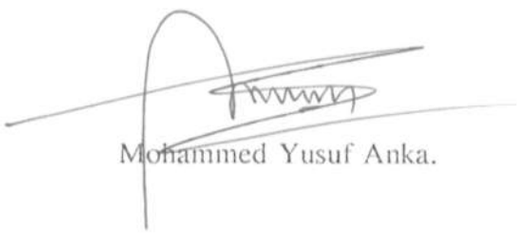
**AHMADU BELLO UNIVERSITY**

**ZARIA**

**JULY, 2000**

## DECLARATION

I hereby declare that I am the author of this thesis and that it is a record of my own research work. It has not been presented on any occasion or in any previous application for a higher degree. All sources of information, including quotations (indented or enclosed in quotation marks) are acknowledged by references.



Mohammed Yusuf Anka.

## CERTIFICATION

This thesis titled "An Investigation into Disciplinary Problems in Secondary schools in Sokoto State" by Mohammed Yusuf Anka, meets the regulations governing the award of the degree of Masters of Education in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

| | |
|---|---|
| External Examiner | 5/12/2000 Date |
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| Member, Supervisory Committee | 20/12/2000 Date |
| Head of Education | 20/12/2000 Date |
| Dean, Postgraduate School | 26/05/04 Date |

## DEDICATION

This thesis is dedicated to my family for their moral support and encouragement.

## ACKNOWLEDGEMENT

First and foremost I thank Almighty Allah, the most High, for sparing my life to the completion of this research work. My gratitude goes to my first major supervisor in person of Prof. J.C.S. Musaazi whose academic leadership, objective and constructive criticisms, had in no small measure contributed to the success of this study. I am also very much grateful to my second supervisor Dr. A.N. Ezenne who took the pains of going through my work thoroughly all the time, particularly during the absence of my major supervisor. My appreciation goes to Dr. (Mrs) D.O. Otu for putting the work into final shape. I thank my employers and sponsor, the Sokoto State Government and in particular the State Ministry of Education for giving me the opportunity to pursue this study.

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## ABSTRACT

**The study investigates the disciplinary problems in secondary schools in Sokoto State. The purposes of the study were to examine the factors responsible for disciplinary problems prevalent in secondary schools in the Slate, to highlight the nature and causes of indiscipline and, to seek for measures of minimising indiscipline among secondary school students. Four main hypotheses were set to guide the study. Relevant literature was reviewed in respect of the issues of the study viz a viz factors that constitute students' bad behaviour, causes of indiscipline among students, attitude of students and teachers towards discipline and the role of principals and teachers in the maintenance of discipline. The sample for the study included 35 principals, 275 teachers, 379 students and 177 parents. The main instrument of the study was a 45 - item questionnaire. This was supported by interview schedule to elicit more information from the subjects of the study. The Likert type 4 - point rating scale was employed to rale the respondent's opinions in respect of the items on the instrument. Frequencies, percentages, and mean scores were used to enrich the discussion of the data. Correlational studies, chi square, One Way Analysis of Variance and T-test statistics were employed in testing the hypotheses. The main findings of the study reveal that: the twenty most serious acts**

**of indiscipline include stealing, dishonesty, disobedience, lying and cheating; factors which constitute good behaviour were punctuality at all times, obedience to school rules, and paying attention to school work. It was also revealed that poor teacher - student relationship and moral laxity among staff are part of the problems that are responsible for bad behaviour among students. Teachers were found, as a distinct group, to constitute a bad influence on students for students see them as role models to copy. In order to curb indiscipline in schools, the respondents agreed that the following measures could be taken: organizing definite programme of activities for students, all adults around students should develop positive attitude towards discipline and, the Ministry of Education should appoint qualified and morally sound principals and teachers to head and leach in the schools. In conclusion, schools should do away with ineffective and old methods of maintaining discipline such as corporal and physical punishment and employ modern approaches which embrace counseling students.**

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## DEFINITION OF TERMS

In this study, relevant terms are defined in order to avoid ambiguity in their usage as follows:

AFFINITY is the close relationship that exists between staff and students which if not controlled leads to indiscipline.

ATTITUDE refers to the feeling, perception or behaviour of the secondary principals, teachers, students and patents to school discipline.

BAD BEHAVIOUR means the negative way and manner by which parents, principals, teachers and students act towards school discipline.

CORPORAL PUNISHMENT refers to punishment inflicted directly on the body of the offender, for example flogging.

DISCIPLINE is respect for constituted authority and obedience to rules and regulations of the school and society. It is also used to refer to the steps taken by the school to ensure that students behave acceptably while in school.

INDISCIPLINE means the violation of rules and regulations of the school by parents, principals, staff, and students.

OPINION refers to what people think about something, based on personal judgement rather than actual facts.

PHYSICAL PUNISHMENT means punishment in which the student suffers physically, for example pulling the ears or hair, knocking ruler on the head or fingers, kneeling down.

RULES AND REGULATIONS refer to official or accepted principles or order which guides behaviour and as well explains how things are to be done.

# CHAPTER 1

# THE PROBLEM

## 1.1 Introduction

At the time of independence in 1960, and some years after that time, schools in what is called Sokoto State today exhibited good discipline. Teachers went about their duties with a sense of commitment and the students portrayed good behaviour. The classes were manageable in size with qualified staff. However, as a result of the introduction of U.P.E. (Universal Primary Education) Scheme in 1976 a lot of development took place in the country. Schools were filled up with pupils with very little facilities to cater for their learning needs. Many unqualified teachers were found in classrooms.

As time went on, cases of indiscipline began to appear in many educational institutions thereby causing a threat to the administration of the schools to the extent that state governments, education authorities, parents and the general public were becoming more concerned about the alarming rate and increasing wave of students' unrest. Rioting, breaking of school rules and regulations, disobedience to and attack on principals, teachers and damage to school properties, drug addiction, disrespect to constituted authority, going to club houses, cinema houses and stealing of school properties were becoming the order of the day in many educational institutions nationwide as well as in secondary schools in Sokoto State. Some times students even took to the streets and roads thus disrupting the normal life of the people. There have been reports of violent students' demonstrations in many educational institutions nationwide some even resulting in the death of many innocent people. The case of Ahmadu Bello University, Zaria in 1978, 1986 and 1987 and that of University of Ibadan in February, 1983 were a good examples of

demonstrations that let to the unavoidable death of many innocent citizens. Others where several properties were vandalised and valuable lives lost include that of University of Technology, Owerri in August, 1982, University of Maiduguri in February, 1983, University of Technology, Makurdi in February, 1984 and Ramat Polytechnic Maiduguri in June, 1982, just to mention but a few (National Dailies Cuttings, 1982 to 1984, Kashim Ibrahim Library, Ahmadu Bello University, Zaria).

The occurrence of violent students demonstrations also extended to secondary institutions nation-wide. Queen Amina Secondary School in Kaduna, Barewa College, Zaria, Teacher's College, Maiduguri in February, 1982, Government Technical School, Makurdi, in February, 1983 and Government Secondary School, Gboko in the then Benue State in June, 1983 were a good examples of students demonstrations that led to loss of valuable properties and consequently the closure of the schools (National Dailies Cuttings 1982 - 1983, Kashim Ibrahim Library, Ahmadu Bello University, Zaria).

In the case of Sokoto State, reports of cases of students bad behaviour leading to the closure of many secondary schools were recorded. In March, 1978, Government Secondary School, Gwadabawa was closed down following violent students demonstration which resulted in damage to the school properties and loss of money (cash). Disciplinary actions were taken against five members of staff and eight students. The rest of the students were levied N43 each and had to sign an undertaking to be of good behaviour (Sokoto State Monthly Magazine 1978, Kashim Ibrahim Library, A.B.U., Zaria).

Similarly, violent demonstrations occurred in Unity Secondary School, Gummi in 1988, Unity Secondary School Illelah, in 1990, Government Girls' Secondary School, Talata-Mafara

in 1993 all in Sokoto State.

It is sad to observe that students often resort to violent demonstrations and wilful destruction of public properties often on flimsy excuses. The pubic often wonders what the students are talking about if they resort to violence on account of food and accommodation while a few metres from the schools their parents, guardians and uncles are living in mud/grass houses with thatch roofs, eating only two meager meals a day. This destructive students activitism does not only impair the educational opportunities of many but impinge on law and order. School leadership and government authorities were disturbed by the increasing unrest among the students in secondary schools especially its harmful effects on both their character and on learning.

The tendency in Sokoto State had been always to point accusing fingers at the teachers and administrators and even the government as if to say they are the only partners in the wrongdoing. By and large, therefore, teachers and administrators have come under attack each time something goes wrong in the schools. From all appearances it seems it is the peculiar roles and places the teachers and administrators hold both in the society and in the educational system that might cause this state of affairs.

In its efforts to rectify the abnormally, the State Government had to employ retired military personnel into the schools to serve as school discipline masters. Also, more religious teachers were employed and the teaching of Islamic Religious Studies was made compulsory in all secondary schools in the State. Yet disciplinary problems continue to become prevalent in secondary school in the State.

Inspite of these efforts, bad behaviour among students in the secondary schools in the state appears to be on the increase. It now seems that either the effort of the government is not enough or the factors responsible for this phenomena have not been well examined and solutions found. This presents a challenge to the management of secondary school system in Sokoto State. It is in view of this that the researcher deemed it proper and relevant to conduct a research on disciplinary problems in secondary schools in Sokoto State in order to ascertain the causes of indiscipline and make possible recommendations to abate the problems.

## 1.2 Statement of the Problem

Indiscipline among students in secondary schools in Sokoto State has become a serious issue that education authorities, parents, teachers and the general public are concerned about the quality and character of the outputs of the school. There were allegations of moral laxity and indiscipline in many educational institutions which were assumed to be the causes of disciplinary problems in schools. This study, therefore, is intended to investigate the causes of various disciplinary problems in secondary schools in the State. Specifically, the study examines the following variables:

1. Factors that constitute bad behaviour in schools.
2. The factors responsible for bad behaviour in the secondary schools in the state.
3. The attitude of students toward discipline.
4. The attitude of teachers towards discipline.
5. Nature of Teacher-Student relationship and level of indiscipline.
6. Teachers and students involvement in decision making process in the schools.

7 The role of Principals and staff in the maintenance of discipline in schools.

## 1.3 Research Questions

This study attempts to answer the following questions:

(1) What is the nature of disciplinary problems prevalent among students in secondary schools in Sokoto State?

(2) What are the factors responsible for indiscipline in schools?

(3) What is the attitude of students towards discipline?

(4) What is the attitude of teachers towards discipline?

(5) What is the nature of the relationship between staff and students in secondary schools?

(6) Are teachers and students involved in school decision-making?

(7) How can the school maintain good behaviour among students?

## 1.4 Basic Assumptions

The basic assumptions of the study are that:

(i) Indiscipline in secondary schools is as a result of disharmony between staff and students.

(ii) Teachers non-challant attitude towards maintaining law and order in school causes an increase in the disciplinary problems in secondary schools.

(iii) Students indifference to school rules and regulations leads to the breakdown of law and order in the secondary schools.

(iv) Lack of adequate involvement of students and teachers in the day-to-day running of the

schools breeds disciplinary problems in the secondary schools.'

## 1.5 Hypotheses

In order to answer the research questions, the following hypotheses were postulated.

1 There is no significant difference in the opinions of principals, teachers, parents and students with respect to the factors responsible for indiscipline among students in secondary schools in Sokoto State.

2 There is no significant difference in the opinions of principals, teachers, parents and students with regards to the attitude of students to discipline in secondary schools in Sokoto State.

3 There is no significant difference in the opinions of principals, teachers, parents and students with respect to the nature of the relationship between teachers and students and level of indiscipline among students in secondary schools in Sokoto State.

4 There is no significant difference in the opinions of principals, teachers, parents and students with respect of the measures the school authorities take to ensure good behaviour among students in secondary schools in Sokoto State.

## 1.6 Purpose of the Study

The study is intended to examine the various factors responsible for disciplinary problems in secondary schools in Sokoto state. Specifically, the study sought to:

(i) Highlight various disciplinary problems in secondary schools in the state.

(ii) Investigate the factors responsible for students indiscipline in secondary schools as

perceived by teachers, students, parents and school administrators.

(iii) Suggest methods of minimising indiscipline in secondary schools in the state.

## 1.7 Significance of the Study

The study is expected to enhance the maintenance of discipline among secondary school in the area under study in the following ways. It would provide more information to the policy makers in the Ministry of Education regarding the factors responsible for the disciplinary problems in Schools and would help to enable them formulate better policies in their effort in restoring discipline in secondary schools. It will add to the existing knowledge about factors responsible for bad behaviour among students in secondary schools in Sokoto State. The findings of the study will be useful to educational planners and administrators, teachers, parents and students in other states who have similar disciplinary problems in their schools. The study will also be useful to the school authorities in their efforts at restoring discipline in secondary schools.

## 1.8 Scope and Delimitation of the Study

The scope of the study is Sokoto State secondary schools. It is delimited to investigate the factors responsible for disciplinary problems prevalent among students in the area of study. The study also covers only non-coeducational secondary schools with both junior and secondary levels.

Basically, the limitations faced by the study are that the findings and generalizations are only applicable to Sokoto state government secondary schools. This is because private schools

were excluded from the study as such the findings apply to non-co-educational secondary schools with both junior and senior secondary school classes. This study is also delimited to the opinions expressed by principals, parents, teachers and students as they relate to indiscipline among secondary school students.

# CHAPTER 2

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter is concerned with the review of related literature and it deals specifically with the issues raised in chapter one in respect of the following:

1 Factors that constitute students' bad behaviour;

2 Factors responsible for students' bad behaviour;

3 Attitude of students towards discipline;

4 Attitude of teachers towards discipline;

5 Teacher - student relationship and level of indiscipline;

6 Teachers and students involvement in school decision-making;

7 Role of principals and teachers in the maintenance of discipline;

8 Parents and their influence on school discipline.

## 2.2 Factors that Constitute Students Bad Behaviour

The word "discipline" has different meanings. Discipline means different things to different people. To some it means counselling students, guiding and persuading them toward desired behaviour. To some it means good manners. But there, the term discipline is used to mean the steps taken by the school to ensure that students behave acceptably while in school so that they may grow up to become responsible adults. Usually, the term is used to refer to what an individual teacher does to maintain proper student behaviour in the classroom.

*Advanced Learners Dictionary of Current English* defines discipline as "training, especially of the mind and character, to produce self-control, habits of obedience'. In support of this view, Chambers Twentieth century Dictionary defines discipline as "severe training, mode of life in accordance to rules, subjection to control, order and training". Discipline is, therefore, the training of scholars and subordinates in proper conduct and action both morally and physically. Discipline is a process which involves right behaviour, exercise of ethical order, development of a sense of responsibility, sustenance of application to tasks, and the formation of purposeful attitudes throughout life. It necessitates learning to do things which at times are disagreeable. Discipline is essentially a process of motivating and guiding conduct which will lead to self control or self-actualization (Feuer in Adamu, 1998: 24). That aspect of school which comprises the rules and regulations made for the purpose of fostering successful class management is within the scope of discipline. According to Bello (1981) discipline is the training which produces in students self-restrain, orderliness, good conduct, co-operation, and the habit of getting the best out of themselves. It involves intellectual and moral education as opposed to mere order and instruction.

Durojaiye (1976) advocates self discipline or discipline from within the student as the most desirable form of discipline. He concludes by saying that self-discipline does not often require the presence of an external force. Ozigi (1978) in support of Durojaiye maintains that teachers, parents and the community as a whole are always talking about discipline in schools. This clearly shows that self-discipline is the best form of discipline because there is no element of fear or external force.

On the other hand, indiscipline generally means bad behaviour or unwillingness to obey orders. According to Uba (1987), indiscipline is regarded as act of disrespect, obstinacy, stubbornness, perversity, poor study habits, poor facilities and slow administrative action. Laycock in Adamu (1998) opines that indiscipline is when a student is antagonistic to authority, disturbed classroom routine, does not apply himself or herself to prescribed school work and violates the teacher's standard of integrity and discipline.

*Thus, discipline is tied directly to misbehavior. It is intended to suppress, control and* direct behaviour that obstructs learning. One understands misbehavior in relation to behaviour. Behaviour includes all the physical and mental acts that humans are capable of performing. The total of such acts would be incredibly large. There is much agreement among educators as to what constitutes misbehavior. All teachers know that students sometimes behave in ways considered sweet, kind, gentle, considerate, helpful and honest; they approve those behaviour. They also know that students sometimes behave in ways considered hostile, abusive, *disinterested, cruel and disrespectful. They do not approve those behaviour which they call* misbehavior (Charles, 1985). He further maintains that most teachers use disciplinary techniques to thwart or stifle students misbehavior that disrupts, destroys, defines, hurts or infringes on other's rights. Such misbehavior includes specific acts of cruelty, disrespect, boisterousness, cheating, fighting, sarcasm, defiance and apathy. These behaviours reduce effectiveness of and pleasure in teaching and learning. In secondary schools particularly in Sokoto State, such acts of misbehaviours creates lots of disciplinary problems that pose a threat *to conducive teaching and learning atmosphere in the schools.*

Musaazi (1982) is of the view that student discipline means that students are provided with an opportunity to exercise self-control, to solve school problems, to learn and to promote the welfare of the school. To this point, several realities of student behaviour in the school have been established. Students can always choose to behave properly rather than improperly, have a basic right to a clean, threat-free classroom atmosphere in which to learn, teachers have a basic right to teach without disruptions from misbehaving students and they have a right to expect support from administrators and parents. The researcher is of the view that students should be given a free hand to participate in the day-to-day running of the school so that they can share the responsibility of maintaining school discipline.

Many writers and critics of disciplinary problems have blamed the issue of indiscipline on the use of authority to achieve the desired discipline in schools. There are two schools of thoughts on the means of achieving good discipline in the school in particular and in youth in general. The first school of thought maintains that the school of today is a less disciplined community than that of the past years. Therefore, there is the need to return to the authoritarian and paternalistic method of discipline of the past to maintain law and order both at school as well as in the youth in general. However, the researcher is of the opinion that harshness and authoritarian control of students misbehavior will only result in tension and uneasy atmosphere in the school especially in secondary schools in Sokoto State. Instead, a more mature method of maintaining law and order in the secondary school should be established in order to reduce the occurrence of disciplinary problems.

The second school of thought agrees that there has been a decline of discipline in the school but attributes it to the students resistance to the adult desire to maintain an authoritarian

and paternalistic control of students as well as school's other disciplinary problems. The researcher is of the view that no matter whatever form of control is exercised, it should be done with all the carefulness and consideration that most of the students in the secondary schools are in their adolescence period. Thus, there is the need for careful handling of students in the course of maintaining school discipline.

Fagbonge (1973) in his article on Discipline in Nigerian Schools, States that "pupils would be expected to have respect for constituted authority such as those of the schools." Happenings in the secondary schools at present clearly indicate that the schools of today are clearly less discipline community, than the schools of the past. Fagbonge further identified two factors that made the schools of the past a more disciplined community than that of the present, they are:

(i) The different perception on the nature of the school as conceived by the community.

(ii) The different perception on the community's social attitude to discipline.

In the first case, the school was conceived as the surest means to improve the standard of living and the social status. The school learning was also taken so seriously by the students and they were prepared to subordinate their own egos to that of the school.

In the second case, in Nigerian indigenous society, parents judge critically the children's upbringing by the degree of respect which they show towards their superior. In the schools, the machinery of instruction and discipline ingrained an attitude of acceptance of the respect for authority. This tradition has produced authoritarian tendency in Nigerian schools particularly in Sokoto state secondary schools.

Two main types of discipline have been identified by educational researchers namely:

(i) Discipline which exists where the rules and regulations of the school are willingly supported and obeyed by the students;

(ii) Discipline which is externally imposed, that is order.

In institutions where the first type exists, the students have no reason to believe that they are being forced to comply with the rules. They understand them and even sometimes participate in making them. It is believed that this type of discipline encourages responsibility and cooperation on the part of the students.

In the second type of discipline, the students are always compelled to obey their teachers and school authorities and are given the impression that only these people know what is good for the school. This type of discipline denies the students the chance of learning to exercise their sense of judgement as well as responsibility.

Generally, a school's concept of discipline depends on the educator's concept of education. Asiodu-Akrofi (1978) stated that it is normal for the teacher to think of discipline as carrying out of orders. He noted that although orderliness is a sign of a disciplined person, an orderly child may not necessarily be disciplined. He argued that a disciplined child shows restraint in his behaviour as well as actions and obeys orders spontaneously not because the teacher is present or because he is afraid of descent but because he is inwardly convinced that it is right to obey. The researcher feels that both the teachers and students should bear in mind that the observance of rules and regulations helps greatly in maintaining good school discipline particularly in secondary schools.

From the foregoing, the main types of indiscipline displayed by students are disobedience to rules, acts of cruelty, disrespect, boisterousness, cheating, fighting, sarcasm, defiance, apathy,

stealing, homosexuality, smoking, drug abuse and addiction, promiscuity, hostility, aggression, and examination malpractice.

## 2.3 Factors Responsible for Students Bad Behaviour in Secondary Schools in Nigeria

Cases of disciplinary problems in Nigerian Secondary Schools as well as in Sokoto State secondary schools were relatively few between 1960 and 1970. This was the period immediately after independence when attention was mainly focused on national sovereignty. Apart from being occupied with post-independence issues, between 1960 and 1970 there were few secondary schools in the country, most of which were in their formative years with the results that few students were enrolled in these schools. However, since 1970, disciplinary problems in Nigeria has assumed such a great proportion that the issue is now regarded as one of the greatest problems confronting the secondary schools particularly secondary schools in Sokoto State. Many more secondary schools have been established since then while there has been tremendous increase in the size of schools established with the introduction of the Universal Primary Education (U.P.E.) in 1976. As a result of this, more pressure is mounted on the secondary schools to satisfy the student's needs.

Moreover, since 1970 a lot of emphasis has been placed on national development with the result that social, political, economic and technological changes have taken place. These changes have introduced related problems which correspond to the view expressed by Pye (1980) that modernising societies experience a lot of transition, from traditional societies to modernity, and an enormous amount of strain, tension and crisis is associated with it. It is observable that education is often expected to assist in solving some of these problems. It is probable that apart

from the problems associated with the size and structures of the Nigerian Secondary Schools, the student's reluctance to enter into dialoque with the authorities coupled with their impatience and deliberate refusal to follow established channels of presenting grievances might have partly accounted for such disciplinary problems. Students in secondary schools are in the habit of taking laws into their hands in order to express their dismay over issues or matters affecting them without properly channelling their grievances to the authority concerned as experienced by the researcher.

Indeed since 1970, the problem of students' bad behaviour has been a recurring issue in Nigeria. It was in realization of the intensity of the problem, and in his address to the principals of Nigerian Secondary Schools on 'Discipline in Schools' Obasanjo (1977) noted with dissatisfaction the increasing wave of indiscipline among students in secondary schools. He lamented that hardly a day passes without some media reporting of examination malpractice (leakages), students' unrest and drug abuse, that since students' bad behaviour were becoming a national problem, it should be treated with all the seriousness it deserves.

Nigeria as a society is undergoing rapid social and economic changes. The economic development of the country has created many unsolved problems. The mass media have exerted much influences on the masses. The secondary level institutions in the country and as well as in Sokoto State are all affected by the current influences on the social order. The newspaper headlines, radios, and other newsmedia have been talking about the emergence of students activism and power. A few of such cases which have attracted the attention of the national dailies includes the following:-

Government Secondary School Daura - Six students face suspension after a violent demonstration (New Nigerian 4/6/75 p.2).
Five Form five boys at St. Paul's College, Wusasa, Zaria have been expelled (New Nigerian, 22/2/72 p.1).
Victory College, Ikare - Erring Students charged to court (Daily Times, 8/6/74).
One hundred students expelled from Bauchi and Toro Teachers' Colleges (New Nigerian 27//6/75, p.2).
Seven Students suspended at Okene Teachers' College (New Nigerian, 24/5/78, p.20).
.....Secondary School pupils go on rampage..... destroys more than 34 vehicles including Taxi cars and Lagos City Transport Service (L.C.T.S.) Buses, and many vehicles belonging to the Federal Military Government (New Nigeria, 29/4/78).
Sequel to proved cases of indiscipline 250 student teachers suspended at the Federal Girls' Teachers' College, Anambra State (New Nigerian, 18/5/78).
.....Disciplinary action taken against five members of staff and eight students, others levied N43,00 each following violent students riot in Government Secondary School Gwadabawa (Sokoto State Monthly Magazine, 1978 Kashim Ibrahim Library, A.B.U. Zaria).
Teachers College Maiduguri Students..... Eight students expelled..... Protest over non payment of allowances (National Dailies cuttings, Kashim Ibrahim Library A.B.U., Zaria June, 1982).
Government Secondary School Gboko closed ..... students demonstration protest against refusal by the school authority to allow students to eat with others who have not paid their feeding fees (National Dailies cuttings, Kashim Ibrahim Library, A.B.U., Zaria July, 1983).

The citations above are just a few of the cases of student; protest, destructions and unrest in recent years in the secondary schools in Nigeria of which Sokoto state is a part. Similar cases occurred in many secondary schools in Sokoto State on the accounts of food, accommodation and certain other flimsy excuses. However, teachers play greater roles most especially when it involves confrontations against the school authority by the students. Teachers and students in secondary schools in Sokoto State must exhibit positive attitude towards school discipline in

order to provide conducive teaching and learning atmosphere.

With the epidemic of students' violence on the increase in the secondary schools, there has been mounting anxiety by parents, teachers, education authorities and states and the Federal Governments as to the causes of students disciplinary problems. The general public is viewed in the light of the challenges to law and order, threat to property and threats to the lives of the innocent citizens.

The results of the disturbances in the secondary schools have rendered many able students as "dropouts" while the chance of other educational opportunities of some have been blocked. With such a powerful rate of violence in our secondary schools and the thought that our educational institutions of learning are supposed to be breeding our future leaders, many educationalists and well meaning Nigerians have been wondering about the place of discipline in the future leaders of our society. Students' bad behaviour are not new in Nigeria today, however, the increasing vandalistic dimension they have assumed and the frequency of their occurrence among students in secondary schools is questionable new.

In an article titled "Nigerian Students Unrest: Evolution or Revolution", Nwazor (1982) stated that students unrest arose from grievances with management, therefore, the authorities should adequately inform students on issues relating to them. He was of the opinion that official attitude had some effect on mental health of students. However, the researcher is of the opinion that students expect much from the authority without bothering to understand the financial strains which all arms of government are operating. Other causes of indiscipline among students include the following:-

1. Inconsistency. Unless discipline is consistent, according to Settlage in Adamu (1998), there will be no set limit to act on a value judgement, and if one is not sure of what he or she values, then confusion, inconsistency and ambivalence result. Inconsistency in training slows down the learning process. Studies by McCord and McCord (1958), have revealed that children who later became criminals have inconsistent discipline.

2. Ignorance of rules and Regulations. Students may be ignorant of school rules and regulations. School administration may be too busy with other aspects of school management to explain school regulations to students when they come in newly into the school, and even when administrators present a well organized set of bye laws during the orientation week, some students never really know which statuses are operational and which are just (Uba, 1987).

3. Large number of enrolment. The gradual increase in the number and capabilities of secondary schools in the state is a main contributing factor to indiscipline. More students are now admitted into secondary schools in the state. In the past it was possible for teachers and principals to know all their students by their first names within two weeks of resumptions to school. But in present times it is very difficult if not impossible particularly if schools have total enrolment in thousands.

4. Isolation. Students who are socially unacceptable to their classmates tend to exhibit some forms of indiscipline like destruction and seeking attention in school (Lorber, 1966). Peer approval is a strong and basic need motivating student

behaviour. For instance, if a student is an isolate or is rejected by his classmates or teachers, he may be expected to react with aggression to this intolerable situation.

5. Change in values. There is a revolt by youth against the rule of material values and inter-generations conflict. Older people seem to cling to the ideals and values which younger generation has rejected. Today, students seem to find little justification in the kinds of tradition they are asked to inherit. This is understandable since they live in a dynamic society.

6. School Management. There are some factors that contribute to indiscipline among students which relate to school administration. This can be lack of *facilities and equipment, lack of motivated quality staff; lack of encouragement* to teachers, admission of students with poor academic standards, inadequate moral and religious instruction and automatic promotion (Adesina, 1981). In addition to the above mentioned, school administration, staff, students, society and parents also contribute in no small measure to indiscipline in schools (Akinade, 1989; Uba, 1987).

## 2.4 Attitude of Students Towards Discipline

Cases of disciplinary problems in educational institutions in Sokoto State began to appear between 1970's and 1980's when most of the institutions were filled up with many students, very few teachers and inadequate facilities. Students' bad behaviour leading to many acts of indiscipline were the order of the day in many educational institutions particularly the secondary

schools. There has been charges of moral laxity and indiscipline made against the students and teachers in secondary schools in Sokoto State. Cases of drug addiction, vandalism, breaking of school rules and regulations and violent demonstration which are now features of the secondary schools have aroused considerable public concern. Many secondary schools in the state have been closed down following students violent demonstrations. The results of which some students were completely dismissed from the school while others were suspended. Teachers were also not left out in the disciplinary action metted out to those found involved in creating the disturbances.

As mentioned earlier, Government Secondary School Gwadabawa was closed down in March, 1978 following violent students demonstration. This led to damage to school property and loss of money. Five members of staff and eight students were disciplined accordingly. The rest of the students were levied N34.00 each for the damage made to the school property and had to sign forms of undertaking before they were re-admitted (Sokoto State Monthly Magazine, 1978, Kashim Ibrahim Library, A.B.U., Zaria.

On the 6th of May, 1977, Vocational Training Centre Gusau Was closed down following students' unrest calling for the removal of the Principal. Eight teachers were found guilty and were disciplined according to the Civil Service Rules. All the students were asked to sign an undertaking to be of good behaviour (Monthly Report No. 158, Cabinet Office, information Division, Sokoto State.

On the 7th of July, 1988 a very serious violent demonstration which led to wanton destruction of Principal's house and looting of school properties occurred in Government Secondary School, Gummi. The students raped a female staff and went on house to house

destruction of the staff quarters, the cause of this unrest was reliably confirmed to be the fault of the school leadership. All the students were transfered. All the students were levied ₦50.00 each. The ring leaders were levied between ₦250.00 and ₦750.00 depending on the intensity of their offence. They were also denied admission into any of the post-primary institutions in the state. Drug addiction was also at an alarming rate at the time the riot took place in the school (Government Secondary School, Gummi, Log. Book: 1988).

On the 5th of June, 1991, students of Government Secondary School, Anka took to the streets on the account that they would not eat the food prepared with guineacorn and were demanding cooked rice food. The students were reliably instigated by some teachers in the school. The school senior prefects had greater hand in the riot. They were relieved of their positions and were given appropriate punishment commensurate with their offenses as directed by the School's Board of Governors Committee. Those teachers found involved were reported to Ministry of Education for appropriate action (Government Secondary School, Anka, Log Book: 1991).

Similarly in June 1993, the students of Government Girls' Secondary School Talata Mafara took to the streets after holding the principal hostage in her office and went on serious destruction of school properties. The students were found to be instigated by some teachers who fed them with misleading information that the Principal bought a brand new car with the money collected and meant for the building of a mosque in the school. The school was closed down and students sent home (Girls Secondary School, Talata-Mafara, Lo Book: 1993).

Such disciplinary problems were in existence in many Secondary Schools in the State from 1970's to date. It was reiterated by Col. Umaru Mohammed (1976) in his speech at the

launching of the Universal Primary Education scheme that "the present administration will not condone indiscipline or any other vices especially in our youths in secondary school. Any indisciplined student will be dismissed even if they have only a week or even a day to end their course. And any student dismissed from our schools and colleges because of indiscipline, immorality, drunkenness and drug addiction will not from now on, be re-admitted into any school or be employed in the public sector of this state until they can show evidence that they have reformed and become persons of good behaviour" (*Sokoto State Monthly Magazine* 1977, Kashim Ibrahim Library, A.B.U., Zaria).

Inspite of such a claim and the orders of the Ministry of Education not to re-admit any of the ring leaders, many of them were re-admitted into some Secondary Schools in the State. Some were even sponsored abroad to further their education. It is sad to observe that most of the ring leaders and indisciplined students were the wards of well meaning personalities in the state and as well as the wards of top most senior civil servants in the state. They were the same students who indulge in homosexuality, promiscuity, smoking and drug addiction. The citations of students problems are true of most secondary schools in the state. Students bad behaviour cannot be treated in isolation from other societal problems. The secondary school students are adolescents and often want to enjoy certain rights in the society but when they are denied the required rights, they take the laws into their hands and resort to violence to achieve their ends. The students in secondary schools in Sokoto state are not left out in these acts of indiscipline and vandalism.

What bothers the researcher is where do the problems emanate? Both teachers and the school authorities were mostly blamed for the indisciplined behaviour among the students.

However, the students themselves, the parents and the society in general must not be left out of this phenomena. Equally, the Ministry of Education must have very important role to play in the issue of school discipline. The standard of discipline in a school has its footing on the disciplinary roles of the State Ministry of Education. They sometimes contribute to school indiscipline as well as enforcing disciplined behaviours in schools. According to Afolayan (1980) "Ministry of Education can contribute to general indiscipline in a school, if it fails to give newly appointed principals orientation course in which they will be briefed on the extent and limitation of their power". Many principals are always eager to quote instances of their bitter experiences concerning the failure of the Ministry of Education to give them adequate support, authority or power. These lapses on the part of the Ministry of Education can breed disciplinary problems in the school system because the principals are not given their adequate authority or support to enforce discipline in school as observed by the researcher.

Communication gap between the students and policy makers in the Ministry of Education has on many occasions generated discontent and breakdown of law and order. According to Oki (1990), this is a result of some arbitrary rules made by the Ministry of Education without consulting or relating to the students. The researcher observes that such rules are often harsh and not easy to obey. As such, a misunderstanding occurs between the students and the Ministry of Education officials which sometimes leads to violent demonstrations and riots by the students to show their protests. With the researcher's experience from the Schools under study, there have been cases of intimidation, harassment and castigations of school's personnel by the Sokoto State Ministry of Education whenever disciplinary measures are metted to their wards or relations. The implications of such acts are quite indelible to the teachers and students as they

tend to encourage and stimulate a repeat performance of these indiciplined behaviours on part of the students.

## 2.5 Attitude of Teachers Towards Discipline

In secondary schools, particularly in Sokoto State secondary schools, the researcher felt that lack of understanding exists between students and the school authorities and this might be as a result of the structural problems within the school. In a situation where the students are not incorporated into most of the administrative bodies within the set-up, it might be difficult for them to fully understand and appreciate the activities of the administration.

Students' bad behaviour also stems from the teachers examplary behaviour. If the teachers are disciplined, the students themselves will be disciplined. An indisciplined teacher produces indisciplined students. Asiedu-Akrofi (1978) states that the qualities of a good teacher measures good discipline in the school. Therefore, any disciplinary problems must be examined from the point of view of the teachers performance and activities. The teacher's and administrator's chief concern in the school is the child. It is, therefore, essential for the administration to take note of and cater for student's physical fitness, feeding, accommodation, the emotional state of the mind as well as their overall relationship to the school work.

The use of force with special reference to the role of Police in the management of students violence needs to be properly examined. In resolving most of the major students protests between 1970s and 1980s, the police force was applied. This trend appears to be in line with Anifowose (1982:19) contention that in Nigeria, the ruling parties relies on the use of police and coercive control to maintain themselves in office. However, the researcher felt that

this is not the bet way of maintaining discipline in secondary schools because the more the students see the police in the school premises, the more violent and retaliative they become.

Meneil (1965) observed that some scholars assume that leaders sometimes resort to the use of force in settling conflicts because by so doing they instil fear in their minds and the more afraid men are of the repressive capabilities of a regime the less likely they are to engage in violence. This assumption does not seem to be tenable in the context of this study because it appears that inspite of the frequent resort to this measure, student unrest with the associated student/police confrontations have persisted. It is probably as a result of such situations that Eikstein, (1959) and Parsons (1959) argued that the use of force in rescuing conflicts may inspire people to resort to more aggressive modes of making their demands. This suggest that the immediate response to the use of force may be counterforce. It could be observed that the relationship between the use of force and the aggressive response to it is uncertain. It should be noted that the secondary students who mostly are in their adolescent period could not see the presence of police as a peaceful means of calming uneasy atmosphere in the schools. The researcher is, therefore, of the opinion that school authorities should not make use of the Police to settle conflicts particularly in Secondary schools in order to avoid counterforce between the police and the students.

Umaru (1969) however, tried to explain the frequent clashes between the students and the police in terms of an existing misunderstanding between them. He alleged that the Policemen were annoyed with the students because they (students) regarded the policemen as barely literate and socially unrefined. While this issue appears to be beyond the scope of this study, it is worth mentioning that the type of relationship that exists between the police and other

members of the society is likely to be affected by the status accorded to the members of the police force. This is essential if they are expected to perform creditably their essential task of maintaining law and order in the society.

Furthermore, he maintained that majority of students in Nigerian educational institutions were peace loving and conscious of their roles to society. However, the researcher felt that this claim is not tenable in secondary schools particularly in Sokoto State secondary schools. He is of the view that Nigerian students were by nature violent especially when it is understood that violent behaviour among a given group in a society is occasionally assumed to be influenced by the members traditions and beliefs about violence.

Despite the alarming rate at which disciplinary problems is spreading in the nation's secondary schools and its increasing destructive proportions, it appears that teachers, administrators and education officials are often unwilling to talk or write about the violence in their schools. Boyson (1975) commenting on the unwillingness of teachers and administrators to talk or write about violence and student bad behaviour in schools he said:

> No one wishes to show his worst aspect to the world and teachers and educational administrators are not exception to this general rule. There is also a suspicion that heads and teachers who draw attention to their difficulties may be overlooked in the promotion stakes and that an education officer's hopes of a peaceful relationship with the committee and his eventual award of honours is put at a risk if he brings unpleasant factors to the public light.

This may be true of teachers and administrators in secondary schools in Sokoto State. Experience on the part of the researcher shows that no one single principal or teacher in the secondary school would want to inform the public about the occurrence of any unrest or

disturbance in his school. This is because the teacher or the principal will be penalized for allowing the occurrence of such bad behaviour in the school.

Students' bad behaviour takes various forms in schools; among the most common forms are rebellion against school authorities, demonstration, boycott of food or classes, destruction of school or public property, drug addiction, fighting, cheating homosexuality and beating up of teachers or administrators. All these are increasing in terms of their occurrence and becoming more destructive in nature most especially in secondary schools. With such an increasing wave of violence in secondary schools and the thought that institutions of learning are supposed to be breading future leaders many educationists and well meaning Nigerians have been wondering about the place of discipline in the leaders of the society.

## 2.6 Teacher-Student Relationship and the Level of Indiscipline

The success of any school depends largely upon the well being and the general classroom discipline of the school. This of course, must be attributed to the extent of relationship that exists between the students and the staff in the school. Teachers play very significant role in maintaining discipline in the school. Jatau (1990) is of the view that the sort of relationship which exist between students and staff greatly determines whether or not the students will behave in an indisciplined manner. The researcher has observed this view of Jatau in some secondary schools in Sokoto State where teachers room about with the students outside the school up to the extent of giving special preference to some students to the detriment of others. Some teachers even sit in hotels together with the students taking drinks. As such teachers contributed greatly to indiscipline in schools.

Owoye (1990) noted that some teachers are bad examples to their students; this is because, teachers have been found to exhibit bad habit in school. Teachers in secondary schools in Sokoto State are seen to be the architect of indiscipline because of their negative attitude to good discipline. If the behaviour of the teachers of a school is bad the students are bound to copy such behaviour which will inevitably lead to serious problems of indiscipline in the school. In support of this, Shekarau (1990) stated that unless the teachers are self-disciplined, they will certainly loose the right to discipline their students. It has been observed by the researcher that the relationship that exists between teachers and students in the secondary schools in the area under study has created a lot of disciplinary problems ranging from disrespect to the constituted authority, cheating, examination malpractice, dishonesty and many other forms of bad behaviour.

Charles (1985) stated that many teachers fear that forceful discipline produces bad results. They feel that it they set strong standards, stick by them, and do not take into account the mood and external forces affecting students, the students will be stifled, thwarted, and manipulated. Exactly the opposite is true. The researcher share the same view with Charles because no one advocates harsh, abusive discipline. However, firm, humane, consistent standards help students and teachers experience success.

Charles (1985) further pointed out that teachers need not fear that good systems of discipline will damage students or student-teacher relationships. If teachers want to be well admired, respected and intimately liked, they must be fair, firm, consistent and insistent in helping students.

In the secondary schools, the responsibility of teachers and administrators should be towards making the students aware of the need for discipline and encouraging or rather assisting

the students to be well disciplined through the students involvement, and participation in the disciplinary and decision making processes of the administration of the school.

Saylor (1974) stated that human relationships were significant aspect of the hidden curriculum. The teachers, students and parents should examine the nature and character of these interactive processes, giving attention to such matters as provision of healthy school environment, social class distinction, cliques, favoritism and rejections, discrimination and the like, This implies that the teachers concern over matters that affect the welfare of the students will cause the students to like teachers better, like the school better and think better about themselves as viewed by the researcher.

*Okome (1993) in her study of "The Attitude of Principals, Teachers and Students Toward* Discipline in Secondary Schools in Kaduna State" found that the major factor which determines students' positive attitude to discipline is when the teachers maintain high standard of behaviour. The researcher agrees with this view in the sense that, it is the teachers who are expected to instill discipline and show example of good behaviour to the students they are breeding.

Nwazor (1982) remarked that braced to laziness was the atmosphere of indiscipline which has crept into the secondary schools, that gone were the days when teachers were the leaders of the children they educate. That these days one does not know whether it is the teacher that controls students or the students who control the teacher in the class. The researcher is of the opinion that the most intractable problem in our education institutions, (particularly, secondary school system) is the problem of indiscipline among teachers and students which of course, both teachers and students alike are guilty of the many acts of indiscipline which has adversely affected the existing student-staff relationship in schools.

## 2.7 Teachers and Students Involvement in Decision-making and Discipline in School

In addition, school rules assist in ensuring the maintenance of discipline. Every school needs a set of rules that governs two things-work habits and personal behaviour. To be most effective, those rules must be jointly formulated, reasonable, positive, succinct, observable, public, enforceable and enforced (Charles, 1985). Penalties for breaking the rules should be understood in advance. The researcher is of the opinion that when the rules are broken, those penalties must be applied immediately, consistently, and impartially without malice.

Rules should be established by teacher and students together and should facilitate personal and school achievement. They should be adapted to the age, ability, and other realities of the students. Charles (1985) further states that rules must always reinforce the basic idea that students are in school to study and learn. The researcher feels that rules should be established in order to guide and direct the students towards the attainment of the objectives of the school.

Musaazi (1982) pointed out that school rules and regulations have to be made to guide students' conduct and where there are no proper rules and regulations there is chaos and confussion. This implies that rules should be setup to govern the behaviour of students with necessary rewards and penalties to support the rules.

School rules and regulations should put more emphasis on self-discipline. Teachers, therefore, must set good examples of disciplined behaviour for students to follow. There is the need for making rules clear, precise and concise because in the secondary schools unclear rules and regulations cause misbehaviour in students. The researcher's experience in secondary schools in Sokoto State clearly showed that students often break rules that are not clearly defined, and enforced. Rules that cannot be enforced are worse than useless. They are counter

productive because they tell the students that rules do not mean a thing. For that reason, teachers must ensure that rules jointly formulated and publicly displayed, can be adhered to by all involved. It should be noted that some rules that sounds fine simply cannot be enforced. Reasons for that condition include limited teachers' power, limited aility to observe customs of the community, and individual traits of the students. The researcher is of the opinion that rules and regulations should reflect the norms of the society and as well as be made flexible to suit teachers, students and the school community.

Onuoha (1975) in a post graduate seminar paper argued that school discipline is the state of acceptance of the rules and regulations of the school. To her, indiscipline is characterized by non-conformity to rules and regulations. She suggested that rules and regulations should be explained to students to ensure that they understand them before their enforcement by school authorities and as well called for active student participation in school administration so as to minimize indiscipline in schools. The researcher is of the opinion that secondary schoold students should be involved in making school rules and regulations. This will give them an avenue of understanding the nature of the rules and the implications for breaking them.

## 2.8 The Role of Principals and Teachers in the Maintenance of Discipline

Present day school situation requires the principal to act as the disciplinarian to direct the human force in the institution in the right channel. As explained by Wilson (1971) discipline is understood as an educative order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a value activity. Charles (1985) stated that, compulsory schooling, crowded classrooms and inadequate staffing in the schools account not only for the

presence of disciplinary problems, but also for their prepetuations. It is the view of the researcher that the introduction of the Universal Primary Education in 1976 where classrooms were filled up with too many students, very few teachers and inadequate facilities and equipment to cater for the learning demands created a lot of disciplinary problems in secondary schools in Sokoto State.

Dealing with hundreds of students and teachers in education profession requires discipline on the part of the principal. Gillham (1981) affirmed that not only could schools be managed and operated in such a way as to reduce delinquency amongst the intake and thereby positively preventive but by the converse, badly managed and operated schools may encourage delinquency. The researcher share the same view with Gillham because with his experience many secondary schools in Sokoto State where some principals were not capable for maintaining, turned to breading ground for indiscipline. Hence, the achievement of school are closely associated with the personality of the principal, his ability and capability to promote cooperation, coordination and cordiality among his staff and students.

Akrofi (1978) noted that the present day students look radical, contentious, provocative, critical, intelligent, annoying and in most cases impatient. Therefore, in order to work effectively with them, the administrator needs to be accommodating and develop penetrating mature spirit. Their radical attitude should not be seen as a mixed blessings, but as building talents that promises much that our society's needs for change.

Students' participation in school administration is one of the most controversial issue often discussed in the maintenance of discipline in the secondary and tertiary levels of education. One of the reasons is that the role of students in the school is not very clear. Commenting on

the ambiguous role of students in the school Watson (1971) said:

> .....it is not clear whether they are members of the school centre or customers and clients. The students are not on the pay-roll, yet, unlike customers, they are required to spend much of their lives in attendance to analogous organisationally to hospital patients, prison inmates, and residents of the homes of the aged.

The students are part and parcel of the school engulfing the highest proportion of the ember of the school community. They, therefore, have a role to play in the maintenance of school discipline. However, they need to be informed of their role in the management of the school affairs. The implication of the ambiguous organisational role of students is that there are serious questions about the role of students to participate in the academic and management affairs of the school. Therefore, while those who accept the democratic form of administration allow the free participation of students in all or most of the decision-making processes of the school; those who adopt the autocratic form of administration are most unwilling to involve students' participation in the decision making process of the school.

In Sokoto State secondary schools, some students particularly the school functionaries such as prefects are given power to exercise control over their fellow students to a certain limit. However, if the authority is silent, the school functionaries tend to over use the power given to them. Thus causing a lot of chaos and confusion in the management affairs of the schools.

Edgal (1974) felt that the ability for students to participate effectively in decision-making is frequently under-estimated by both teachers and parents. It is often assumed that students cannot participate wisely in decision-making until they are fairly mature. However, such people fail to realise that skillful teachers make extensive use of pupil-teacher planning even in the

kindergarten. The researcher is of the view that students can be wisely featured in the decision-making process of the school especially in areas that affects them. The authority will yield positive results in the maintenance of discipline when students are involved in the management affairs.

Egba (1976) is of the view that the use of authority is often the sole contention in our institutions of learning. She argued that the general tendency is for the institution to resist any change that may tend to off-set the traditions or rituals of its administration. Thus, there has been the resistance to students' participation because of the fear that it will bring about changes in the school administrative machinery. Such changes are often claimed to be destructive to the school administration. The researcher is of the view that the students' wish for participation in the decisions which affects their lives in the school is one of the main causes of students disciplinary problems.

Hurlock (1967) noted that authoritarian control is based on the belief that the adults know best and that the adolescent must submit to their commands or face punishment. Such authority makes little attempt to explain the reason for rules to the students although the students are expected to bow to such rules. They, therefore, assumed that the adolescent breaks rules intentionally and he is therefore, not given the chance to explain his reasons for so doing. The implication for this is that the authoritarian school head does not permit or foster students' participation in schools.

Williams (1964) asserted that the student body must be prepared to help the school in solving the crucial problems, help the students make their wishes known to the administration, report any progress made in administering student affairs and through completed projects to

provide proof that the body has the ability to carry its programme and action successfully. However, the researcher is of the opinion that students should be allowed to make decisions that affect them directly and within their competence as school rules, social matters, given resistance in solving problems between the administration and students, and advise the administration on matters that interest them. This will bring the students closer to the administration and a high level of discipline could be maintained.

Asiedu-Akrofi (1978) has stated three main reasons for the encouragement of students' participation in education institutions. They are:-

(i) It helps to develop civic competence.

(ii) It enables the school to be seen as a community centre.

(iii) It promotes intellectual development for independent activities.

The researcher is of the view that with such practices indicated above, there would be some specific advantages to the entire school community. This includes the students' ability to learn, to cultivate the right attitudes for work as well as a sense of belonging to both the school and the society. More-over, the students will learn to be self-directing, responsible and law abiding.

The implications of students' participation are that the youth speak out and so support the school discipline because it is self-imposed. Their readiness to respect the school organisation leads to the development of cordial relationships between the students and school administration. In such a relationship there is mutual trust and interdependence because the school becomes a community run on the basis of committees. Since such committees are elected by the student body, there is an atmosphere of mutual acceptance. The staff and students therefore, work

better and appreciate one another's problems.

Communication is very important within the school organisation. It is not only essential to have various channels of communication. It is also essential that the channels be adequately used. An adequate and continuously improved channels of communication will help to bring the gap of understanding and cushion frictions that often exists between the school administration on one hand and the students on the other. Sokoto State secondary school students and administrators need very well defined channels of communication and students should be aware of such channels so that they utilize them. This will help in the maintenance of discipline in the secondary schools. However, the researcher is of the opinion that the administration needs not to be very rigid about the use of channels of commuication. Often urgent and certain emergencies may arise which will call for immediate decisions. The avoidance of delay may help save some of the strikes and unrest in our schools.

Crouch (1970) noted that the simple demand to know what is happening is the right of the students and when such information is not given, the students become infuriated and feel that the school administration is remote for them. This tells us that there should be continuous effort to improve communication and its channels between the school administration and the students, so that a more intimate relationship can be established in our secondary schools. It is important to point out that when students lay complaints to the school administration and there is no immediate action or information from the administration students easily get resentful and resort to a form of protest. Students in our secondary schools should, therefore, be acquainted with all matters concerning them at all times.

Egba (1976) in her studies on the phenomenon of students' unrest in some selected secondary school in Kaduna State, found that one way line of communication between the school authorities and the students was one of the major factors causing student's unrest in the schools studied. The researcher in agreement to with the findings of Egba, is of the opinion that whatever effort the school principal may be making towards the establishment of good discipline will be affected unless well defined channels of communication are kept between the school administration and the students on matters that affects their welfare.

In order to, maintain discipline among students in secondary schools in Sokoto State, certain characteristics such as aims and objectives of the school curriculum, academic structure, physical conditions, students-staff relationship as well as other members of the school community must be acquired and there must be a general compliance with school rules and regulations.

Teachers and students in Sokoto State secondary schools need to be disciplined in order to maintain discipline in the schools. The only form of discipline which is lasting, effective and creative among the entire members of the school community is that which stems from within the individual. This type of discipline is needed by both students and teachers in the secondary schools in Sokoto State. They should have a good behaviour pattern which is consistent and sincere, worthy of emulation. Principals, teachers and students must maintain positive attitude towards the schools' discipline in order to achieve effective discipline in secondary school.

## 2.9 Parents and their Influence on School Discipline

Socialization experiences of students in the family, schools, religious institutions, peer groups and voluntary agencies prepare a child for responsible citizenship. The end product of

this socialisation is set of attitudes conditions, value standards and feelings towards political system Charles (1985). It is the contention of the researcher that students and youth is general were part and parcel of the society and wherever ills existed in the schools, must be x-rayed not within their context alone, but as part of the whole structure of the society.

The school is only part of the educational machinery but an important part nevertheless. As such, the problem of indiscipline should therefore, not only be left to schools alone, but also the society at large. Most of the disciplinary problems prevalent in the secondary schools emanates from the large society. Asinugo - Ejiogu (1990) viewed the clauses of indiscipline in schools in relation to the society. According to her, lot of factors predispose students to indiscipline within the school. In that case, an indisciplined society should really not be supposed to have disciplined schools. Indisciplined behaviour among the students in secondary schools could be a reflection of what obtains in the society.

Many parents deliberately pass the responsibility of parenthood to teachers and school principals. Thus, abdicating their parental and maternal responsibilities as parents. However, it is bitter that the mass media always implied that indiscipline in schools was entirely the resposibility of school teachers, while infact irresponsible parents who cannot discipline their children have actually dumped them on schools thus turning the schools into "baby sitters". It is sad to observe that some parents of students in Sokoto State secondary schools always blame the schools for any act of indiscipline committed by their wards. They always point accusing fingers to the teachers and school administrators.

Similarly, influential parents interfere unduly in the disciplinary process in secondary schools in Sokoto State some times by-passing the principals to the Ministry of Education on

matters affecting school discipline. A clear testimony of interference in the disciplinary process by some parents was witnessed by the researcher in 1978 in one of the secondary schools under study where a teacher who punished a student was made to apologise to a student and his father who threatened to shoot the teacher with a loaded pistol.

Equally, affluent parents tend to over-indulge their children with too much luxuries which makes them disrespectful to school authorities. The researcher is of the view that these are societal ills that affect the maintenance of discipline in secondary schools. It is , therefore, *important that the parents should be familiar with and adhere to rules and regulations of the* school. It should be noted that the home and the society in general constitute part of the educational system. Their input is just as significant often more so than the school system itself in the area of discipline.

Society contributes in no small measure in the breakdown of discipline in our schools. It is no longer a secret that there is a general breakdown in traditional discipline in our present day society. This amounts to gross indiscipline in the social fabric of our society. The researcher is of the opinion that it would be of relevant importance to tackle the issue of indiscipline in its societal context if we want to ensure good behaviour or self discipline among secondary schoold students in Sokoto State.

Ojomo (1990) stated that some students are indisciplined due to the environment in which they were brought up. The researcher shares the same view with Ojomo in that children who came from what one may call good homes are unfortunately the people who give endless troubles in most of our schools especially boarding schools. The fact is that these children are overindulged in their homes, they end up becoming behaviour problems in the schools.

## 2.10 Summary of Chapter

The preceding chapter treats literature related to students indiscipline in secondary schools in Nigeria in general and in Sokoto state specifically. The concept of discipline was defined as orderly behaviour and conformity to laid down rules and regulations in an organization. Indiscipline was defined as bad behaviour and unwillingness to obey orders which are manifested in acts such as disrespect, stubbornness, perversity, antagonism to authority. Some of the factors which cause indiscipline among secondary school students include inconsistency in school rules, students' ignorance of rules and regulations, over crowded school environment, isolation of students by their peers, change in values, ineffective leadership and administrative style.

It was stressed that students and teachers attitudes to discipline also play a significant role in the degree of acts of indiscipline that are been witnessed in secondary schools today. Students do not care about complying to rules and orders. Teachers also are sometimes found to instigate students against school authority. The society itself which breeds these students is often a fertile ground for indiscipline as students bring into schools behaviour patterns they imbibe from the larger society.

## Chapter 3

## RESEARCH DESIGN, METHODS AND PROCEDURES

### 3.1 Introduction

This study is about disciplinary problems in secondary schools in Sokoto State. This chapter describes the procedures and methods used in the study. These include, the description of the research design, population and sampling procedures, instrumentation, administration of instrument and data analysis technique.

### 3.2 Research Design

This study is a descriptive survey aimed at investigating the disciplinary problems in secondary schools in Sokoto State. Questionnaire was the main instrument used for the study which were responded to by the principals, teachers, parents and students. The questionnaires were specifically designed to obtain information about disciplinary problems in Sokoto State in secondary schools. The data collected were analysed using correlation studies, chi-square, One Way Analysis of Variance and T-test statistics techniques. The information obtained from the questionnaires were presented in tabular forms.

### 3.3 Population

The total population of secondary schools owned and controlled by the Sokoto State Ministry of Education is 78. This gives the total number of 78 principals. The total population of teachers and students in the secondary schools in the State are 1374 and 51,741 respectively. The state Ministry of Education at present has six educational zones. A breakdown of the schools

based on the zones is shown in Table 3.1.

**Table 3.1 Distribution of schools, Teachers and students in the six Educational zones in Sokoto State 1994/95.**

| S/No. | Name of Zone | Total No. of Sec. Schools in Sokoto State | No. of Sec. Sch. with both SSS & JSS Classes | Total No. of Teachers in Secondary Schools. | Total No. of Students in Sec. Schools |
|---|---|---|---|---|---|
| 1. | Gusau | 11 | 6 | 205 | 7922 |
| 2. | Gwadabawa | 9 | 3 | 98 | 3835 |
| 3. | K/Namoda | 11 | 6 | 130 | 5416 |
| 4. | Sokoto | 21 | 17 | 539 | 19941 |
| 5. | T/Mafara | 11 | 6 | 253 | 5822 |
| 6. | Yabo | 15 | 7 | 249 | 8805 |

Source: Sokoto state Ministry of Education/Teachers Service Board, Department of Planning, Research and Statistics - 1995.

### 3.4 Sampling Procedure

The stratified random sampling method was used for this study. This method involved dividing the whole population in the strata in which random sampling was conducted within each stratum and was used to estimate the value of the parameter. This was used to ensure that every level and type of school was adequately represented in the study so as to make the study generalisable throughout the State.

There are six educational zones in Sokoto State out of which four zones representing 60 percent of the educational zones were used for the study. In these four educational zones there are 58 secondary schools consisting of 36 full fledge secondary schools with both SSS and JSS classes and 22 Junior Secondary Schools having only JSS classes. Out of these, 25

full fledge Senior Secondary Schools and 10 Junior Secondary Schools were selected for the study.

Principals, parents, Teachers and students were involved in the study. The differences in the various levels and types of schools (Boys' schools and Girls' schools) and the involvement of principals, parents, teachers and students called for the stratification in the selection of this sample. Borg and Gall (19799) were of the view that stratified sampling is important to ensure that certain sub-groups in the population are represented in the sample.

Nwana (1982) stated that there is no fixed rule regarding the size of a sample. Ideally, the number and percentage are not fixed. Instead, it is the circumstance of the study situation that determines what number or percentage of the population that should be studied. Fifty percent of the population have been generally accepted as a fair representation of any given population. In this respect, four educational zones representing 60 percent of the six educational zones were randomly selected for the study as earlier indicated. The sampling procedure therefore included stratified random sampling and proportionate sampling.

### 3.4.1 Schools and Principals

The total number of schools sampled in the four educational zones namely Gusau, Sokoto, Talata Mafara and Yabo was 35 secondary schools. 28 out of these are male schools headed by male principals. Seven schools are female schools and headed by female principals. Because of the very few number of girls' schools in the entire state, the researcher decided to use all the girls' schools in the four educational zones as shown in Table 3.2.

**Table 3.2 Distribution of Schools and Principals by Gender in Zones**

| Zones | No. of Schools | No. of Full Fledge Sec. Schools (SSS&JSS | No. of JSS | No. of Sampled Schools in Zones | No. of Sampled Principals by Gender | |
|---|---|---|---|---|---|---|
| | | | | | Male | Female |
| Gusau | 11 | 6 | 5 | 6 | 4 | 2 |
| Sokoto | 21 | 16 | 5 | 15 | 13 | 2 |
| T/Mafara | 11 | 6 | 5 | 6 | 5 | 1 |
| Yabo | 15 | 8 | 7 | 8 | 6 | 2 |
| Total | 58 | 36 | 22 | 35 | 26 | 7 |

### 3.4.2 Teachers

There are 955 teachers in the 35 secondary schools in the four educational zones sampled for the study. According to Krejcie and Morgan's (1970) Table for determining sample size from a given population, a sample of 275 teachers is recommended for a population of 955 teachers.

Based on this recommendation the researcher has used a sample of 275 teachers for the study which also includes the principals. Using random sampling principal, a number of the school disciplinary committee, the guidance and counselling officer, catering office and form master were selected from each of the school used in the study.

Table 3.3 shows the names of schools and the breakdown of how the sample of teachers was selected.

**Table 3.3 Distribution of Teachers by schools**

| Name of Zone | Types of Schools | Teachers population in schools | Total No. of Teachers in the sample |
|---|---|---|---|
| GUSAU | | | |
| 1. G.S.S Bungudu | Boys | 25 | 7 |
| 2. J.S.S. Dansadau | " | 15 | 4 |
| 3. Gusau S.S.S. | " | 32 | 9 |
| 4. G.S.S. Tureta | " | 33 | 10 |
| 5. G.G.S.S. K/Koshi | Girls | 43 | 12 |
| 6. WATC Gusau | " | 33 | 10 |
| SOKOTO ZONE | | | |
| 7. ABA Sokoto | Boys | 42 | 12 |
| 8. SBSS Sokoto | " | 37 | 11 |
| 9. SAGMC Sokoto | " | 61 | 17 |
| 10. G.S.S. Farfaru | " | 32 | 9 |
| 11. J.S.S. Goronyo | " | 6 | 2 |
| 12. GMSS Sokoto | " | 35 | 10 |
| 13. J.S.S. Shuni | " | 13 | 4 |
| 14. ASS Sokoto | " | 24 | 7 |
| 15. SASS Sokoto | " | 25 | 7 |
| 16. SAC Sokoto | " | 62 | 18 |
| 17. G.S.S. Wurno | " | 14 | 4 |
| 18. J.S.S. Wamakko | " | 6 | 2 |
| 19. J.S.S. Arkilla | " | 28 | 8 |
| 20. NGSS Sokoto | Girls | 47 | 13 |
| 21. G.G.C. Rabah | " | 13 | 4 |
| TALATA MAFARA ZONE | | | |
| 22. G.S.S. Anka | Boys | 25 | 7 |
| 23. GSTC Bakura | " | 16 | 5 |
| 24. G.S.S. Tureta | " | 16 | 3 |
| 25. J.S.S. Maru | " | 24 | 7 |
| 26. J.S.S. Talata Mafara | " | 14 | 4 |
| 27. G.G.S.S. Talata Mafara | " | 35 | 10 |
| YABO ZONE | | | |
| 28. G.S.S. D/Daji | Boys | 36 | 10 |
| 29. G.S.S. Kummi | " | 39 | 11 |
| 30. G.S.S. Kebbe | " | 26 | 8 |
| 31. J.S.S. Sayinna | " | 26 | 6 |
| 32. J.S.S. Sifawa | " | 14 | 4 |
| 33. J.S.S. Bukkuyum | " | 8 | 2 |
| 34. G.G.S.S. Tabuwa | Girls | 39 | 11 |
| 35. WSTC Bodinga | " | 25 | 7 |
| TOTAL | 35 | 955 | 275 |

### 3.4.3 Students

There are 32,182 students in the 35 schools used as for the study comprising of 23,523 male students and 8,659 female students. A sample size of 379 students were involved in the study; this was justified by Krejcie and Morgan's (1970 : 688) table for determining sample size from a given population. Equal proportion of students were randomly selected from boys and girls schools respectively. Tables 3.4 and 3.5 show the distribution of students by gender by schools.

**Table 3.4: Distribution of Male Students in Boys Schools**

| Name of Zone/Schools | Students Population in school | Total No. in The sample |
|---|---|---|
| GUSAU | | |
| 1. G.S.S. Bungudu | 827 | 9 |
| 2. J.S.S. Dansadau | 656 | 8 |
| 3. S.S.S. Gusau | 1035 | 11 |
| 4. G.S.S. Tsafe | 1457 | 16 |
| SOKOTO ZONE | | |
| 5. ABA Sokoto | 1248 | 17 |
| 6. SBBS Sokoto | 832 | 9 |
| 7. G.S.S. Farfaru | 890 | 10 |
| 8. SAMGC Sokoto | 2146 | 24 |
| 9. GMSS Sokoto | 1532 | 17 |
| 10. J.S.S. Goronyo | 120 | 2 |
| SOKOTO ZONE | | |
| 11. J.S.S. Shuni | 329 | 3 |
| 12. A.S.S. Sokoto | 1050 | 11 |
| 13. SASS Sokoto | 10060 | 11 |
| 14. SAC Sokoto | 2153 | 24 |
| 15. G.S.S. Wurno | 1259 | 16 |
| 16. J.S.S. Wamakko | 210 | 2 |
| 17. J.S.S. Arkilla | 500 | 6 |
| TALATA MAFARA ZONE | | |
| 18. G.S.S. Anka | 940 | 10 |
| 19. GSTC Bakura | 640 | 8 |
| 20. J.S.S. Maru | 480 | 6 |
| 21. G.S.S. Tureta | 880 | 10 |
| 22. ABS Talata Mafara | 566 | 7 |
| BAYO ZONE | | |
| 23. G.S.S. Dogon Daji | 1340 | 15 |
| 24. G.S.S. Gummi | 1409 | 16 |
| 25. G.S.S. Kebbe | 876 | 10 |
| 26. J.S.S. Sayinna | 580 | 7 |
| 27. J.S.S. Sifawa | 540 | 6 |
| 28. J.S.S. Bukkuyum | 258 | 3 |
| Total of School 28 | 23,523 | 282 |

**Table 3.5: Distribution of Female Students in Girls' schools**

| Name of Zone/schools | Students population in schools | Total No. of students in sample |
|---|---|---|
| GUSAU ZONE | | |
| 1. G.G.S.S. K/Koshi | 1100 | 12 |
| 2. WATC Gusau | 1766 | 20 |
| SOKOTO ZONE | | |
| 3. NGSS Sokoto | 1271 | 14 |
| 4. G.G.C. Rabah | 1252 | 14 |
| TALATA MAFARA ZONE | | |
| 5. G.G.S.S. Talata Mafara | 1177 | 13 |
| YABO ZONE | | |
| 6. G.G.S.S. | 1413 | 16 |
| 7. WSTC Bodinga | 680 | 8 |
| Total of Schools 7 | 8659 | 97 |

Tables 3.4 and 3.5 show that 379 students were involved in the study. These comprised of 282 boys and 97 girls.

### 3.4.4 Parents

177 parents were involved in the study. Five members from each of the schools Parents-Teachers' Association Committees (P.T.A.) were randomly selected to represent parents of students of the 35 schools involved in the study.

## 3.5 Instrumentation

The research instrument employed for this study was the questionnaire which was designed and questions were asked on causes, effect and management of disciplinary

problems in secondary schools. In addition, as a result of the scope of the study, it was important to use an instrument such as the questionnaire which enabled the researcher obtained opinions of respondents which was well documented and analysed.

The instruments contained items which were of modified Likert-type scale with four points of agreement and disagreement (Strongly Agree, Agree, Disagree and Strongly Disagree). The research instrument was designed in such a way that it accommodated 45 items of questions under six factors namely, views on discipline, causes of indiscipline in secondary schools, factors which determines students attitudes on students discipline, disciplinary measures used in secondary schools, and remedies of indiscipline behaviour in secondary schools. However, the researcher was interested in finding out how these factors affect Principals, Teachers, Parents and Students attitudes towards school discipline. All the four groups of respondents (Principals, Teachers, Parents and Students) responded to the same questionnaire generally except where the personal data of Principals, Teachers and Parents were different from that the students. A four point scale was used for rating items on the questionnaire which were ranked 4 for all objective statements; with 4 for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree. The respondents indicated their opinion by putting a tick (✓) in the appropriate column opposite each statement.

### 3.6 Administration of Instrument

The questionnaires were administered by the researcher with the co-operation of the principals, teachers, parents and students of all the sampled schools used in the study. The appropriate number of questionnaires for every school in the sample were put in envelop

clearly labelled with the addresses of the principals. The questionnaires were accompanied with letters obtained from the Ministry of Education, Sokoto to carry out the research in their schools. The researcher personally took each parcel to each school and distributed the questionnaires with the help of Form Masters to the sample students, teachers, parents and principals. The completed questionnaires in the 35 schools were collected by the researcher.

### 3.7 Rate of Return

Out of the 831 questionnaire distributed to the respondents, 822 of them (about 98.9%) were returned. Thus, only nine copies about (1.1%) were not returned. Table 3.6 shows the breakdown of the returned questionnaires.

**Table 3.6: Rate of Return by Zones and Respondents**

| Zone | Principals | | Teachers | | Parents | | Students | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Gusau | 6 | 100.0 | 46 | 100.0 | 30 | 100.0 | 66 | 100.0 |
| Sokoto | 15 | 100.0 | 113 | 100.0 | 77 | 100.0 | 169 | 95.9 |
| T/Mafara | 6 | 100.0 | 30 | 100.0 | 30 | 100.0 | 54 | 100.0 |
| Yabo | 8 | 100.0 | 51 | 100.0 | 40 | 100.0 | 81 | 100.0 |
| Total | 35 | | 240 | | 77 | | 370 | |

Table 3.6 shows that in Gusau Zone 6 principals (100.0%) 46 teachers (100.0%) 30 parents (100.0%), and 66 students (100.0%) responded to the questionnaires distributed. In Sokoto Zone, 15 principals (100.0%) 113 teachers (100.0%) 77 parents (100.0%) and 169

students; Talata Mafara Zone 6 principals (100.0%) 30 teachers (100.0%) 30 parents (100%) and 54 students (100.0%) responded to the questionnaire. Finally, in Yabo Zone 8 principals (100.0%) 51 Teachers (100.0%) 40 parents (100.0%) and 81 students (100.0%) responded to the questionnaire.

### 3.8 Method of Data Analysis

The information obtained from the questionnaires were presented, discussed and analysed. Percentages and tabulations were used in order to enrich the discussion. Correlational studies, chi-square, One Way Analysis of Variance (ANOVA) and T-test statistics were employed in testing the four hypotheses.

T-test was employed for hypotheses two and four which was found appropriate in determining significant difference between two sample means. Correlational studies was applied in testing hypothesis three which sought to determine the significant relationship between samples of larger groups. The One Way Analysis of Variance (ANOVA) was employed for hypothesis one where there were many groups being considered. These include Principals, Parents, Teachers and Students. This was purposely to determine whether the groups differ significantly among themselves. The chi-square was especially found appropriate for hypothesis three purposely to determine the significant relationship among samples of fewer number. Each hypothesis was tested at 0.05 level of significance.

## *CHAPTER 4*

## PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

### 4.1 Introduction

The data obtained from the study are presented, analysed and discussed in this chapter. The presentation and discussion in this chapter is divided into two sections. The first section dealt with the presentation of personal data of the respondents. Similarly the nature and characteristics of the data collected and how they were related to the study are discussed.

The second section of the chapter is devoted to the analysis and interpretation of the data which were generated in respect of the issues raised in chapter one. These issues are;

1. Factors that constitute bad behaviour among students;
2. Factors responsible for students' bad behaviour'
3. Attitude of students towards discipline;
4. Attitude of teachers towards discipline;
5. Teacher - student relationship and level of indiscipline;
6. Teachers and students involvement in school decision-making;
7. Role of principals and teachers in the maintenance of discipline;
8. Society and its influence on school discipline.

### 4.2 Section 1

**Presentation and Analysis of Respondents' Personal Data**

A description of the characteristics of the respondents is presented in this section. The demographic data include type of school, designation, educational qualification, years of

teaching experience, age and gender. The interpretation of data follow according to the different group of respondents. Results from computation of responses to section 1 of the questionnaire are presented in Tables 4.1 to 4.8.

**Table 4.1: Total Number and Percentages by the Type of Schools**

| Types of school | Number | Percentage |
|---|---|---|
| Boys | 28 | 80 |
| Girls | 7 | 20 |
| Total | 35 | 100 |

Table 4.1 presents the total number and percentages of the school types. It can be observed that there are more boys schools because of the fewer number of girls in school in the entire state.

**Table 4.2: Number and Percentages of Respondents According to Type of School.**

| Type of Schools | Principals No. % | Teachers No. % | Parents No. % | Students No. % |
|---|---|---|---|---|
| Boys | 28 80 | 208 75.6 | 140 79.1 | 82 74.4 |
| Girls | 7 20 | 67 24.4 | 37 20.9 | 97 25.6 |

Table 4.2 presents the different categories of respondents in the sample, showing their numbers and percentages according to the type of school.

**Table 4.3: Number and percentage of principals Teachers Parents and Students by Gender.**

| Gender | Principals | | Teachers | | Parents | | Students | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Male | 28 | 80 | 208 | 75.6 | 160 | 90.4 | 282 | 74.4 |
| Female | 7 | 20 | 67 | 24.4 | 17 | 9.6 | 97 | 25.6 |

Table 4.3 presents the number and percentages of principals, teachers, parents and students according to their gender.

**Table 4.4: Age Groups of Principals, Teachers and Parents.**

| Age Groups | Principals | | Teachers | | Parents | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| 20-25 Years | 3 | 8.57 | 19 | 7.92 | 20 | 8.97 |
| 26-30 Years | 4 | 11.43 | 93 | 38.74 | 31 | 17.51 |
| 31-35 Years | 11 | 31-43 | 86 | 35.83 | 37 | 20.90 |
| 36-40 Years | 9 | 25.71 | 24 | 10.00 | 51 | 28.81 |
| 41-45 Years | 6 | 17.14 | 9 | 3.75 | 30 | 16.95 |
| 46 Years and above | 2 | 5.71 | 9 | 3.75 | 8 | 4.52 |
| Total | 35 | 100.00 | 240 | 100.00 | 177 | 100.00 |

Table 4.4 shows the age groups of Principals, Teachers and Parents. From the 20 - 25 years age group, only 8.5% are principals, 7.92% are teachers and 8.47% are parents. In the 26-30 years age group, 11.43% are principals, 38.75% are teachers and 17.51% are parents. Majority of the teachers fall within the 26-30 years are categories. However, majority of principals fall within the 33-35 years with 31.43%. In the 36-40 years age group, 25.71% are principals, 10.00% are teachers while 28.81A% are parents. This indicated that majority of parents fall within the 36-40 years age group. In the 41-45 years age group, 17.14% are principals, 3.75% are teachers and 16.95% are parents. In the 46 years age group and above, there are only 5.71% are principals, 3.75% are teachers and 4.52% are parents.

**Table 4.5: Population and Percentages of Students According to Type of School.**

| A Type of school | Number of Student | Percentage of Student Respondents |
|---|---|---|
| Boys | 282 | 74.4 |
| Girls | 97 | 25.6 |
| Total | 379 | 100.00 |

Table 4.5 shows the number and percentages of students according to school type. It could be seen that there are 282 students in boys school and 97 students in girls schools.

**Table 4.6: Class Distribution of Students.**

| Class | Number | Percentage |
|---|---|---|
| JSS 1 - 3 | 82 | 22.43 |
| SSS 1 - 3 | 287 | 77.57 |
| Total | 370 | 100.00 |

Table 4.6 Shows respondents responses according to class for JSS 1 -- 3 the number of respondents were 83 (22.43%%) and for SS 1 - 3 they were 287 (77.57%).

**Table 4.7: Educational Qualifications of Principals, Teachers and Parents**

| Educational Qualification | Principals | | Teachers | | Parents | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| N.C.E. | 8 | 22.86 | 121 | 50.42 | 66 | 37.28 |
| 1st Degree | 16 | 45.71 | 88 | 36.67 | 28 | 15.82 |
| 2nd Degree | 1 | 31.42 | 16 | 6.67 | 11 | 6.21 |
| Others | - | - | 15 | 6.25 | 72 | 40.67 |
| Total | 35 | 100.00 | 240 | 100.00 | 177 | 100.00 |

Among the principals 22.86% have N.C.E., majority of the principals 45.71% have first degree, while 31.42% have second degree. No principal has any other qualification. On the part of the teachers, half of them 50.42% have N.C.E. qualification, 36-67% have first degree while 6.67% have second degree. 6.25% have other qualifications such as Diploma and (T.C.I) Teachers grade one. Among the parents 37.38% have N.C.E., 15.82% have first degree, 6.21% have second degree while 40.67% have other qualifications as is in the case of teachers.

**Table 4:8: Years of Teaching Experience of Principals and Teachers**

| Years | Principals | | Teachers | |
|---|---|---|---|---|
| | No. | % | No. | % |
| 0 - 5 Years | 5 | 14.29 | 93 | 38.33 |
| 6 - 10 Years | 10 | 28.57 | 110 | 45.83 |
| 11 - 15 Years | 12 | 34.29 | 17 | 7.08 |
| 16 - 20 Years | 7 | 20.00 | 5 | 2.08 |
| 21 Years and above | 1 | 2.86 | 16 | 6.67 |
| Total | 35 | 100.00 | 240 | 100.00 |

Table 4.8 shows the years of teaching experience of principals and teachers, as can be observed 5 (14.29%) principals and 92 (38.33%) teachers have 0 - 5 years of teaching experience 10 (28.57%) principals and 110 (45.83%) teachers have 6 - 10 years experience. In the 11 - 15 years category 12 (34.29%) principals and 17 (7.08%) teachers respectively fall within this category; seven (20.00%) principals and 5 (2.08%) have 16 - 20 years teaching experience. In the 21 years and above category only one (2.86%) principals and (16.67%) teachers fall within this range of years.

## 4.3 SECTION II

### Presentation and Analysis of Data and Hypothesis Testing

### 4.3.1 Factors that Constitute Bad Behaviour (Indiscipline) Among Students

The four groups of respondents were requested to identify the most serious acts of indiscipline prevalent among secondary school students in the State. The list below is what emerged:

1. Stealing

2. Dishonesty
3. Disobedience
4. Lying
5. Cheating
6. Smoking
7. Drug abuse
8. Drinking of alcohol
9. Sex abuse
10. Truancy
11. Bullying
12. Rioting
13. Vandalism
14. Examination malpractice
15. Disrespect
16. Wearing of wrong or incomplete uniforms
17. Pick pocketing
18. Cutting classes
19. Absenteeism
20. With-holding of reports.

However, smoking, drinking of alcohol and sex abuse are reported to be more common among male students while lying, absenteeism and wearing wrong uniforms were found to be more prevalent among female students. Stealing, dishonesty, disobedience and

disrespect are very serious acts of bad behaviour among the two groups of students.

### 4.3.2 Factors that Constitute Discipline/Good Behaviour in School

The respondents were required to express their views on factors that constitute discipline among students in schools. The Table which follows below reveal their opinions.

Table 4.9 Perceptions of Principals, Teacher and Parents and Students on Constituents of Discipline

| ITEM No. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | The following factors when properly adhered to constitute good behaviour: | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 1. | Punctuality at all time | Principals | 18 | 51.43 | 11 | 31.43 | 2 | 5.71 | 4 | 11.43 |
| | | Teachers | 70 | 29.17 | 104 | 43.33 | 32 | 13.33 | 34 | 14.17 |
| | | Parents | 112 | 64.97 | 42 | 23.73 | 12 | 6.78 | 8 | 4.52 |
| | | Students | 166 | 44.86 | 155 | 41.89 | 29 | 7.84 | 20 | 5.41 |
| 2 | Obeying superior without question, | Principals | 4 | 11.43 | 20 | 57.14 | 9 | 25.71 | 2 | 5.71 |
| | | Teachers | 33 | 13.75 | 107 | 44.55 | 70 | 29.17 | 30 | 12.50 |
| | | Parents | 35 | 19.17 | 105 | 59.32 | 29 | 16.38 | 8 | 4.52 |
| | | Students | 123 | 33.24 | 140 | 3784 | 71 | 19.19 | 36 | 9.73 |
| 3 | Relating positively between teachers and students | Principals | 15 | 42.86 | 17 | 48.57 | - | - | 3 | 8.57 |
| | | Teachers | 61 | 25.42 | 106 | 44.17 | 46 | 19.17 | 27 | 11.25 |
| | | Parents | 63 | 35.59 | 79 | 44.63 | 32 | 18.08 | 3 | 1.70 |
| | | Students | 175 | 47.30 | 129 | 34.86 | 37 | 10.00 | 29 | 7.84 |
| 4 | Adequate attention to school work by students | Principals | 10 | 28.57 | 15 | 42.86 | 5 | 14.29 | 5 | 14.29 |
| | | Teachers | 66 | 27.50 | 107 | 44.58 | 39 | 16.25 | 28 | 11.67 |
| | | Parents | 72 | 40.68 | 89 | 50.28 | 14 | 7.91 | 2 | 1.13 |
| | | Students | 136 | 36.76 | 203 | 54.86 | 17 | 4.59 | 14 | 3.78 |
| 5 | When school rules and regulations are followed without questioning by students. | Principals | 6 | 17.14 | 21 | 60.00 | 6 | 17.14 | 2 | 5.71 |
| | | Teachers | 47 | 19.58 | 85 | 35.42 | 57 | 23.75 | 51 | 21.25 |
| | | Parents | 65 | 36.73 | 73 | 41.24 | 33 | 18.64 | 6 | 3.39 |
| | | Students | 102 | 27.57 | 183 | 49.46 | 48 | 12.79 | 37 | 10.00 |

Table 4.9 Perceptions of Principals, Teacher and Parents and Students on Constituents of Discipline

| ITEM No. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | The following factors when properly adhered to constitute good behaviour: | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 6. | When the staff and principal abide by the school rules and regulations. | Principals | 17 | 48.57 | 9 | 25.71 | 6 | 17.14 | 3 | 9.57 |
| | | Teachers | 72 | 30.00 | 107 | 44.58 | 38 | 15.83 | 23 | 9.58 |
| | | Parents | 68 | 38.42 | 79 | 44.63 | 20 | 11.30 | 10 | 5.65 |
| | | Students | 121 | 32.70 | 186 | 50.37 | 39 | 10.54 | 24 | 6.49 |
| 7 | When all rules and regulations are well understood by both the teachers and students. | Principals | 17 | 48.57 | 12 | 34.29 | 4 | 11.43 | 2 | 5.71 |
| | | Teachers | 76 | 31.67 | 85 | 34.42 | 37 | 15.42 | 42 | 17.50 |
| | | Parents | 75 | 42.37 | 73 | 41.24 | 28 | 15.82 | 1 | 0.56 |
| | | Students | 140 | 37.84 | 170 | 45.95 | 35 | 9.46 | 25 | 6.76 |
| 8 | When the impact of disobedience to school rules is felt by both staff and students. | Principals | 6 | 17.14 | 9 | 25.71 | 8 | 22.86 | 12 | 34.29 |
| | | Teachers | 52 | 21.67 | 83 | 34.58 | 39 | 16.25 | 66 | 27.50 |
| | | Parents | 63 | 35.59 | 66 | 37.27 | 32 | 18.08 | 16 | 9.04 |
| | | Students | 64 | 17.30 | 97 | 26.22 | 84 | 22.70 | 125 | 33.78 |

## 4.4 Factors Responsible for Bad Behaviour Among Students

The Table below reveals the views of respondents on factors that cause bad behaviour among students.

**Table 4.10 Respondents' Opinions on Causes of Bad Behaviour**

| ITEM No. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 9. | Poor teacher-pupil relationship. | Principals | 12 | 34.29 | 15 | 42.86 | 5 | 14.29 | 3 | 8.57 |
| | | Teachers | 82 | 34.17 | 75 | 31.25 | 45 | 18.75 | 38 | 15.83 |
| | | Parents | 104 | 58.76 | 46 | 25.99 | 17 | 9.60 | 10 | 5.65 |
| | | Students | 73 | 19.73 | 103 | 27.84 | 89 | 24.05 | 105 | 28.38 |
| 10 | Poor principal-pupil relationship. | Principals | 11 | 31.43 | 16 | 45.71 | 4 | 11.43 | 4 | 11.43 |
| | | Teachers | 73 | 30.42 | 65 | 27.08 | 59 | 24.58 | 43 | 17.92 |
| | | Parents | 50 | 28.25 | 96 | 54.24 | 20 | 11.30 | 11 | 6.21 |
| | | Students | 106 | 28.65 | 116 | 31.35 | 85 | 22.97 | 63 | 17.03 |
| 11 | Dictatorial behaviour of principal. | Principals | 11 | 31.43 | 14 | 40.00 | 5 | 14.29 | 5 | 14.29 |
| | | Teachers | 63 | 26.25 | 58 | 24.17 | 41 | 17.08 | 78 | 32.50 |
| | | Parents | 64 | 36.16 | 45 | 25.42 | 52 | 29.38 | 16 | 9.04 |
| | | Students | 62 | 16.76 | 142 | 38.30 | 96 | 25.95 | 70 | 18.92 |
| 12 | Non participation of students in school decision making. | Principals | 7 | 20.00 | 9 | 25.71 | 13 | 37.14 | 6 | 17.14 |
| | | Teachers | 38 | 15.93 | 65 | 27.08 | 56 | 23.33 | 81 | 33.75 |
| | | Parents | 54 | 30.51 | 76 | 42.94 | 33 | 18.64 | 14 | 7.91 |
| | | Students | 66 | 17.84 | 129 | 34.86 | 76 | 20.54 | 99 | 26.76 |
| 13 | Poor participation of staff in school decision making. | Principals | 6 | 25.71 | 15 | 42.86 | 6 | 17.14 | 5 | 14.29 |
| | | Teachers | 65 | 27.08 | 67 | 29.72 | 45 | 18.75 | 63 | 26.25 |
| | | Parents | 56 | 31.64 | 80 | 45.20 | 31 | 17.51 | 10 | 5.65 |
| | | Students | 63 | 17.03 | 149 | 40.27 | 87 | 23.51 | 71 | 19.19 |
| 14 | Non- participation of parents in school activities. | Principals | 9 | 25.71 | 14 | 40.00 | 7 | 20.00 | 5 | 14.29 |
| | | Teachers | 46 | 19.17 | 111 | 46.25 | 57 | 23.75 | 26 | 10.83 |
| | | Parents | 47 | 26.55 | 69 | 38.98 | 41 | 23.16 | 20 | 11.30 |
| | | Students | 70 | 18.92 | 130 | 35.14 | 72 | 19.46 | 98 | 26.49 |

Table 4.10 Cont'd

| ITEM No. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 15. | Rigid and inconsistency of school rules and regulations | Principals | 8 | 22.86 | 18 | 51.43 | 5 | 14.29 | 4 | 11.43 |
| | | Teachers | 65 | 27.08 | 74 | 30.08 | 65 | 27.08 | 36 | 15.00 |
| | | Parents | 68 | 38.42 | 64 | 36.16 | 34 | 19.21 | 11 | 6.21 |
| | | Students | 104 | 28.11 | 133 | 35.95 | 68 | 18.38 | 65 | 17.57 |
| 16. | Teachers inability to teach and demonstrate knowledge of their subjects. | Principals | 12 | 34.29 | 10 | 28.57 | 9 | 25.71 | 4 | 11.43 |
| | | Teachers | 74 | 30.83 | 69 | 28.75 | 61 | 25.42 | 36 | 15.00 |
| | | Parents | 72 | 40.68 | 59 | 33.33 | 35 | 19.17 | 11 | 6.21 |
| | | Students | 81 | 21.89 | 122 | 32.97 | 85 | 22.43 | 84 | 22.70 |
| 17. | Moral laxity among staff. | Principals | 13 | 37.14 | 14 | 40.00 | 4 | 11.43 | 4 | 11.43 |
| | | Teachers | 54 | 22.50 | 77 | 32.08 | 63 | 26.25 | 46 | 19.17 |
| | | Parents | 69 | 38.98 | 71 | 40.11 | 23 | 12.99 | 14 | 7.91 |
| | | Students | 62 | 16.76 | 156 | 42.16 | 81 | 21.89 | 71 | 19.19 |
| 18. | Non-involvement of members of the society in school activities. | Principals | 9 | 25.71 | 16 | 45.71 | 6 | 17.14 | 4 | 11.43 |
| | | Teachers | 48 | 20.00 | 74 | 30.08 | 76 | 32.92 | 39 | 16.25 |
| | | Parents | 62 | 35.08 | 57 | 32.20 | 40 | 22.60 | 18 | 10.17 |
| | | Students | 58 | 15.68 | 133 | 35.95 | 102 | 27.57 | 77 | 20.81 |
| 19. | Indifference of policy makers and administrators in school affairs. | Principals | 12 | 34.29 | 12 | 34.29 | 4 | 11.43 | 7 | 20.00 |
| | | Teachers | 72 | 30.00 | 96 | 40.00 | 40 | 16.67 | 32 | 13.33 |
| | | Parents | 85 | 48.02 | 43 | 24.29 | 40 | 22.60 | 9 | 5.08 |
| | | Students | 58 | 23.78 | 126 | 34.05 | 95 | 25.68 | 61 | 16.49 |
| 20. | The School authority's indifference to students' problems. | Principals | 8 | 22.86 | 15 | 42.86 | 5 | 14.29 | 7 | 20.00 |
| | | Teachers | 74 | 30.83 | 105 | 43.75 | 36 | 15.00 | 25 | 10.45 |
| | | Parents | 51 | 28.81 | 96 | 54.24 | 19 | 10.73 | 11 | 6.21 |
| | | Students | 77 | 20.81 | 136 | 36.76 | 107 | 28.92 | 50 | 13.51 |

From the Table, it could be observed that the principals were unanimous with respect to the causes of bad behaviour in schools. Apart from item 12, most other items scored less than 40% in the respondents disagreeing with the causes of bad behaviour in schools. The teachers also tend to agree on the causes of bad behaviour in school particularly for items 9,14,19,20 where 65%, 65%, 70% and 73% agreed on the causes of indiscipline. However, for the other items, the teacher group was nearly evenly distributed in their opinions as their responses was about 50% agreeing and 50% disagreeing on the causes of bad behaviour in schools.

## 4.5 Factors That Determine Students Attitude Towards Discipline in Secondary Schools

The following table shows the perceptions of the respondent groups to factors which determine the attitude of students to discipline in schools.

**Table 4.11 Respondents' Opinions on Determinants of Students Attitude Towards School Discipline**

| ITEM No. | ITEM STATEMENT: Students tend to have a positive attitude to school discipline in the following situation: | CATEGORY OF RESPONDENTS | SA FREQ. | SA % | A FREQ. | A % | DA FREQ. | DA % | SDA FREQ. | SDA % |
|---|---|---|---|---|---|---|---|---|---|---|
| 21 | When teachers show interest in their problems and try to assist them. | Principals | 11 | 31.43 | 14 | 40.00 | 5 | 14.29 | 5 | 14.29 |
| | | Teachers | 19 | 49.59 | 70 | 29.17 | 32 | 13.33 | 19 | 7.92 |
| | | Parents | 119 | 67.23 | 45 | 25.42 | 7 | 3.95 | 6 | 3.39 |
| | | Students | - | - | - | - | 98 | 26.49 | 272 | 73.51 |
| 22 | When teachers make themselves approachable to students. | Principals | 8 | 22.86 | 16 | 45.71 | 5 | 14.29 | 6 | 17.14 |
| | | Teachers | 87 | 36.25 | 90 | 39.17 | 27 | 11.25 | 36 | 13.33 |
| | | Parents | 57 | 32.20 | 103 | 58.19 | 7 | 3.95 | 10 | 5.65 |
| | | Students | - | - | - | - | 99 | 26.76 | 271 | 73.24 |
| 23 | When teachers demonstrate adequate knowledge of the subject and teach well. | Principals | 12 | 34.29 | 10 | 28.57 | 6 | 17.14 | 7 | 20.00 |
| | | Teachers | 16 | 40.00 | 85 | 35.42 | 30 | 12.50 | 29 | 12.08 |
| | | Parents | 90 | 50.85 | 62 | 35.03 | 18 | 10.17 | 7 | 3.95 |
| | | Students | - | - | - | - | 287 | 77.57 | 83 | 22.43 |
| 24 | When teachers are morally upright. | Principals | 9 | 25.71 | 17 | 48.57 | 2 | 5.71 | 6 | 20.00 |
| | | Teachers | 84 | 35.00 | 69 | 28.75 | 47 | 19.58 | 40 | 16.67 |
| | | Parents | 61 | 34.46 | 92 | 51.98 | 17 | 9.60 | 7 | 3.95 |
| | | Students | 166 | 44.86 | 155 | 41.89 | 29 | 7.84 | 20 | 5.40 |
| 25 | When parents show interest in their children's school works. | Principals | 12 | 34.29 | 8 | 22.86 | 6 | 17.14 | 9 | 25.71 |
| | | Teachers | 96 | 40.00 | 85 | 35.40 | 31 | 12.92 | 28 | 11.67 |
| | | Parents | 77 | 43.50 | 72 | 40.68 | 17 | 9.60 | 11 | 6.21 |
| | | Students | 123 | 33.24 | 140 | 37.84 | 71 | 17.19 | 36 | 9.23 |

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Table 4.11 Cont'd

| ITEM NO. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | The following tend to reflect negatively on students attitude to school discipline: | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 26 | Feelings of neglect by students from the school authority. | Principals | 11 | 31.43 | 13 | 37.14 | 3 | 8.57 | 8 | 22.86 |
| | | Teachers | 69 | 28.75 | 85 | 35.42 | 35 | 14.58 | 51 | 21.25 |
| | | Parents | 101 | 57.06 | 48 | 27.12 | 16 | 9.00 | 12 | 6.78 |
| | | Students | 175 | 47.30 | 129 | 34.80 | 37 | 10.00 | 29 | 7.84 |
| 27 | Over - looking of offenses committed by students. | Principals | 11 | 31.43 | 12 | 34.29 | 5 | 14.29 | 7 | 20.00 |
| | | Teachers | 59 | 24.58 | 95 | 40.00 | 53 | 22.08 | 32 | 13.33 |
| | | Parents | 57 | 32.20 | 76 | 42.94 | 30 | 16.95 | 14 | 7.91 |
| | | Students | 136 | 36.76 | 203 | 54.86 | 17 | 4.59 | 14 | 3.78 |
| 28 | Teachers' frequent lateness to school and class. | Principals | 9 | 25.71 | 13 | 3714 | 5 | 14.29 | 8 | 22.00 |
| | | Teachers | 69 | 28.75 | 81 | 33.75 | 51 | 21.25 | 39 | 16.25 |
| | | Parents | 72 | 40.68 | 60 | 33.90 | 30 | 16.95 | 15 | 8.47 |
| | | Students | 102 | 27.57 | 183 | 49.46 | 48 | 12.97 | 37 | 10.00 |
| 29 | Failure of principals to listen to students complaints. | Principals | 9 | 25.71 | 14 | 40.00 | 4 | 11.43 | 8 | 22.00 |
| | | Teachers | 61 | 25.42 | 86 | 35.83 | 52 | 21.67 | 41 | 17.08 |
| | | Parents | 79 | 44.63 | 59 | 33.33 | 23 | 12.99 | 16 | 9.04 |
| | | Students | 127 | 32.70 | 180 | 50.27 | 39 | 10.54 | 24 | 6.49 |

Principals' and teachers' views on all the items are almost in harmony. The percentage of disagreement by the respondents is virtually low. This indicates that the respondents tend to be in agreement on factors which determine students' attitude to discipline in school. In the parents' perceptions, item 21 ranked highest. This implies that students are more likely to be of good behaviour if teachers show interest in their problems and try to find solution or assist them in solving such problems. Accessibility of teachers to students was ranked the second factor. As with the Principal and Teacher groups, the Parent group also rated the moral standard and quality of teachers the least factor as determinant of students' attitude towards school discipline. Dictatorial behaviour of teachers is strongly believed to be responsible for frequent break-down of discipline in schools as Parents' score on this factor was 77.40%. This however, was rated third while copying of bad behaviour of teachers ranked first. The indifference of teachers to school rules and regulations was ranked second with corresponding percentages of 86.44 and 84.75 for first and second ranks respectively. The students hold similar views with the principals, teachers and parents. With regard to the influence of teachers' attitude to students' discipline, 83.79% were of the view that principals and teachers dictatorial behaviour results to frequent break-down of discipline in schools. Only 16.21% disagreed with this view. Indifference to school rules and regulations by teachers was also rated very low with about 43.52% agreeing while 56.48% disagreed. The irony here is that students seem to prefer teachers who feel indifferent to school rules and regulations. Concerning copying of bad behaviour or teachers, the students tend to disagree with the view. About 47.57% agreed to this view while 52.43% disagreed. This shows that the students do not agree that their teachers have any form of influence on their conduct or attitude to school rules and regulations.

## 4.6 The Influence of the Attitude of Teachers on Students' Discipline

The four respondent groups were required to express their views on the attitude of teachers to students' discipline in schools. The following Table shows their opinions in respect of the variable.

**Table 4.12 Respondents' Perceptions on the Influence of the Attitude of Teachers on Students Discipline**

| ITEM No. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 30 | Teacher's dictatorial behaviour results to frequent break-down of discipline in schools. | Principals | 10 | 28.57 | 14 | 40.00 | 4 | 11.43 | 7 | 20.00 |
| | | Teachers | 80 | 33.33 | 78 | 32.50 | 38 | 15.83 | 44 | 18.33 |
| | | Parents | 115 | 64.97 | 42 | 23.73 | 12 | 6.78 | 8 | 4.52 |
| | | Students | 175 | 47.30 | 129 | 34.86 | 37 | 10.00 | 29 | 7.84 |
| 31 | Teacher's indifference to school rules and regulations could lead to break-down of law and order among students in the school. | Principals | 12 | 34.29 | 15 | 442.86 | 3 | 8.57 | 5 | 14.29 |
| | | Teachers | 74 | 30.83 | 111 | 46.25 | 25 | 10.42 | 30 | 12.50 |
| | | Parents | 75 | 42.37 | 73 | 41.24 | 28 | 15.82 | 1 | 0.56 |
| | | Students | 136 | 36.76 | 203 | 54.86 | 17 | 4.59 | 14 | 3.78 |
| 32 | Students copy bad behaviours of the teachers which leads to indiscipline in school. | Principals | 7 | 20.00 | 16 | 45.71 | 7 | 20.00 | 5 | 14.29 |
| | | Teachers | 51 | 21.25 | 82 | 34.17 | 69 | 28.75 | 38 | 15.83 |
| | | Parents | 65 | 36.72 | 73 | 41.24 | 33 | 18.64 | 6 | 3.39 |
| | | Students | 102 | 27.57 | 183 | 49.46 | 48 | 12.97 | 37 | 10.00 |

From the Table, it could be seen that Teachers agreed that their behaviours could influence students' behaviour in school as 65.83% 77.08% and 55.42% agreed to the three items - 30, 31 and 32 - in this section of the questionnaire, and only 34.16%, 22.92% and 44.58% disagreed to items 30, 31 and 33 respectively. As a matter of fact, the principal group, the parent and student groups are also in agreement as to the fact that teachers attitude influence the way students behave, and since teachers are students' role model in school, students seem to see their teachers as examples to copy.

## 4.7 Perceptions of Principals, Teachers, Parents and Students on Disciplinary Measures Used in Schools.

The respondents were asked to express opinions on the type of measures used in school to ensure discipline. Table 4.13 which

follows reveal the respondents' views on this issues.

**Table 4.13 Perceptions of Respondents on Disciplinary Measures Used in Schools**

| ITEM No. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 33 | Corporal punishment (flogging and canning). | Principals | 7 | 20.00 | 13 | 37.14 | 10 | 28.57 | 5 | 14.29 |
| | | Teachers | 33 | 12.92 | 101 | 42.08 | 73 | 30.42 | 35 | 14.58 |
| | | Parents | 60 | 33.90 | 71 | 40.11 | 31 | 17.51 | 15 | 8.47 |
| | | Students | 106 | 28.65 | 116 | 31.35 | 85 | 22.97 | 63 | 14.02 |
| 34 | Cutting grass, digging the ground, down, pulling the ears). | Principals | 5 | 14.29 | 18 | 51.43 | 7 | 20.00 | 5 | 14.29 |
| | | Teachers | 31 | 12.92 | 97 | 40.42 | 58 | 24.17 | 54 | 22.50 |
| | | Parents | 46 | 25.99 | 87 | 49.15 | 36 | 20.34 | 8 | 4.52 |
| | | Students | 62 | 16.76 | 142 | 38.38 | 69 | 25.95 | 70 | 18.92 |
| 35 | Physical punishment (kneeling, down, pulling the ears). | Principals | 7 | 20.00 | 13 | 37.14 | 5 | 14.29 | 3 | 8.57 |
| | | Teachers | 34 | 14.17 | 92 | 38.33 | 51 | 21.25 | 46 | 19.17 |
| | | Parents | 58 | 2.77 | 63 | 35.59 | 30 | 16.95 | 15 | 8.47 |
| | | Students | 66 | 17.84 | 129 | 34.86 | 48 | 12.97 | 99 | 27 |
| 36 | Warning and moral training. | Principals | 11 | 31.43 | 14 | 40.00 | 7 | 20.00 | 3 | 8.57 |
| | | Teachers | 53 | 22.08 | 78 | 32.50 | 60 | 25.00 | 49 | 20.42 |
| | | Parents | 63 | 35.59 | 76 | 42.99 | 28 | 15.82 | 10 | 5.65 |
| | | Students | 63 | 17.03 | 149 | 40.27 | 87 | 23.51 | 71 | 19.19 |

Table 4.13 Cont'd

| ITEM NO. | ITEM STATEMENT | CATEGORY OF RESPONDENTS | SA | | A | | DA | | SDA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | FREQ. | % | FREQ. | % | FREQ. | % | FREQ. | % |
| 37 | Students prefer cutting grass, digging the ground and fetching water as a method of school discipline. | Principals | 3 | 8.57 | 16 | 45.71 | 5 | 14.29 | 11 | 31.43 |
| | | Teachers | 36 | 15.00 | 113 | 47.08 | 46 | 19.17 | 45 | 18.45 |
| | | Parents | 39 | 22.03 | 84 | 47.46 | 41 | 23.16 | 13 | 7.34 |
| | | Students | 70 | 18.92 | 130 | 35.14 | 72 | 19.46 | 98 | 26.48 |
| 38 | Students prefer physical punishment as a method of school discipline. | Principals | 2 | 5.71 | 17 | 48.57 | 7 | 20.00 | 9 | 25.71 |
| | | Teachers | 35 | 14.58 | 85 | 35.42 | 71 | 29.59 | 49 | 20.42 |
| | | Parents | 50 | 28.25 | 68 | 38.42 | 37 | 20.90 | 22 | 12.43 |
| | | Students | 104 | 28.11 | 133 | 35.95 | 68 | 18.38 | 65 | 17.56 |
| 39 | Students prefer warning and moral training as a method of school discipline. | Principals | 4 | 11.43 | 23 | 65.71 | 6 | 17.14 | 2 | 5.71 |
| | | Teachers | 51 | 21.25 | 94 | 39.17 | 53 | 22.08 | 42 | 17.50 |
| | | Parents | 153 | 29.94 | 84 | 47.46 | 27 | 15.25 | 13 | 7.34 |
| | | Students | 81 | 21.89 | 122 | 32.97 | 83 | 22.43 | 84 | 22.71 |

Parents seem to prefer moral training and warning as a means of disciplining students. This factor - item 36 - scored 77.4% and was closely followed by item 34 which is cutting of grass, digging the ground and fetching water as a means of school discipline. Item 38 had the lowest rating in the parents' opinion; this may be on sentimental grounds as parents may not welcome physical torture being exerted on their wards and children in school. The students on their part have an even distribution of opinions between agreement and disagreement on the items. Apart from item 33 where the percentage of disagreement is 36.94%, all the other five items revealed more than 40% disagreement with the disciplinary measures used in schools. This may not be surprising as this group of respondents - Students - are at the receiving end of the measures.

### 4.8 Remedies for Indiscipline in Secondary Schools

The remedies for curbing indiscipline among students in secondary schools to which the respondent groups expressed their views are:

item 40: Organizing definite programme of students activities

item 41: Inculcation of moral values through religious studies and civic education.

item 42: Organizing programme of activities to involve both teachers and students to promote cordial relationship between both groups.

item 43: Appointment of qualified and morally sound principals and teachers to promote school discipline.

item 44: Parents, teachers and school authority should develop positive attitude to discipline.

item 45: Ministry of Education should give the school authority adequate freedom to enforce discipline in the schools.

From the Principal's responses, they strongly agreed to all of these items as they scored 87.14%, 74.29%, 71.43%, 82.86%, 80% and 82.85% on items 40, 41, 42, 43, 44 and 45 respectively.

There was a general agreement by the Teachers on item 45 as about 73% of them agreed that the schools should be given more autonomy by the Ministry of Education in order to enforce discipline in school. The teachers also ranked the development of positive attitude to discipline by parents and teachers high. The provision of activities involving teachers and students (item 42) ranked 4th in the list of remedies of indiscipline in school; it accounted for 56.25% of the Teacher respondents' views. Item 41 ranked 3rd with about 59% Teachers agreeing. The moral standard and quality of Principals and Teachers appointed to schools (item 43) was rated 5th by Teachers. It could be observed that the limitation placed on school authority towards effecting discipline by the Ministry of Education is a major constraint in enforcing discipline among students in schools.

On the part of the Parents, they rated item 44 in the list position; the item deals with the development of positive attitude to discipline by Teachers, Parents and the school authority. The contribution of teachers and principals especially through example (item 43 was also rated high in this regard). This factor scored 87.57%. In addition items 40, 42, and 45 had 79.66%, 82.49% and 85.88% of parents agreeing to them. The parents were highly positive in their perceptions as regard measures of improving discipline in schools.

The students tend to share the view that adequate authority should be given to the school authority to enforce discipline. The score along this line is 74.59% for those who agreed as against 25.41% who disagreed with this opinion. The rating for parents and teachers and parents on the development of positive attitude was even higher with 84.86% in agreement as against 15.14% in disagreement. The inculcation of moral values through religious studies and civics education (item 41) was rated 58.92% while 41.08% were against the method. This was closely followed by organizing programme of activities involving teachers and students; this method had 57.81% agreeing while 42.19% were against it. The next item in their rating order was item 43 - appointment of qualified and morally sound principals and teachers to promote school discipline.

**Hypotheses Testing**

The researcher formulated four null hypotheses for the study. These were intended to objectively determine the opinions of the respondents on the disciplinary problems in secondary schools in Sokoto State. In testing the hypotheses, One Way Analysis of Variance (ANOVA), t-test, chi-square and correlational statistics were employed at 0.05 level of significance.

**Hypothesis 1**

There is no significant difference in the opinions of Principals, Teachers, Parents, and Students with respect to the factors responsible for indiscipline among students in Sokoto State Secondary Schools.

One-way Analysis of Variance (ANOVA) was employed in testing this hypothesis. The total responses by all the groups to this section on causes of indiscipline was summed up and the mean scores of each of the groups was compared. It was discovered that the Principals, Teachers and the Students almost shared the same view. However, there was slight difference between the Teachers and Students. The Parents' rating was discovered to be higher than any of the other groups. This is shown in Table 4.14.

**Table 4. 14: Summary of One Way Analysis of Variance on Causes of Indiscipline in Schools**

| Source | DF | SS | MS | F |
|---|---|---|---|---|
| Groups | 3 | 3968.2 | 1322.7 | 40.43 |
| Error | 818 | 26764.5 | 32.7 | |
| Total | 821 | 30732.7 | | |

From the Table, the computed F ratio is 40.43. This is greater than the table value which is 2.6. Since the table value is lower than the computed or observed value, it mans that there is significant difference in the opinions of the respondents. Having observed the significant difference, a post hoc test was performed using the mini table scale procedure. The parents were observed to score higher and were significantly different from any other group. This was closely followed by the teachers and the principals respectively. The students score was the least. This tended to disagree with the earlier scores or distribution which showed the low rating of the students in the section.

**Table 4.15: Table of Means Scores Showing the Range Tests**

| Groups | N | Means Scores | SD |
|---|---|---|---|
| Principals | 35 | 23.143bc | 10.960 |
| Parents | 177 | 28.548a | 6.544 |
| Teachers | 240 | 25.275b | 6.981 |
| Students | 370 | 22.903c | 3.078 |

The letters indicated the group ranking and the significant range.

It could be observed that there was significant difference between the students and the principals and between the principals and the teachers. This showed that the rating of both principals and students is not high on these factors; since there is significant difference, the null Hypothesis is therefore, rejected. Furthermore, the difference is significance among the four groups of respondents, for example students, could be because it is the students that are involved in the disciplinary problems and because they are adolescents, they view things differently from all other groups. However, the relationship that exists between parents and teachers could be related to the fact that they are closer to the students than the principals hence they are more familiar with the causes of disciplinary problems of students than the principals. The principals also could be more interested in protection the policies of the government. Hence, their opinion is more likely to reflect those of the government than what specifically obtains in their schools.

**Hypothesis 2**

There is no significant difference in the opinions of principals, teachers, parents and students with regard to students attitude towards school discipline in secondary schools in Sokoto State.

T-test statistical procedure was adopted for the analysis of the data.

**Table 4: 16: Summary of T-test Relating to the Opinions of the Respondents Students *Attitude Towards School Discipline***

| Variable | No. | Mean | SD | SE | T | df | P |
|---|---|---|---|---|---|---|---|
| Within Groups | | | | | | | |
| Opinions | 452 | 23.97 | 3.81 | 0.20 | | | |
| Students Attitude | 370 | 21.64 | 4.73 | 0.31 | 6.42 | 433 | 0.00 |

(Level of Significance 0.05)

As shown in the Table, the computed T is 6.42 at 433 degree of freedom. The table value of T at infinity is 1.960. Thus the table value is lower than the computed value. This *implies that significant difference exists in the views or opinions of teachers and students.* To further confirm this evidence of significance, the computed level of probability of significances is 0.000. This is an indication that the comparison is significant at 0,05 and 0.01 level. This the Null Hypothesis was rejected. Perhaps because of the teacher's experience and exposure, they may view discipline differently from the students. On the other hand students being adolescents are naturally bound to have different view of discipline from those of the teachers.

**Hypothesis 3**

There is no significant relationship in the opinions of principals, teachers, parents and students with respect to the nature of the relationship between teachers and students and indiscipline among students in secondary schools in Sokoto State.

Correlation analysis was used to test this hypothesis. The students' data with sections on the views on disciplinary problems and the teachers influence constituted the variables used.

**Table 4.17: Opinions of Respondents on Disciplinary Measures used in Schools**

| Variables | No | Mean | SD | SE | T | df | P |
|---|---|---|---|---|---|---|---|
| Teachers' Opinions | 240 | 17.59 | 4.38 | 0.23 | 1.18 | 522 | 0.24 |
| Students' Opinions | 370 | 17.17 | 4.25 | 0.25 | | | |

(Level of Significance 0.05)

From the Table, the computed T. value is 1.18 at 522 degree of freedom. The table value is 1.96. The computed value is lower than the table value. This implies that there is no significant difference in the opinions of teachers and students on the effectiveness of disciplinary measures used in the school. To confirm this conclusion, the computed probability level of significance is 0.24 showing that it is not significant at 0.25 level. The null hypothesis was therefore retained. By implication, the views of the teachers on disciplinary measures used in schools is the same with those of the students.

Though the teachers and students shared the same view, the fact that indiscipline still persists in schools means that these disciplinary measures are not effective in maintaining discipline in themselves or they are not properly applied in such a way that they will become effective.

# CHAPTER 5

## SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

This chapter treats the summary of findings, conclusions and recommendations.

### 5.2 Summary of Findings

The summary of the findings of this research was based on the analysis made on the responses of the four sets of respondents as follows:

1. The respondents identified stealing, dishonesty, disobedience, lying, cheating, smoking, smoking, drug abuse, drinking of alcohol, sex abuse, truancy, bullying, rioting, vandalism, examination malpractice, disrespect, wearing of wrong uniforms, pick pocketing, cutting classes, absenteeism, and withholding of reports as the most prevalent acts of indiscipline among students in secondary schools in the State. Further more, smoking, drinking of alcohol and sex abuse were reported to be more common among male students, while lying, absenteeism and wearing wrong uniforms were found to be more prevalent among female students. Stealing, dishonesty, disobedience and disrespect were very serious acts of bad behaviour common among the two groups of students.
2. Concerning factors that constitute good behaviour, the respondents were in agreement that punctuality at all times, relating positively to both teachers and students, paying attention to school work, obeying school rules and regulations, understanding school rules constitute and aid discipline in school.
3. The respondents agreed that poor teacher-student relationship, poor principal - staff



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relationship, principal's dictatorial behaviour, moral laxity among staff and school authority's indifference to students' problems are responsible for bad behaviour among students.

4. The four groups of respondents felt that teachers' behaviour had an influence on students' discipline. This may be because teachers are students' role model in school, students also saw their teachers as examples to copy.

5. With respect to the measures used to instil discipline on students in the school, parents preferred moral training and warning rather than physical and corporal punishment. The students also disagreed to the use of corporal and physical punishment on them by the school authority.

6. Some of the remedies prescribed for curbing indiscipline in schools include:

   i. organizing definite programme of activities for students,

   ii. appointment of qualified and morally sound principals and teachers in schools,

   iii. parents, teachers, and the school authority should develop positive attitude to discipline and

   iv. the school authorities should be given more autonomy by the Ministry of Education to enforce discipline in schools.

## 5.3 Conclusion

From the findings of this study, the following conclusions are drawn:

There are serious acts of indiscipline in secondary schools in Sokoto State which have resulted in the occurrence of many disciplinary problems in schools in the state.

The study reveals that some of the disciplinary measures used in the schools were ineffective in maintaining discipline among students. Some of these measures are rather ancient for a modern and dynamic environment in which the students are growing and learning.

## 5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The school principals should avoid being too dictatorial in the administration of their schools. There is the need for flexibility in certain areas particularly where students are directly affected.
2. Teachers should establish good relationship with their students. This teacher-student relationship should bring the students closer to their teachers and, the teachers will be able to understand the problems of their students with a view to assisting them.
3. Rules and regulations should be made clear, precise and practicable. Students should be made aware of these rules and regulations and as well obey them.
4. Principals should be given the mandate to exercise power without interference by the Ministry of Education officials in the school administration.
5. Punishment should not be made too harsh or too weak which may render it ineffective. A greater use should be made of counselling, guidance, and warning as a means of getting the students accept school rules. Whenever punishment becomes necessary, it should be relevant and appropriate to the offense which must be fully established. The punishment should also be given at the right time

and in such a manner that it will effectively serve as a corrective measure for the offender and a deterrent to the rest of the students. Each school needs to have a functional guidance-counselling service.

6. The Ministry of Education should adequately staff the post-primary institutions with qualified and experienced teachers as may be required by the institutions.

## 5.5 Recommendations for Further Research

Further research should be carried out in the following areas:

1. The effects of principals' leadership behaviours on students' discipline in secondary schools.
2. The effects of communication gap between the school management and students.
3. The influence of societal norms on school discipline and students' behaviours in secondary schools.
4. The effects of various school punishment methods on the students disciplinary in secondary school.
5. This research work should be replicated but should include more States for wider generalisation of the findings on school discipline.

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## APPENDIX A

## INSTRUMENT

### PERSONAL DATA FOR PRINCIPALS, TEACHERS, PARENTS AND STUDENTS IN SOKOTO STATE SECONDARY SCHOOLS

**SECTION I**

Instruction: Please respond to each item and tick (_√_) in the appropriate box.

1. Type of School:-
   - (a) Boys (___)
   - (b) Girls (___)
2. Designation:-
   - (a) Principal (___)
   - (b) Teacher (___)
   - (c) Parent (___)
   - (d) Student (___)
3. Educational Qualifications:-
   - (a) N.C.E. (___)
   - (b) First Degree (___)
   - (c) Second Degree (___)
   - (d) Others (___)
   - (e) Specify _____
   - (f) Class (for students only)_____
4. Years of Teaching Experience:-
   - (a) 0 - 5 Years (___)
   - (b) 6 - 10 Years (___)
   - (c) 11 - 15 Years (___)
   - (d) 15 - 20 Years (___)
   - (e) 21 - Years and above (___)

5. Age:-

| | | | |
|---|---|---|---|
| (a) | 26 - 30 | Years | (___) |
| (b) | 31 - 35 | Years | (___) |
| (c) | 35 - 40 | Years | (___) |
| (d) | 41 - 45 | Years | (___) |
| (e) | 46 and above | | (___) |

6. Sex:-

| | | |
|---|---|---|
| (a) | Male | (___) |
| (b) | Female | (___) |

**SECTION 2**

**SCHOOL DISCIPLINE**

Instructions: Indicate your agreement with each of the statement on a 4 point scale by ticking (√) in the appropriate column opposite each statement.

Key: SA - Strongly agree
A - Agree
D - Disagree
SD - Strongly Disagree.

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A. Identify in order of severity 20 acts of indiscipline commonly displayed by students in schools in the State.

**B. Views on Discipline**

| The following when properly carried out constitute good discipline | SA | A | D | SD |
|---|---|---|---|---|
| 1. Punctuality at all time questioning | | | | |
| 2. Obeying superiors without questioning | | | | |
| 3. Relating positively between teachers and students | | | | |
| 4. Adequate attention to school work by students | | | | |
| 5. When school rules and regulations are followed without questioning by students | | | | |
| 6. When the staff and principal abide by school rules and regulations | | | | |
| 7. When all rules and regulations are well understood by both the students and teachers | | | | |
| 8. When the impact of disobedience to school rules is felt by both the staff and students | | | | |
| **C. Causes of Bad Behaviour** Causes of bad behaviour in school include:- | | | | |
| 9. Poor teacher-pupil relationship | | | | |
| 10. Poor principal-staff relationship | | | | |
| 11. Dictatorial behaviour of principals | | | | |
| 12. Non-participation of students in school decision making | | | | |
| 13. Low level of participation of staff in school decision making | | | | |
| 14. Non-participation of staff in school activities | | | | |

**B. Views on Discipline Cont'd**

| The following when properly carried out constitute good discipline | SA | A | D | SD |
|---|---|---|---|---|
| 15. Rigid and inconsistency of school rules and regulations | | | | |
| 16. Teachers inability to teach and demonstrate knowledge of their subjects | | | | |
| 17. Moral laxity among staff | | | | |
| 18. Non-involvement of members of the society in the activities of the school | | | | |
| 19. Interference by policy makers and administrators into school affairs | | | | |
| 20. The school authority's indifference to student's problems | | | | |
| **D. Factors Which Determine Students' Attitude Toward School Discipline.** *Students tend to have a positive attitude to discipline when:* | | | | |
| 21. Teachers show interest in their problems and try to assist them | | | | |
| 22. Teachers make themselves approachable to students | | | | |
| 23. Teachers are demonstrate adequate knowledge of the subject and teach well | | | | |
| 24. Teachers are morally up right | | | | |
| 25. Parents show interest in their school works *Would you agree that the following tend to reflect negativity on students' attitude to school discipline?* | | | | |
| 26. Feeling of neglect by students from the school authority | | | | |
| 27. Over looking of offenses committed by students | | | | |
| 28. Teachers' frequent lateness to school and class | | | | |
| 29. Failure of principals to listen to students complaints | | | | |

**B. Views on Discipline Cont'd**

| The following when properly carried out constitute good discipline | | SA | A | D | SD |
|---|---|---|---|---|---|
| **E.** | **Influence of Teachers' Attitude on Student Discipline** | | | | |
| 30. | Teachers dictatorial behaviour results to frequent breakdown of discipline in school | | | | |
| 31. | Teachers indifference to school rules and regulations could lead to breakdown of law and order amongst students in the schools | | | | |
| 32. | Students copy bad behaviours of the teachers which leads indiscipline in school | | | | |
| **F.** | **Disciplinary Measures Used in Secondary Schools** | | | | |
| 33. | Corporal punishment (flogging and canning) | | | | |
| 34. | Cutting grass, digging the ground and fetching water | | | | |
| 35. | Physical punishment (kneeling down pulling the ears) | | | | |
| 36. | Warning and moral training | | | | |
| 37. | Students prefer cutting grass digging and fetching water as a method of school discipline | | | | |
| 38. | Students prefer physical punishment as a method of school discipline | | | | |
| 39. | Students prefer warning and moral training as a method of school discipline | | | | |

**B. Views on Discipline Cont'd**

| The following when properly carried out constitute good discipline | | SA | A | D | SD |
|---|---|---|---|---|---|
| **G.** | **Remedies of Indiscipline in Secondary Schools** | | | | |
| 40. | In order to encourage discipline in secondary school, a definite programme of students activities like literacy clubs and character molding clubs should be encouraged | | | | |
| 41. | The best way to promote discipline in schools is through the inculcation of moral values through religious studies and civics education | | | | |
| 42 | Programme of activities involving both students and teachers promote cordial relationship among them and contribute to good school discipline | | | | |
| 43. | Academically competent and morally sound principals and teachers promote good school discipline | | | | |
| 44. | For discipline to be effective in secondary schools, parents, teachers and school authority should develop positive attitude to discipline | | | | |
| 45. | The Ministry of Education should give the school authorities adequate freedom to enforce discipline in their schools | | | | |

## APPENDIX B

## TYPICAL SCHOOL RULES FOR SECONDARY SCHOOLS IN SOKOTO STATE

### SCHOOL RULES

1. This is a residential college and all the students must live in the students' Hostels. All necessary facilities have been provided in the Hostels and the students should make good use of these. Any misuse, damage or loss, the students concerned will be held responsible.
2. Students are allowed to bring in only their male visitors to the dormitories between the hours 10.00 a.m. - 6.00 p.m. on Sundays and 3.00 p.m. to 6.00 p.m. on Fridays. In case of casual visitors, permission of the compound master has to be obtained.
3. Except on town leave days (Fridays and Sundays) no student is allowed to leave the Hostels unless he has been granted a permission by the compound master to visit a special place.
4. Students must be punctual at their meals and if a student will be absent for meal with genuine reason the duty prefect should be informed so that the food can be reserved for the student concerned.
5. All meals must be taken in the Dinning Hall and no food should be taken to the Dormitories for any reason.
6. While in the Dinning Hall, students are expected to behave themselves well. A proper table etiquette will be most welcome.
7. Students are responsible for keeping their rooms and compounds clean. No sugar-cane pulps or any little should be thrown about and must always be put in the dust bin.

8. All books and other materials issued to the students remain the property of the College and a proper care must be taken of them. Any loss or wilful damage occurred, the student concerned, will be responsible for replacement or refund.

9. The College provides uniforms to all the students for different functions and each must be used for the purpose it is intended for. No student is allowed to wear his personal cloths in the classroom or for any of the college functions.

10. Attendances to games are compulsory to all the students. Very serious action will be taken against any student who fails to attend the games or misbehaves.

11. All complaints from students must be lodged through the proper channel i.e. to the prefects - Head Students - House Master and then to the Principal.

12. Students wishing to go to the General Hospital for treatment must first report to the college in the morning for their names to be registered in the Hospital Book.

13. Smoking either in the classrooms, Hostels or any where in the College premises is strictly forbidden.

14. All the students are expected to observe and practice their religious obligations. To this end all the Moslem students must attend the Mosque on Friday and Christian Students Churches of their respective denominations on Sundays.

15. Responsibility, perseverance, self-control, initiative, punctuality, sincerity, loyalty as well as Leadership are some of the qualities a student should possess and it is hoped that they will be your guiding principles throughout your stay in the school.

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**SUMMARY**

Sunday is always regarded as a free day but all the same some aspects of the School Daily Routine must be observed as follows:

| | | |
|---|---|---|
| 6.05 a.m | - | Rising Bell |
| 6.05 a.m | - | Morning Prayers |
| 6.10 - 6.30 a.m | - | Compound Cleaning |
| 6.30 - 7.00 a.m | - | Morning Bath and Making Bed |
| 7.00 - 9.40 a.m | - | Washing |
| 9.40 - 10.40 a.m | - | Breakfast |
| 10.50a.m - 6.30 p.m | - | Town Leave General and Church Services for Christian Students. |
| 2.00 - 2.45 p.m | - | Lunch |
| 6.30 - 6.45 p.m | - | Roll Call |
| 6.45 - 7.00 p.m | - | Prayers |
| 7.00 - 7.45 pm | - | Dinner |
| 8.00 - 8.30 p.m | - | Late night prayers |
| 10.00 - 10.10 p.m | - | Bed check and Light-out |

To maintain a good standard of discipline the School Routine must be strictly followed and in addition some simple Schools Rules must be observed. The following are samples school Rules recommended for adoption in your school.