PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF INDISCIPLINE IN SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

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OCTOBER, 2018

DECLARATION

I Halimat Mohammed ALIYU, declare that this dissertation entitled "PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF INDISCIPLINE IN SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA" was carried out by me in the Department of Educational Foundations and Curriculum. The information obtained from the literature was duly acknowledged in the text and a list of references provided. No part of this Dissertation to the best of my knowledge was previously presented for another degree or diploma at this or any other Institution.

Halimat Mohammed ALIYU _____ _____

Name of Student Signature Date

CERTIFICATION

This Dissertation entitled, PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF INDISCIPLINE IN SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA by Halimat Mohammed ALIYU, meets the regulations governing the award of the degree of Master's of Education (M.Ed) in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my husband, Alhaji Mohammed Aliyu who gave me both moral and financial support and my children to serve as a source of inspiration to them.

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TABLE OF CONTENTS

Titles	Pages
Title Page	i
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Tables of Contents	vii
List of Tables	x
Abstract	xii
Operational Definition of Terms	xiii
CAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Hypotheses	8
1.6 Basic Assumptions	9
1.7 Significance of the Study	9
1.8 Scope of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	12
2.2 Conceptual Framework	13
2.2.1 Meaning of Indiscipline	13
2.2.2. Forms of Indiscipline	16

2.2.3. Causes of Indiscipline Acts in Schools 17

2.2.4 Meaning of Management 18

2.2.5 Function of Management 20

2.2.6 Concept of Secondary School 24

2.3 Theoretical Framework 29

2.4 Management of Indiscipline between the Parents and Teachers in Secondary Schools 31

2.5 Management of Indiscipline between the Principal and Teachers in Secondary Schools 35

2.6 Management of Indiscipline between the Teachers and Students in Secondary Schools 37

2.7 Management of Indiscipline among Teachers in Secondary Schools 40

2.8 Management of Indiscipline among Students in Secondary Schools 42

2.9 Management of Indiscipline between the School and Local Community in School in Secondary Schools 45

2.10 Empirical Studies 46

2.11 Summary 51

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 53

3.2 Research Design 53

3.3 Population of the Study 54

3.4 Sample and Sampling Technique 54

3.5 Instrumentation 55

3.5.1 Validity of Instrument 55

3.5.2 Pilot Study 56

3.5.3 Reliability of Instrument 56

3.6 Procedure for Data Collection 57

3.7 Methods of Data Analysis 57

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction 58

4.2 Description of Study Variables 58

4.3 Response to Research Questions 61

4.4 Hypotheses Testing 74

4.5 Summary of the Findings 82

4.6 Discussion of Findings 82

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 89

5.2 Summary 89

5.3 Conclusion 92

5.4 Recommendations 93

5.5 Contributions to Knowledge 95

5.6 Suggestions for Further Studies 95

References 96

Appendix 108

LIST OF TABLES

Titles	Pages
3.1 Sample for the Study	57
4.1 Classification of Respondents by Status	58
4.2 Gender Classification of the Respondents	59
4.3 Educational Zones of the Respondents	59
4.4Years of Working Experience	59
4.5 Educational Qualification of the Respondents	60
4.6 Location of the Respondents	60
4.7 Opinion of Respondents on the Management of Indiscipline between Parents and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State	62
4.8 Opinion of Respondents on in Public Secondary Schools in Funtua between Principals and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State	64
4.9 Opinion of Respondents on Management of Indiscipline between Teachers and Students in Public Secondary Schools in Funtua and Faskari Education Zones , Katsina State	66
4.10 Opinion of Respondents on Management of Indiscipline among Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State	68
4.11 Opinion of Respondents on Management of Indiscipline among Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State	70
4.12 Opinion of Respondents on Management of Indiscipline between School and Local Community on in Secondary Schools in Funtua and Faskari Education Zones, Katsina State	72
4.13 Summary of Analysis of Variance (ANOVA) of the Respondents Opinion on Management of Indiscipline between Parents and Teachers in Secondary Schools in Funtua and Faskari Education Zones, Katsina State	75

4.14 Summary of Analysis of Variance (ANOVA) of the Respondents Opinion on Management of Indiscipline between Principals and Teachers in Secondary Schools in Funtua and Faskari Education Zones, Katsina State 76
4.15 Summary of Analysis of Variance (ANOVA) of the Respondents Opinion on Management of Indiscipline between Teachers and Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State 77
4.16 Summary of Analysis of Variance (ANOVA) of the Respondents Opinion on Management of Indiscipline among Teachers in Secondary Schools in Funtua and Faskari Education Zones, Katsina State 78
4.17 Summary of Analysis of Variance (ANOVA) of the Respondents Opinion on Management of Indiscipline among Students in Secondary Schools in Funtua and Faskari Education Zones, Katsina State 79
4.18 Summary of Analysis of Variance (ANOVA) of the Respondents Opinion on Management of Indiscipline between School and Local Community in Secondary Schools in Funtua and Faskari Education Zones, Katsina State 80
4.19 Summary of the Six Null Hypotheses Tested 81

ABSTRACT

This study investigated "Perceptions of Stakeholders on the Management of Indiscipline in Public Secondary Schools in Katsina State, Nigeria". The study has six objectives which were to; determine the management of indiscipline between parents and teachers in secondary schools, ascertain the management of indiscipline between teachers and students in secondary schools, examine the management of indiscipline among teachers in secondary schools and ascertain management of indiscipline between the school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Related literatures of concepts in relation to the study were reviewed. The research was conducted using the descriptive survey research design. The population of the study was 870. A total of 265 respondents were used as sample for the study. A sixty (60) item questionnaire named (PSMISSQ) using 5 Likert rating scale was used to gather the data. The instrument was validated by experts in the department and pilot tested with reliability co-efficient of 0.86. Six null hypotheses were formulated and tested using One Way Analysis of Variance (ANOVA) at 0.05 level of significance. The findings of the study revealed that; indiscipline between principals and teachers on issues like deprivation from position of authority and students expulsion from school was well managed and indiscipline among teachers were properly managed in such that, teachers cooperated among themselves and worked as a team in most schools in Public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. From the findings: the study concluded that, teachers always ensured that, there is equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all, in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. It was recommended that, Parents and teachers should always work in harmony over students' indiscipline. Also, teachers should be encouraged in managing misbehaviour in the classrooms so as to maintain good relations with the students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria.

Operational Definition of Terms

Perceptions: is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment.

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

Indiscipline: simply means lack of control in the behaviour of a group of people (as in this case secondary school students).

Secondary School: this is the type of school students attend after the primary and before the tertiary institution. In Nigeria this level is being sub-divided into two levels known as junior secondary (JSS) and senior secondary level (SSS) with period of three years in each level.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary school education occupies a very unique position in the educational system in Nigeria, because it is that level that determines the academic and professional career of students. According to Federal Government of Nigeria (2012), in the National Policy on Education, the broad aims of secondary education within the overall objectives are preparing students for useful living within the society and preparing them for higher education. Precisely, the aims of secondary education is to provide opportunity for qualitative education for primary school leavers, cater for the differences in talents of the pupils, develop Nigerian cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life. It must be stated that only the provision of qualitative education can guarantee the accomplishment of the above stated goals. The extent to which the secondary school system is able to accomplish its objectives determines its effectiveness.

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004; Farrant, 2010; Wasagu, 2012). By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of the school climate (Loukas, 2013). The school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institutions, which work with people.

For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. Once these rules and regulations are made, they must be enforced on the problems, which beset secondary schools, indiscipline comes first.

Disciplinary problems dominate the issues of the day in both large and small schools both in towns and villages. Students disobey school rules and regulations with impunity. They have little or no respect for their teachers and even the school administration. Students' misbehaviour is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. Students' behavioural problems are also thought to be a leading contributor to teachers' stress and attrition.

Its worthy of note that whenever the school administrator or teachers failed to maintain proper discipline in the school, this action will definitely makes students to misbehave. Misbehaviour is any behaviour that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, oversteps society"s standards of moral, ethical, or legal behaviour. Some students have been well nurtured, and life has granted them the best. They are charming and require little guidance. Other students are more demanding and challenging, requiring strong limit setting. We also face with very difficult students who bite, hit, and attack classmates and teachers, as well as passive students who are non responsive. These diverse types of students require principal, teachers, and school administrator to maintain proper discipline, different responses and right attitude (Gable and Haidt, 2005).

Teachers are expected to teach what they know; a qualified teacher is always competent. If a teacher is competent, he commands respect from students. Experiences of both head teachers and teachers mean a lot in maintaining discipline in the school system. This is because experienced teachers and school heads are expected to poses skills that could be used to manage the behaviour of students.

Schools are 'complex formal organizations, as such they include behaviours of diverse educators, organized and interconnected by a structure of authority and a network of relationships that allow partial and unfinished information, resources and products pass from one group to another (Bates and Murray, 2012:58). According to these authors, school is structurally grouped in two kinds – the "elementary groups" and the "interstitial groups". The former constitutes "basic structural elements" or "social units" (for example, there should be good discipline between the principals themselves, the students within the class, the group of teachers of a certain subject or field of knowledge, the administrative sector, etc.), while the latter, formed by the representatives of the elementary groups, are "connation groups" which origin is a network of links in the system's structure.

Gareth and Jennifer (2013) posits that termed "management" as the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently. While Smith and Laspart (2014), defined management as the skill that is applied by an individual in an organization also in the presentation of lesson, in such a way that all the learners are actively involved in learning.

Laspart (2014) posited that, management of discipline can be defined as the process of controlling; organizing and overseeing ways in which learners' behaviour can be guided and corrected in a school situation. In this study, management of students discipline refers to the

effort of stakeholders such as teachers, parents, students, in enforcing students' discipline in the school. It was characterized by punishment, suspension of students, enforcement of school rules and regulations, formation of guidance and counselling, effective communication and formation of disciplinary committee. Managing students' discipline is one of the major concerns of teachers all over the world.

Charles (2013) observed that, indiscipline is a major problem which school managers have to address because it is a significant factor in educators leaving the profession. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative outcomes (Aziza et al 2011), further expressed that students indiscipline problems are also thought to be the leading contributor to teachers' stress and attrition, profound negative effects on teachers and teachers are subjects to abuse and intimidation and some reported fear for their safety, lack of sense of dignity, feeling of anger, humiliation and shame, isolation and depression and this eventually reduces their level of commitment.

This research concentrated on perceptions of stakeholders on the management of indiscipline that are experienced in public secondary schools in Katsina State, the area where the researcher was based. The aim was to be able to make recommendations to bring about an improvement of the stakeholders differences toward disciplinary problems faced by the educators, hence, to their morale in the schools.

1.2 Statement of the Problem

Schools are established to achieve result, which was the basic objective set up by the system. This can be obtained where schools are administered in a good manner; that is, an environment devoid of bad behaviours. At the time of independence in 1960, and some

years after that time, teachers exhibited good discipline and were encouraged to use the cane as a method of keeping control in the classrooms Williams (2005). The teachers were also empowered to be in charge in the classroom, but in a hostile or authoritarian manner. In this way teachers were made to believe that power and authority were the bases for control and discipline. The classroom environment was formal and tended to be tense, and the learners were not given any say in disciplinary matters.

Moreover, this era witnessed boredom, resentment, and dissatisfaction which occur, between principal and teachers; teacher and his students; students and the school management as a result of lack of proper discipline. Hence, they communicate less and avoid self-disclosure. Loss of trust and betrayals also take place as the downward spiral continues, eventually ending the relationship that co-existed among teachers and between teachers and principals. Likewise, there were allegations of moral laxity and indiscipline in many educational institutions which were assumed to be the causes of disciplinary problems in secondary schools and which has affected their working together to identify, define and solve common problems in the public secondary school in Katsina State.

Management indiscipline between the school head and teachers and between teachers and students are expected to be positive. For this reason, there should be good working interpersonal relationship between the schools administrators themselves, teachers and students. This will eventually breed good atmosphere and confidence among members of school. Teachers are expected to teach what they know. A qualified teacher is always competent. If a teacher is competent, he commands respect from students. Experiences of both school heads and teachers mean a lot in maintaining discipline in the school system.

This is because experienced teachers and school administrators are expected to possess skills that could be used to manage the indiscipline in students.

Before carry out any research it is general notion that a problem exists and to find solution to the existing problem. This research was on perceptions of stakeholders on the management of indiscipline in public secondary schools in Katsina State. The existing statement problems are; management of indiscipline between parents and teachers, management of indiscipline between principals and teachers, management of indiscipline between students and teachers, management of indiscipline among teachers, management of indiscipline among students and management of indiscipline between school and local communities in public secondary schools in Katsina State.

It is against this background that school administrators should always adopt democratic leadership styles for the free flow of school activities towards the successful management of different forms of indiscipline in school such as bullying, absenteeism, examination malpractice, drug abuse, lateness to school, fighting and cultism, etc, and also lay down a very good foundation of interpersonal relationship between the principals and teachers, teachers and students, within the students themselves and local communities. On the basis of the above argument, the study is set to find out the perceptions of stakeholders on the management of indiscipline in public secondary schools in Katsina State, Nigeria

1.3 Objectives of the Study

The main objective of this study was to investigate the perceptions of stakeholders on the management of indiscipline in public secondary schools in Katsina State, Nigeria. The specific objectives of this study are to:

1. determine the management of indiscipline between parents and teachers in public secondary schools in Katsina State;
2. examine the management of indiscipline between principals and teachers in public secondary schools in Katsina State;
3. ascertain the management of indiscipline between teachers and students in public secondary schools in Katsina State;
4. examine the management of indiscipline among teachers in public secondary schools in Katsina State;
5. find out the management of indiscipline among students in public secondary schools in Katsina State; and
6. determine the management of indiscipline between the school and local community in public secondary schools in Katsina State, Nigeria.

1.4 Research Questions

This study answered the following questions:

1. what is the level of management of indiscipline between the parents and teachers in public secondary schools in Katsina State?
2. what are the management of indiscipline between the principals and teachers in public secondary schools in Katsina State?
3. What are the management of indiscipline between the teachers and students in public secondary schools in Katsina State?
4. In what ways are indiscipline manage among teachers in public secondary schools in Katsina State?

5. In what ways are indiscipline managed among students in public secondary schools in Katsina State?
6. What is the level of management of indiscipline between the school and local community in public secondary schools in Katsina State?

1.5 Hypotheses

The following hypotheses were formulated for the study:

H_{01}: There is no significant difference in the opinions of principals, teachers, PTA and officials of MOE on the management of indiscipline between parents and teachers in public secondary schools in Katsina State;

H_{02}: There is no significant difference in the opinions of the respondents on the management of indiscipline between principals and teachers in public secondary schools in Katsina State;

H_{03}: There is no significant difference in the opinions of the respondents on the management of indiscipline between teachers and students in public secondary schools in Katsina State;

H_{04}: There is no significant difference in the opinions of the respondents on the management of indiscipline among teachers in public secondary schools in Katsina State;

H_{05}: There is no significant difference in the opinions of the respondents on the management of indiscipline among students in public secondary schools in Katsina State; and

H_{06}: There is no significant difference in the opinions of the respondents on the management of indiscipline between schools and local community in public secondary schools in Katsina State, Nigeria.

1.6 Basic Assumptions

The study assumed that:

1. parents and teachers management of discipline in public secondary schools in Katsina State help to reduce the level of indiscipline in the schools;
2. principals have good relationships with the teachers on the management of indiscipline in public secondary schools in Katsina State and hence improved effective administration of the schools;
3. teachers manage indiscipline of their students in public secondary schools in Katsina State and have enhanced effective teaching and learning;
4. there is harmonious working relationship among teachers on the management of indiscipline for effective teaching delivery in public secondary schools in Katsina State;
5. there is management of indiscipline among students for better academic performance in public secondary schools in Katsina State; and
6. there are cordial relationships between the schools and local community on the management of indiscipline in public secondary schools in Katsina State.

1.7 Significance of the Study

Indeed, a thorough examination of the aims of this study, perceptions of stakeholders on management of indiscipline in secondary schools would be useful to parents and the society, school administrators, teachers, government and policy makers in their efforts to put to an end to the problems of indiscipline in our secondary schools.

Specifically, the outcome will assist parents and society in monitoring the activities of their children through the result of the study

School heads could discover what negative roles they play which lead to indiscipline in schools with the view of adjusting their administrative loopholes and forge ahead for a well disciplined school system.

Teachers are expected to know from the study how students' indiscipline is being carried out around them and employ means of eradicating the bond trend.

The study will affords the management of secondary schools the ability to assess the negative impacts of different forms of indiscipline as it affects the academic performance of the students.

The outcome will also assist Government and policy makers in formulating policies that will ensure a disciplined and patriotic behaviour of the students.

The overall aim of this study was the complete wiping out of indiscipline among students so that teaching and learning atmosphere were conducive and danger free. In such an environment there are better enhancement of knowledge. It is therefore expected that the conclusion and suggestions made in this study will foster better performance of the students through peaceful coexistence of students, teachers and school management. Moreover, it was also expected that this work will serve as a reference text for other scholars interested in the subject of this research.

1.8 Scope of the Study

This study focused on perceptions of stakeholders on the management of indiscipline in public secondary schools in Katsina State, Nigeria. Furthermore, the study is limited to some selected public secondary schools in Funtua and Faskari Education Zones in Katsina State, Nigeria. However, it is hoped that the result of this work will be useful to most secondary schools within the State and others State in Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter has conceptual and theoretical framework. It also reviewed literature related to the study. Specifically, this chapter deals with the followings:

- Conceptual Framework;
- Meaning of Indiscipline;
- Concept of Management;
- Concept of Secondary School;
- Theoretical Framework;
- Management of Indiscipline between the Parents and Teachers in Public Secondary Schools;
- Management of Indiscipline between the Principals and Teachers in Public Secondary Schools;
- Management of Indiscipline between the Teachers and Students in Public Secondary Schools;
- Management of Indiscipline among Teachers in Public Secondary Schools;
- Management of Indiscipline among Students in Public Secondary Schools;
- Management of Indiscipline between Schools and Local Community in Public Secondary Schools;
- Empirical Studies; and
- Summary.

2.2 Conceptual Framework

This research is expatiated under the following conceptual framework that includes: Meaning of Indiscipline, Management and Concept of Secondary School.

2.2.1 Meaning of Indiscipline

Indiscipline is the breaking of rules and regulations of institutions. Individuals, willingly or unwillingly violating laid down rules of an institution, which hampers the smooth running of the institution, are not disciplined. Indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term indiscipline connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. Indiscipline breeds corruption and other related social vices. For organizational objectives to be achieved, discipline is so much needed. Members of such established organization or group must have a common purpose; it is this purpose that binds them together to work as a group, towards the achievement of the objectives.

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

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

Indiscipline according to Timothy (2008) is the direct opposite of discipline i.e. lack of discipline. He further quoted Dittimiya (1995) who defined it as any act that does not conform to the societal value and norms. He went further to cite Otu in Journal of Studies in Social Sciences (1995) who also define indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation.

It can be summarized that indiscipline is any form of misbehaviours which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, quarrelsome, use of abusive or foul languages, rudeness, gangsters’ or cultism, e.t.c. The forms of indiscipline in schools are inexhaustible.

Timothy (2008) further stated that indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching-learning process and essential to the smooth running of the school to achieve the educational objective with ease.

In addition, indiscipline is also defined according to Akindiyi (1996:5) adapted from Nwakoby (2001: 12) as "an act of misconduct which not only physical act but could also be a thing of the mind". The above definition presupposes that indiscipline is an act of wrong doing and which must not necessarily be seen from a student's action but the mood of such student could be interpreted as an act of indiscipline or misconduct. Achebe (2010: 27) on his part defined indiscipline as "a disregard to lay down standards of behaviours, rules and regulations of a social system". From this assertion therefore, it could be said that indiscipline is negligence of norms and cultures of a social system.

Furthermore, indiscipline as a concept could also be seen as lack of self-control and utter disregard for constituted authority. An indiscipline person therefore is one who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society Nwakoby (2001). In the context of a school system, a student is said to be discipline if his behaviours, actions and inactions conforms to the predetermined rules and regulations of the school concerned (Journal of Studies in Social Sciences).But, when this is not the case, such a child or student is said to be undisciplined Igwe (1990). School indiscipline is further defined by Igwe (1990: 16) as "any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptance code of behaviour, action, norms and the ethics of the society at large". Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour can be regarded as indiscipline act.

abdulmalik (2009) defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-

control, restraint, respect for oneself and others. She therefore maintained that "a behaviour that contradicts the above mentioned becomes indiscipline".

Yaroson (2004) when citing The Chambers Twentieth Century Dictionary maintained that Indiscipline is a derivative of the word "discipline" and which is a mode of life in accordance with rules. She further quoted the Oxford Advanced Learners' Dictionary where indiscipline was define as lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live in accordance with rules. Tuluhi (2014) asserted that indiscipline was the breaking of rules and regulations of institutions. The individuals who willingly or unwillingly violate laid down rules of an educational institution which hampers the smooth running of the institution are said to be exhibiting indiscipline acts.

To this end, indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system Adesuwa (2000) submitted in Journal of Studies in Social Sciences (2009: 263). To cap it all, indiscipline can be defined as any act, habit or behaviour exhibited by the learners or students within the school premises and outside the school, which attract condemnation (instead of praise) by the public and/or the school staff.

2.2.2. Forms of Indiscipline

According to Abdulmalik (2009), identifies various forms of indiscipline among secondary school students such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other anti-social vices. According to Zubaida (2009) and Eyinade (1999), a number of these acts of indiscipline were directed

against constituted authorities and established rules. An example of this is refusal to wear the right school uniform and going out of bounds without permission. The respect which teachers command among students had been seriously worn-off, and some teachers have not done much to help the situation by their actions. This problem has turned to a national issue.

2.2.3. Causes of Indiscipline Acts in Schools

Indiscipline acts in schools is not an obscure problem or phenomenon that its causes cannot be ascertained. In fact, scholars have carried out extensive studies on it and have been able to identify several factors that have led to its occurrence in our institutions of learning be it locally, nationally and internationally. For instance, Ozigi and Canham (1999) presented seven likely causes of the phenomenon in school and which include;

(a) The idea of democracy with its emphasis on the rights and freedom of the individual.

(b) The "generation gap" in ideas, beliefs and values about the nature of man, life and society.

(c) The high level of sophistication of young men and women compared with that of the old generation.

(d) The influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about student's power against authority.

(e) The failure of adults, both in society and at the school to set standard of good behaviours for young men and women to follow.

(f) The failure of many homes to provide basic and essential moral training in the upbringing of the children, the failure of parents to set good examples and

(g) The failure in communication between young men and women insisting on their rights and the authorities that tend to settle the issues involved simply from the "official' point of view.

2.2.4 Meaning of Management

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

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

Gareth and Jennifer (2013), the term "management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently. While Smith and Lastett (2000), define management as the skill that is applied

by an individual in an organization or in the presentation of lesson, in such a way that all the learners are actively involved in learning.

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

(1) Human resources management

(2) Operations management or production management

(3) Strategic management

(4) Marketing management

(5) Financial management and

(6) Information technology management that manages information systems (Cotton, 2001).

2.2.5: Functions of Management

Management functions and processes connotes series of mutually inter- related tasks that an organization undertakes to achieve organizational goals. The inter – related processes of management include the following activities: planning, organizing, influencing, and controlling.

i. **Planning:** Planning is forecasting into the future and preparing the organization for the unseeing days ahead. It specifies what to accomplish in the future. Researchers have defined planning in different ways. For instance, Olagboye (2004) defined planning as determining what is to be done, the means and how a task is to be done. In the context of the school, the manager (principal) surveys the prevailing situations in the school as an organization, set goals based on the conductions and work out the means of realizing the goals. Ekpo (2006) added by stating that planning is a special form of decision, which is a futuristic decision making like making tomorrow's decision today. Similarly, Ovwigho (1991) conceptualizes planning as the projection of the activities to be performed in an organization in order to achieve a set of goals. He further defines planning as a process that involves the selection of facts and assumptions that are related to the future with the aim of visualizing and formulating the desired outcome to be attained that involves the process of preparing a set of decision for action in the future for the purpose of attaining the goals of an organization by preferable means. In the school setting, planning according to Ovwigho (1991) is a process of identifying educational needs, the direction which education should take and how to implement the decisions taken. Therefore the principal as the manager and

supervisor needs to use good leadership styles that will make him to attain the school's objectives. This is necessary because once a choice or decision about the future has been made; they automatically translate and become a plan whether good or bad. In addition, planning is an important technique for achieving coordinated effort of the principal. Planning also defines expected performance standards because without planning, performance standards and appraisals are likely to be non-rational and objectives in the school. Planning makes the principal productive and also enable him develop high mental ability to think futuristically. The principal's sound planning helps to reduce waste as school resources are used according to the plan. Conclusively, an effective plan of action by the principal as a manager allows room for change. As principals plan for the future, they should take note of changes that may occur in the schools so that they prepare better for the possible changes since lack of preparedness by principals cause set-backs and failure in schools.

ii. **Organizing:** Organizing is the process of arranging people; material resources and machines that an organization has in the best, possible way that will enable the organization achieve its goals and objectives (Olaboye, 2004 and Ekpo, 2006). This is relevant to the school setting as it involves the selection of the right and quality teachers and students, learning and teaching materials as well as the delegation of the right people to be responsible for the operation in the organization. In line with this, if a manager or principal has identified what needs to be done and set out the objectives, he also must work out the resources and types of work activities that will be required to achieve the set goals and objectives and

the people to handle the activities. This makes his subordinates to try to put in their best for the attainment of the goals (Olagboye, 2004). It therefore connotes that the manager needs to be trained in management.

iii. **Influencing:** The words influencing, leading, actuating and directing in management may refer to the same thing, however, influencing is more embracing. According to Olagboye (2004) influencing is the bringing about change in the behavior of a person and group of persons through motivation, good leadership and effective communication. Motivation is the factor that causes, directs and sustains peoples' behaviours. Therefore, the principal can motivate his teachers to put in their best efforts toward achieving school's goals and objectives by creating and fostering the necessary enabling environment and leading in getting others to do what the manager wants through good leadership.

iv. **Controlling:** Controlling is an important function of management, which includes all the activities the manager, undertakes attempting to assure that actual result conforms to planned organizational objectives (Ekpo, 2006). This is to say that control is done to see that everything proposed to be done is carried out according to plan. Dare (2009) stated that control is the managerial skills that help to ensure effective acquisition of the organization's resources and achievement of its objectives. Olagboye (2004) opined that controlling is setting standards of performance in organizations, measuring and comparing actual performance with the set standards, and taking necessary action to correct performance that does not meet the established standards. From these postulations, it is clear that control procedures, like any other management functions can contribute to productivity

making the organization more effective and efficient. In the secondary schools, principals as administrators should bear in mind that they are not only to control human beings and resources, but must also establish and maintain educational standards in the schools; experience of principals in the school system, can hardly be over emphasized. Education, which is the key to the growth and development of the society, cannot be achieved without seasoned managers to pilot the activities and goals attainment efforts. Therefore, effective management is required to guide the operations of secondary schools for goals attainment. Conclusively, managing is an important activity in the school system for goal attainment. The school principal as the manager is responsible to ensure that his teachers and other staff put in their best in order to achieve the goals and objectives of the school.

v. **Decision Making:** Decision-making is the process of generating and evaluating alternative ideas or solutions to problems and making choices among them Olagboye (2004). He further added that it is the process by which a particular course of action, out of many is chosen as the best way to deal with a specific problem. The manager of a school is expected to make decisions affecting the whole school to solve problems arising out of particular work of the school. Wikipedia (2011) defines decision making as the mental processes resulting in the selection of a course of action among several alternative scenarios. Human participation in decision-making is vital when we looked at it from the psychological, cognitive and normative point of view. Psychological decision making examine individual decisions from the context of a set of needs, preferences an individual has, and values the individual seeks. Cognitive decision

making is a continuous process integrated in interactions with the environment. Normative decision making is concerned with the logic of decision making rationally, including the invariant choice it leads to Wikipedia (2011). This is where evaluation coined in. For a manager of an organization to make a good decision, evaluation of every activities carried out in the organization must be done. This is to ascertain their workability and functionality.

2.2.6 Concept of Secondary School

Secondary schools are mostly state or federal government owned, although in 2001 the federal government began encouraging the return of former church mission schools. The federal government promised to continue paying teachers' salaries. Generally, the federal government funds and manages the federal government colleges (secondary schools) in each state. In addition, each state owns and operates secondary schools.

Students attend junior secondary school for grades seven through nine. At this point, the majority of students are at least 15-years-old and are no longer required to attend school. In the ninth grade, students take the Junior Secondary Certificate Examination (JSCE) to qualify for the limited number of openings in senior secondary schools. Those who do well in the exam may continue at the same institution or transfer to a different school if they qualify.

The language of instruction for all secondary school grades is English, except for special courses that require another language. Students study 9 to 12 subjects, including a core group that consists of mathematics, English language, a major Nigeria language (Hausa, Igbo, or Yoruba), social studies, creative arts, integrated science, practical agriculture, religious studies (Christianity or Islam), and physical education. Depending on

the school, students may select electives from courses such as introduction to technology, home economics, business studies, local crafts, and foreign languages (often Arabic or French).

Many of the subjects taken at the JSS level are offered in SSS, but in more depth. Students are streamed through testing and counselling into one of three areas of concentration: academic (science or humanities), technical/commercial, or teacher education. The core of required courses for all students includes English language, a Nigerian language, mathematics, science (physics, chemistry, and biology), humanities (literature, history, or geography), and either an agricultural science or a vocational subject. Students also select three more subjects from a wide range of electives depending on each school's resources. The more common electives are Christian or Islamic religion; business subjects such as economics, commerce, and accounting; foreign languages; computer science; fine arts; physical education; food and nutrition; home management; clothing and textile; applied electricity; auto mechanics; technical drawing; woodwork; and metalwork.

To receive their Secondary School Certificate (SSCE or West African Senior Secondary School Certificate), students are evaluated by a formula that combines continuous assessment in their courses, which counts 30 percent, and by their scores on the SSCE, which counts 70 percent. Those students who want to apply for higher education but who do not score high enough on the SSCE may take the General Certificate Examination (GCE) in the following year to attempt to qualify for openings.

The SSCE is prepared and administered by the West African Examination Council (WAEC), an organization that has operated school examinations in several West African

countries since 1954. In 1989, the SSCE replaced the West African General Certificate of Education O and A levels.

Although, technical and vocational education is offered at several kinds of institutions, including some secondary schools, most technical and vocational students attend specialized secondary schools or colleges. The programs can be short, such as welding programs that take only a few months, to longer programs, such as auto mechanics that lasts three years. Usually, students finishing vocational courses are offered apprenticeships for training in specific crafts. Apprenticeship programs vary from six months to three years of work under close supervision. Some technical schools offer the entire six years of secondary education and prepare students to take the SSCE. Most students however, take national exams in their specialities, such as the Federal Craft Certification Examination (FCCE) and the National Business and Technical Board Examination (NABTEB).

Another group of students who finished primary school go into teacher training colleges that cover the entire six years of secondary school. Successful students receive the Nigerian Certificate in Education (NCE), qualifying them to teach in grades one through nine years in technical colleges.

In an effort to promote Nigerian patriotism and discourage ethnic rivalry, the federal government established 63 Unity Secondary Schools around the country. These special schools use a quota system to admit students from all the states in the nation. The purpose is to bring together young boys and girls from many different ethnic groups to study and live together in harmony, so that in the future they might serve as good role models for others in the nation.

Secondary school teachers have repeatedly ranked school discipline as one of the most serious hurdle in effective teaching-learning process in the classroom. It has also been reported that the students in public schools feel insecure due to lack of effective disciplinary measures and probable for aggression and unpleasant situation. Teachers are often not well prepared to manage classrooms indiscipline. School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development Ghazi, Shahzada, Tariq and Khanm (2013). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society.

Consequently, in the field of child development, discipline refers to methods of modelling character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure Reyes (2011). School discipline refers to regulation of children and the maintenance of order "rules" in schools. These rules may, for example, define the expected standards of clothing, time-keeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means the management of disciplinary setback in conformity with the school rules and regulations.

School indiscipline has been, over time, an issue of concern for educators and we can even state that it has become a huge concern among educators, policy-makers and the public

opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-student relationship and vandalism, as well. Indiscipline is a multifaceted phenomenon, regarding its displays and causes, as well as its “meanings” and “functions” in the social, psychosocial and pedagogical fields. Concerning the displays, we believe that major situations are framed in what Irwin (2012) points out as the “first level of indiscipline”: those incidents of “disruptive” nature whose “disturbance” affects the “good classroom functioning”. The incidents that might be framed in the second and third levels, are “conflicts among peers” and “conflicts within teacher-student relationship”, which might be taken on proportions of violence and even delinquency, the latter presents a minor frequency than the former.

Balley (2000) looks at indiscipline as any of a multiplicity of categories of behaviours whether overt or hidden, that interferes with or disrupts the learning process, causes harm/hurt to others, prevents learning, or is an unacceptable social behaviour. Acts of defiance towards authority are also acts of indiscipline. In her own opinion on the subject of indiscipline, Amado (2010) defines indiscipline as a mode of life in accordance with rules; subjection to control. It is lack of control in the behaviour of a group of people. In other words, it is the inability of a group of people or person to live in accordance with rules. Indiscipline is a mode of life not in conformity with rules and non-subjection to control Yaroso (2011). By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. In other words, indiscipline can be referred to as deviation from prescribed norms whether such norms are mere folkways, school's rules and regulatory matters of etiquette or serious crimes.

2.3 Theoretical Framework

There are a number of Theories on Management of indiscipline of the learners which can be of prime importance to School managers in management of Students indiscipline in secondary Schools. Among them, are Aristotle's Virtue Theory which is conservative and also known as Character Theory and Kohlberg's Theory of moral development which is liberal. According to Aristotle's Virtue Theory developed in Aristotle's Nicomachean Ethics Muchiri (2013), the central question for moral living is not what sort of action to do, but what sort of person to be (the agent) Tiel (2012).

On the other hand, Virtue ethics is primarily an "ethic of being", just as educational ideas are themselves also "ways of being", that is, they point to the dispositions that are desirable in the learner Njoroge et al, (2000). The ethical premise of Aristotle's Virtue theory is that, "The good life is the virtuous life" Zalta (2003). It holds that the rightness or wrongness of an action is to be determined by appealing to what a virtuous person would do, where "virtuous" is understood to refer to the possession of admirable character traits Shrike (2012). This approach to character formation is directly related with students' moral character development, and is therefore crucial in examining the interpersonal relationship on the management of student's indiscipline in secondary schools in Funtua and Faskari Education Zones. Marin (2004).

This points to a discipline of personal choice, conceptualized in this study as "moral character". Lawrence Kohlberg's Theory of Moral Development theorizes that human organism's progress from one stage of moral development to the next in an invariant sequence. He presents six stages of moral orientation, each two of which form one level Kohlberg (2011: 86-9). The first Level is the Pre-conventional, characterized by an

"obedience and punishment" moral orientation (Stage One) and a "morality of self-interest" (Stage Two). Next is the Conventional Level, marked by a morality of "interpersonal accord and conformity" (Stage Three), and one of "authority and social- order" (Stage Four).

The Post-Conventional is the last level, consisting of a moral orientation of "social contract" (Stage Five), and one of "universal ethic principles" (Stage Six). Kohlberg assumes that most adolescents, and therefore most of our secondary school students belong either to the pre-conventional or the conventional level. As Lewis (2009) asserts, these levels together with their respective stages can be very instrumental in examining the methodologies employed in developing students' morals in private Secondary Schools. For example, Kohlberg opposes the teaching of fixed rules and doctrines, but rather only "stimulating of the individual child's own moral judgment and capacities, thus allowing him to use his own moral judgement to control his behaviour". This suggests an approach of engaging students in discussions of pertinent moral issues Griffin (2006), with the expectation that those who hear their peers discuss the issue from a higher level will orient themselves to that position Huitt (2004). Also as students grow, Kohlberg expects a decrease in outer controls and an increase in their own responsibility as autonomous persons, since fewer children feel pressurized simply to conform to authority, the freer they settle their own differences and formulate personal moral valuations.

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

• A learner consistently comes to class late and disrupts the flow of the class;

• He/she talks while the teacher is addressing the class;

• He/she writes graffiti on school property;

• Another one continuously calls out in class;

• One is not listening and asks questions that have already been answered;

• Another one defies the teacher and refuses to follow instructions; and

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

Pretorius, as cited by Louw in Mtsweni (2008:39), links the authoritarian style of leadership to autocratic communication, the excessive control of learners, and domination, as well as to unpedagogic and compulsive exercising of power that undermine the learners' feelings of freedom and security. McKay and Romm in Mtsweni (2008:39) agree when they indicated that an authoritarian style of leadership causes learners to resort to violence, because they are frustrated by not having a say in what concerns their well-fare and well-being at school.

2.4 Management of Indiscipline between Parents and Teachers in Public Secondary Schools

Since learning cannot succeed in an unstable social environment, discipline behaviour is an essential variable in enhancing school outcomes Nasibi (2003). Teacher's management of indiscipline of students safeguards the security of teachers, school property and promotes amicable learner-teacher interaction with a likely positive effect on the quality of learning. However, in spite of the vital role discipline plays in influencing education outcomes,

irresponsible behaviour among learners in secondary schools is a common occurrence Cotton, 2001: Nasibi (2003).

Documented causes of student indiscipline broadly include unfavourable students' personal characteristics, socio-economic background and the school environment Nasibi (2003). Various studies, especially Griffin, (1996); Kariuki, (1998); James and Connolly, (2000); Mungai, (2001); Kilpatrick, et al (2002) and Copland (2003) have been done on the role of school teachers in the management of students' indiscipline. Generally, these studies established that student discipline is likely to be high in schools in which the teacher is inspirational, integrative, and collaborative, involves the principal and the community in managing school affairs and delegates responsibilities to other members of the classes. Such studies have led to the conclusion that managing students' behaviour requires a concerted effort of the parents, teachers and school principals as the key players Huczynski & Buchanaan (2001).

The principal sets the environment for the parents and teachers to play their respective roles effectively (Chapman, 2003) and channel their efforts towards achieving school goals (Griffin, 2006). The quality of student discipline is an important factor in determining the intellectual outcome of students and schools (Koehler, 2012). This is because, discipline provides a sense of direction among learners and hence commitment to school values. Moreover, a disciplined student body has a likelihood of increasing teachers' job satisfaction, which is a critical correlate of commitment to institutional goals (Imber & Neidt, 1990).

Students' indiscipline in secondary schools has been a subject of debate in many forums. This is because instances of students' indiscipline lead to The Relationship between Principals' and teachers' Managerial Approaches and Student Discipline; various negative consequences, such as destruction of school property, assault, indecent behaviour such as rape and in extreme cases death of students Republic of Kenya, 1991; Republic of Kenya, (2001). Such incidents tend to impact negatively on the gains made so far at this level of education. For example, death of students in the wake of school violence is a loss of valuable investment in human capital. On the other hand, destruction of physical infrastructure such as laboratories, dormitories and classrooms leads to loss of teaching time before new ones are built to replace the destroyed ones. Besides, putting up new infrastructure overburdens parents financially thereby possibly forcing those in the low-income bracket to withdraw their children from school. This has a high likelihood of increasing wastage at this level of education. Although available data show that cases of student indiscipline have plummeted since 1999, there are significant incidences associated with specific regions that need examination. . For instance, between 2000 and 2001, only 8% of secondary schools in the country experienced violent behaviour (Republic of Kenya, 2001; Nasibi, 2003). Documented factors related to student indiscipline in Funtua and Faskari education zones of Katsina State, Nigeria include drug abuse, poor parenting, peer pressure, negative influence from the mass media and politics. Some of these behaviours are caused by in-school factors, while others are attributed to factors outside the school.

One of the most significant in-school factors that influence student indiscipline is the schools social environment Hallinger, 2014 & Karinki (2012) or organizational climate. This refers to the way members of the school community; especially the teachers, students,

and parents relate and interact with each other. If the social environment is favourable, the members are likely to increase their level of interaction, consequently enhance the school's scholastic and behavioural outcomes. The reverse is applicable. This is particularly so when the school is viewed as a social organization whose principal participants are teachers, students and parents. Therefore, the nature of the interaction between the three units would determine the development of students' behaviour and the subsequent intellectual outcomes.

However, the interaction between the three units is determined by the overall school principal, as the officer that is responsible for formulating and implementing policies for the day-to-day running of the school (Huczynski & Buchanan, 2001: Chapman, 2003). This implies that the extent to which members direct their efforts towards organizational goals depend on the kind of environment created by the principal. The thrust of this observation is that in a coordinated system members tend to produce more than they could through their own individual efforts. This underscores the need for school heads to create democratic managerial environments so as to enhance teachers and parents' capacity to play their role expectation of shaping the behaviour of learners in the desired direction. Many factors may determine the extent to which the principal will involve teachers and parents in the school in managing student indiscipline. Some of these factors may be the principal's attitude, gender, qualifications, and leadership experience (Green, 1999; Adelusi, 2013; Koehler, 1992).

The management of students indiscipline in schools is a corporate responsibility between the principal, the teachers and parents. However, as the chief executive of the school, the principal is expected to incorporate the teachers and parents in the process of school management, and particularly in managing the discipline aspects of students. It is therefore expected that principals who involve teachers and parents in discipline

management are likely to benefit higher students discipline levels compared to those who do not.

2.5 Management of Indiscipline between the Principal and Teachers in Public Secondary Schools

Majority, especially female teachers who are wives of politicians and highly placed individuals in the society intimidate school principals with their husbands' positions. Some have personal relationships with principals. Such teachers are not regular in school and in lessons. They use school periods for their personal businesses and political affairs at the detriment of the students. Most of them do not take active part in extra-curricular activities of the school and are not instructionally effective and efficient. Poor Management of indiscipline cases in school by principals and Ministry of Education Officials; failure to apply rules and regulations effectively can equally lead to conflicts among hardworking teachers (Adeboboye, 2011).

The formative years are crucial period in human development. Teachers with poor home background cannot be corrected during professional training period because of the type of curriculum content, type of residential accommodation and the short period of practice before graduation. Bad habits cannot be deleted from young teachers in Nigeria during training as a result of the level of corruption, entry qualification, as well as ways of appointment of teachers, since 1979.

The principal's effective leadership is considered to be an important element in school functioning. It is the key to success in creating a vibrant and an innovative environment, and in achieving teaching and learning excellence (Hallinger and Heck 1998, Evans and Johnson, 1990). The principal as the head is accountable for the success or failure of the

school. For the school to achieve its goals teachers must be disciplined and committed to their duties to avoid unnecessary conflicts between principals and teachers. At all times, the principal should provide disciplinary control over the behaviour of teachers for higher level of performance. In Katsina State, of recent, school system has came under scrutiny by managers of education due to inability of school principals to effectively manage indiscipline among teachers. In some schools, one notices that school principals are not forthcoming in management of teachers' conflicts'.

Indiscipline behaviour that can easily lead to conflict among teachers manifest in truancy, lateness, absenteeism, non attendance of lessons, selling of goods during school hours and so on. The exhibition of these negative attitudes by teachers defeats the goals of education and inhibits the quality of secondary education (Ekpoh, 2007). The Katsina State government has taken series of proactive actions to contain all forms of conflicts in the school system. In 2009, school monitoring team was inaugurated by the commissioner for education to move round schools to oversee the activities of students, teachers and principals.

The paramount concern of every school principal is to ensure that teachers are disciplined for the achievement of schools goals through effective conflict management. This requires the knowledge and application of good strategies. Offiong (2002) pointed out that ensuring effective discipline in schools depends on the ability of the school principals to intelligently utilize the various approaches of staff discipline in order to ensure compliance and good behaviour. The ability to use a particular conflict strategy at the appropriate time and condition is fundamental to effective management of school conflict (Ikoya,

2009).Educational institutions are unevenly located in either urban or rural areas. Either of these is said to have its strengths and weaknesses.

2.6 Management of Indiscipline between the Teachers and Students in Public Secondary Schools

This type of indiscipline is obtained in secondary schools in rural area. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student forms destructive habit, he is also likely to consistently be absent or revolt against authority without knowing the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absence on the part of students as resulting from dissatisfaction and frustration from school work (Fabuyi, 2005).

By relationship, we meant interaction between individuals which can be expressed as friendship, affection, frequency of meeting, co-operation and open communication Clement (2004). As observed by Zaechuiz (2002) relationship can also be seen in activities like self disclosure that can generate trust and love among people. In other words, relationships between people Davidson (2002) Brookver and Venn, 2004; Tejuoso, 2004; and Aminu (2006) usually follows a progression from non-intimate communication to deep unreserved self-disclosure. Schools must provide a climate in which respect and trust are possible (Asunmo, 1999).

Confidence in oneself and others can hardly be nurtured when the child lives under a continual barrage of negative admonition. Consequently, Emunemu (2000), Glueck (2002), William, (2005) suggested that students must be taught to be sensitive to one another's

needs and to appreciate without stinging the generally wide differences in social background and life experiences among themselves. In the same vein, Akinpelu (2003), Hoyle (2003), Ibrahim (2006) opined that the voice of the student in school affairs is an established fact. All level of the educational system, the learner must be brought in to participate in limited ways in the affairs of the school. Group decision, according to Beardwell and Holden (2000) are often more trustworthy than individual decisions because the basis of judgment is broad ended.

Furthermore, as we share in making choices, we learn to accept responsibility in carrying out decision or in changing them if they prove wrong. However, the type of relationship that should exist between teachers and students should be warm and friendly so as to bring about effective transfer of learning among them and consequently students improved academic performance Rumnarayan and Rao (2004). Similarly, considering the nature of students' academic task performance and the psychological nature of human system, Farounbi (2002); Carroll (2005) and Ilesanmi (2005) the student needs to nurture and sustain good rapports with their teachers for effective functioning and high productivity in the academics.

Fatona (2001) opined that people's relationships with others are affected by the self-concept they hold. As a result, if a learner established a good relationship with his instructor, Mebude (2003) holds that such a relationship may aid his self-perception. In other words, the nature of open and friendly communication existing between students and their teachers are reflections of the sort of self-concept they hold. Commenting on the personality of the learner, Akinsanya (2014) stated that the late maturing boy is not likely to do well in school. This is because his feeling of inadequacy may lead to low self-concept which may adversely

affect his academic performances. As posited by Kilaso (2006), attitude of student towards a particular subject is said to have effect on his relationship with his teachers and which consequently may affect his performance in the subjects. Within the school, Adeniji, 2002; Opeifa, 2004; and Ukwuju (2006), unhealthy interpersonal relationship between teacher and teacher, teacher and student, student to teachers and principals usually affects the progress of the student and the tone of the school generally.

Solaja (2004) supported teachers having qualities which will make them acceptable to the students. He enumerates these qualities as including: wholesome personality characteristics; leadership qualities and democratic attitude; expressive qualities of kindness, patience, good humour, consideration and sympathy; a sense of justice and fairness in dealing with children, sensitivity to the needs of children and their reactions in different situation, professional insight into the growth pattern of children showing understanding and respect, the ability to establish good social relationship with children.

Durojaye (2000) observed that classroom relationship is to a large extent determined by the kind of relationship operating between the teacher and the students in the classroom. The kind of relationship in the classroom is, therefore, in turn determined by the kind of teacher in the classroom. A teacher who is autocratic, Bamard, 1999; Yabe, 2002; Oguntade (2005) creates a stormy and passive emotional climate within and outside the classroom; and those who choose to be laissez-faire are doing nothing more than paying lip-services to the principle of teaching. Sarumi (1990), in a study established a significant difference between married and single teacher-student relationship while a non-significant difference was established between rural and urban schools teacher-student relationship.

However, in a research conducted to ascertain the impact of teacher-students' relations on academic performance, Ogunniyi (2006) found a significant difference between male and female teacher-student relations. A significant difference also existed between young and old teacher-student relations. Ryan and Deci (2000)'s study indicated a significant relationship between male and female social interaction with students while Watkins (2001) research findings also portrayed the fact that certain personality characteristics engender differences in male and female teachers in their relationship with students. Alluding to Watkins study again, a significant difference was also obtained as regards private and public secondary school teacher-student relationships.

2.7 Management of Indiscipline among Teachers in Public Secondary Schools

Management of indiscipline among teachers is a common administrative problem in schools in Nigeria. It is caused by poor conditions of service, poor professional training and government policy as well as society's negative influence on teachers. These destructive acts among teachers increase similar behaviour in learners resulting into a perceived fall in academic quality in schools. There is an urgent need to eliminate teachers indiscipline in order to reduce students indiscipline for the enhancement of instructional and production quality for fast national development in Nigeria.

Indiscipline among teachers' is their acts of behaviour that affects effective teaching, learning and administration of the school. Common indiscipline behaviour by teachers include: absenteeism from school and lesson, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal fund collection from parents and students, unapproved study leave with pay, drinking, drug taking and

sexual immorality by the fellow teachers. These are serious threat to all level of our educational system, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the nation. Okeke (2004:10) "the teacher belongs to a special class (sub-group) saddled with the responsibility of moulding the child into a functional adult that will contribute to national development with the following qualities; knowledge of the subject matter being taught far ahead of that of the pupils, professional skills or know-how to awaken a child's interest in what is being taught and to enkindle in his pupils the love for learning and a good moral character (Anyamebo, 2005:41-42).

Teachers are said to favour certain students over others at school and especially in their classes. Despite this popularity, there are very few studies on this topic. It is obvious that in most Nigerian secondary schools, the staff are found to believe that those, whose parents are friends or relatives with the principal, occupied powerful positions or are economically privileged, and those who hold similar political views to the teacher or are physically attractive were favoured by the school head.

The ethical principles of the teaching profession including professionalism, responsible service, fairness, equality, loyalty, maintaining a healthy and safe environment, honesty and integrity, trust, objectivity, professional loyalty and continuous development, respect, effective use of resources, respect for human freedom, and compassion Aydin, 2003; Keith-Spiegel, Witting, Perkins, Balogh & Whitley (1993). Additionally, by signing the United Nations Convention against Discrimination in Education, many countries, including Nigerian, have adopted the principle of no-discrimination in education for all citizens regardless of race, colour, gender, language, religion, political or other affiliations, national

or ethnic background, economic power or birth rights. Despite these ethical principles and the existence of the Convention, allegations of discrimination or favouritism sometimes surface in education (Milliyet, 7 October 2006).

Teacher's discipline among themselves both within and outside the classroom affect their attitudes towards and motivation for that class McGarity & Butts (2014). However, teachers are sometimes affected by students success or failure. More precisely, teachers may criticize less successful students more harshly and have less contact with them, thus breaking their morale to learning. On the other hand, they may perceive other students as more successful and thus develop a more positive attitude towards them, which ultimately supports them in gaining more success (Palumbo, 2013).

2.8 Management of Indiscipline among Students in Public Secondary Schools

The relationship among students on the management of indiscipline has the potential to influence classroom performance and learning outcomes in positive and negatively ways. Within the classroom, students tend to interact with each other more than with their teachers. These interactions are typically under constant teacher supervision, they can complement teacher behaviour in ways that directly support the instructional process. Students provide each other with valuable resources necessary to accomplish academic task. Students frequently clarify and interpret their teachers concerning what they should be doing and how to do it, provide mutual assistance in the form of volunteering substantive information and answering questions as such share various school materials such as books, pencils, pens and papers (Ugwu, 2013).

Classmates also provide each other with information by modelling both academic achievements. Peers provide each other with normative standards for performance by comparing works and grades. In recent years, there have been some controversies on the precise role of interpersonal relationship behaviours in promoting students academic achievement. In this regard, Wentzel (1991) opined that the capacity of the student to adhere to his/her role requirements for learning behaviour such as high time- in- task and paying attention as may be appropriate during the learning process, which are demonstrably positive predictors of learning could provide the avenue for making appropriate learning.

According to Thomas (1998) posited that such and other behaviours serve to accelerate the learning process and consequently enhance the degree of recorded learning. In the same vein, socially irresponsible behaviours such as classroom disruptive activities like noise making, bullying and fighting serve only to reduce time-on-task and to vitiate appropriate engagement in learning activities. The effect of this is a decline in gains and diminished academic achievement. There is the perception that students' adherence to classroom rules offers a fertile ground that enables them focus their efforts on teaching -learning progress.

In other words, having positive behaviours and positive perception of social and civic obligations offers the student the motivational orientation that is necessary for success in school work. Also, Kodzi et al. (2011) posited that good interpersonal interactions with teachers and parents have positive effects on academic achievement; a situation where parents provided materials and financial support and are generally involved in school affairs those students had better grades than students whose parents were not involved. Lack of parental involvement in the classroom also had negative effects on students' grades. They concluded that the quality of social relationships is associated with academic outcomes.

Wetzel and Watkins (2012) revealed in their study that quality of students' peer relationships affect academic orientation and performance. In the same vein, Duflo (2009) examined the impact of peer academic performance on peers of first graders in a randomized evaluation of a tracking system and found that high achieving students maintained their higher performance while low achieving students indirectly benefited from tracking through their teachers teaching at a level more appropriate to them. The home is the first social group with which the child comes in contact. As the child spends more of his time at home than in school, it is considered that the home is either a motivating or an inhibiting factor to the child's learning at school. Responsible behaviour at school appears to be an important social competency that links the overall quality of family functioning to students academic achievement in Funtua and Faskari Education Zones of Katsina State, Nigeria.

For example, parental marital satisfaction and the use of child-centred practices are positively related to social responsibility in pre- adolescence as measured by consideration for others, suppression of aggression and impulse control (Feldman et al. 2010). Also, appropriate forms of parental control are related to parental hostility and maladaptive forms of parents-child interaction are also related negatively to classroom specific measures of social responsibility. The researcher therefore, opined that students' in Funtua and Faskari Education Zones of Katsina State will only be motivated for academic achievement with good and better home background predictors, essentially parental socio-economic status as well as healthy cordial relationships with their peers.

2.9 Management of Indiscipline between the School and Local Community in Secondary Schools

The disciplinary problem arises first in the home; the family is the primary or foundation unit of the socialization of the new member of the society. As the first social contact, it is the family that has the basic societal norms and values which are implanted in the child. In the Daily Times of July 14, 2008 it was stated that the home is the major cause of indiscipline in Nigerian schools. When parents have no patience or self control and are not disciplined, there is bound to be among the children those who will take after them, especially when the child has been deprived of parental care and supervision. In this same article it was asserted that an irresponsible father, who is always drunk and too occupied with nocturnal activities, would have little or no time to train his children; neither will the nagging, jealous, mother. In most cases what the child sees at home is carried out to school and the public.

If the home is intact (not broken), neat, stress free, with correct habits in words, action or behaviour of virtue and honesty, fair play and obedience are inculcated in the child at home, future indiscipline in school will be a matter of natural growth. But where home is broken or the parents have no time for the child, the teacher's task is made difficult to accomplish. Adesuwa (2000) observed, the problem of drug is due to western civilization and technology, he cited that the youth problems are more on the race for wealth and financial self sufficiency especially in the first education of the child parent far away from home which is the first educator of the child, parents leaving the discipline of the children in the hands of the teachers, not minding their personalities and background. The lack of interest shown by the parents on the Parents Teachers Association (PTA) meeting are clear evidences of carelessness towards their children's discipline.

Still on the family background, Ademola and Ehiametalor (2011) said that most Nigerians are fast losing control of their children because they are occupied with consideration of material wealth, they have failed to inculcate moral and religious ideas in their children; mothers are not satisfied, fathers keeping late nights and come back home drunk; children notice all these things and bound to imitate them. Ugiechukwu (2015) observed that parents have failed in their obligation towards their children by giving them too much freedom particularly during holiday period. This is contrary to the tradition of African society prior to western civilization, which suggests that parents should curtail their freedom by checking their activities.

Furthermore, Adelusi (2013) said that love and affection that should exist among couples are generally weakening, instead quarrelling, fighting and discord has been used to replace it and this makes children imitate the parents leading to the child indiscipline. Broken homes where couples are separated have adverse effects on children; these contribute to the act of indiscipline among school students.

2.10 Empirical Studies

Few research studies have been conducted on perceptions of stakeholders on the management of indiscipline in public secondary schools and such studies have been reviewed in the subsequent pages of this study.

Amuako (2012), conducted a research titled "Assessment of absenteeism and lateness among hospitality and tourism students in Sunyani polytechnics, Kenya. The ultimate aim of every educational institution is to improve the quality of teaching and learning in order to achieve its set objectives. The quality of teaching and the worth of every school is to a large

extent assessed on the basis of its academic achievement and how the students performed in the field level. However, it has been observed that, Hospitality and Tourism Department in Sunyani Polytechnic face the problems of absenteeism and lateness among students. Nowadays, attitudes of students are constantly changing towards attending lectures. The study was aimed at investigating the causes of the absenteeism and lateness among the students in Hospitality and Tourissm Department and to seek for solutions to minimize these problems. The study was based on descriptive survey design and primary data was mainly used to gather data from the students. The target population included all students at the department of Hospitality and Tourism of Sunyani Polytechnic with an average age of 18 years. The total sample used for the study was 350 involving lecturers and students. Questionnaire was used to gather data from the respondents. The instrument was validated by an expert in the Department. Pilot study was conducted from which 0.91 was realized that shows that the instrument was reliable. Data obtained from the study were analyzed by using One Way Analysis of Variance (ANOVA) and the results were presented in the form of tables.

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

Temitayo (2011) conducted a research titled “Management of Disciplinary Problems in Secondary Schools with Reference to Jalingo Metropolis” Nigeria. The purpose of the study aimed at investigating the types of disciplinary problems, their possible causes and means of

managing them. The designed used for the study was survey. The population of study was 10,206. One Thousand (1000) respondents were sampled in four (4) governments owned secondary schools in Jalingo metropolis. The instrument used for the study was structured questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). Four point likert rating scale was used to collect data. The instrument was validated by an expert in the department. Pilot study was conducted from which 0.79 was realized that shows that the instrument was reliable. Data obtained from the study were analyzed by using One way Analysis of Variance (ANOVA) and the results were presented in the form of tables.

From the findings, the results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study also revealed parental (home), political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problems.

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

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

ii. The causes of disciplinary problems will be addressed if teaching staff are actively involved in the teaching programmes of their school. This will lead to active participation of the students which subsequently confine their frivolities.

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

The past study is of relevance to the current study as it talks about management of discipline in secondary schools and technical competencies needed by the stakeholders of secondary schools. This quality competency will enable the stakeholders and school administrators to know the various disciplinary actions that should be taken in guiding and improving the students academic performance in Funtua and Faskari Education Zones of Katsina State, Nigeria as the case may be.

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

The study adopted a cross sectional survey design where both qualitative and quantitative approaches were used. The respondents totalled 200 and were selected using simple random and purposive sampling techniques. The specific respondents included head-teachers, Students, Parents, Class and Discipline Teachers. The instrument used was structured questionnaire which was validated by the researcher supervisors. Pilot study was conducted before the main study. The testing of pilot study was done through Crombach Alpha which .782 was realized. Data obtained from the study were analyzed by using Analysis of Variance (ANOVA) and the results were presented in the form of tables.

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

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

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

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

The population of the study comprises principals, teachers and PTA. The total sample used for the study is 380. The instrument used for the study is structured questionnaire in

line with the title of the research. The instrument was validated by the supervisors. Pilot study was conducted and the testing was done through Crombach Alpha Formula from which 0.80 was realized which shows that the instrument is reliable. Analysis of variance (ANOVA) was used to analyzed the data.

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

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

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

2.11 Summary

National Policy on Education (2004) described secondary education as the education children received after primary education and before the tertiary stage. The broad goals of secondary education include; preparing individuals for useful living within the society and higher education. To achieve the objectives, there is need for effective management of disciplinary problems among secondary school students. It was discovered that students'

misbehavior is a prevailing problem affecting schools not only in Funtua and Faskari Education Zones but also across many zones in Katsina State. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed.

The study of psychology reveals that a person possesses boundless urges and impulses, which are constantly seeking expression. These include need for security, sexual activities, exploration and success. "Management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently.

Other major concepts of the study review includes; management of indiscipline between the principals and teachers in secondary schools, management of indiscipline between the teachers and students in secondary schools, management of indiscipline between the teachers and students in secondary schools, management of indiscipline among teachers in secondary schools, management of indiscipline among students in secondary schools, management of indiscipline between the schools and local community in secondary schools. Finally, previous studies that relate to this study were also reviewed in the empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the research method that was used to assess the perceptions of stakeholders on the management of indiscipline in public secondary schools in Katsina State, Nigeria**.** This chapter discussed the following sub-headings:

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

3.2 Research Design

The study was carried out using the descriptive survey design. The choice of design was informed by the opinions of Agber (2003) and Yabo (2007) who stated that descriptive survey design is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. This research design is appropriate because the study is on a small group considered to be representation of the entire population. The approach used was what Nworgu (1991) described as a sample survey in which a sample data in survey

research are usually collected through questionnaire. To collect the data the researcher decided to use this method because only a part of the population was studied and findings from this can be generalized to the entire population.

3.3 Population of the Study

The population in this study comprised all the principals, vice principals, teachers and ministry of education (MOE) officials of public secondary schools in Funtua and Faskari Education Zones, Katsina State. There are 34 public secondary schools in Funtua Education zone, and 26 public secondary schools in Faskari Education Zone. Therefore, the population was made up of 60 principals, 120 vice principals, 630 teachers and 60 MOE Officials; making a total of 870. For easy illustration, the entire population of the respondents are showed in the preliminary pages.

3.4 Sample and Sampling Techniques

Since the population under study was relatively high, which include all public secondary schools in Funtua and Faskari Education Zones in Katsina State, the researcher used a portion of the population called sample, for investigation. Simple random sampling technique was adopted for the purpose of the study, but to ensure adequate representation of the respondents, the cluster sampling technique was used. A purposive method was also adopted to determine the sample size in the case of principals, vice principals, teachers, and ministry of education officials (MOE).In selecting the number of respondent sample size, the researcher used 30 percent of the population as recommended by Aderounmu (1985) that 30% percentage of a population of this magnitude could be used as the sample size. To this end, 19 principals, 37 vice principals, 19 MOE Officials and 190 teachers totalling 265 was used by the researcher as shown in table 3.1.

Table 3.1: Sample of the Study

S/N	Zones	Populations and Samples							
		Principals		**Vice Principal**		**Teachers**		**MOE**	
		Population	**Sample**	**population**	**Sample**	**population**	**Sample**	**Population**	**Sample**
1	Funtua	36	11	72	22	444	134	38	12
2	Faskari	24	8	48	15	186	56	22	7
Total		**60**	**19**	**120**	**37**	**630**	**190**	**60**	**19**

Source: Funtua and Faskari Education Zones (2016)

3.5 Instrumentation

The instrument used for this study was structured questionnaire. The five (5) Likert scale opinions was used which included Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The questionnaire is in sections; section A contains demographic data such as status, gender, qualification, years of service, nature of school and location while the other sections contain item instrument used in assessing the perception of stakeholders on the management of indiscipline in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria

3.5.1 Validity of Instrument

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

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was conducted in two different schools, G.G.D.S.S Funtua and G.D.J.S.S Damari; each in Funtua and Faskari Education Zones, the reasons for choosing this schools is the fact that the schools are out of the study area and was not in any way used for the main study.

The purpose of the pilot study is to test the adequacy and suitability of the instrument in measuring what it is suppose to measure and to ascertain any difficulty that the researcher may encounter when carrying out the main study. For the purpose of this, 30 copies of questionnaires were distributed to principals, vice principals, teachers and ministry of education officials.

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

3.5.3 Reliability of the Instrument

The reliability of the instruments was tested using the split half method. According to Wimmer and Dominick (1989:231) this method involves the summing up of the scores on the odd and even items on the questionnaires separately. The reliability of the instrument was obtained at reliability coefficient 0.86. This means that the instrument was considered reliable. A correlation coefficient (r) was obtained by applying the Pearson product moment correlation coefficient (PPMC) formula.

3.6 Procedure for Data Collection

A letter of introduction from Administration and Planning section was collected from the Head of Department's office. This enable the researcher obtain permission to administer her questionnaire to the respondents. The researcher personally took the questionnaires to the 19 selected public secondary schools in Funtua and Faskari Education Zones in Katsina State. The researcher and research assistants distributed the copies of questionnaires and then allowed enough time for completion of the questionnaires.

3.7 Method of Data Analysis

The data collected were presented in tables, frequencies and percentages were used to summarize the responses on personal background of the subjects. Descriptive statistics of frequency mean and standard deviation was used for research questions, while Information collected through the questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS) which was also used to generate the frequency and percentage of the scores while the six hypotheses were analyzed to identify the mean difference, using One Way Analysis of Variance (ANOVA).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents and analysed the data collected from the research investigation. The chapter covers the results and discussion based on the 265 samples used in the study. Data analysis was based on the questionnaires received from the sample in the study. The six null hypotheses raised for the study were tested at 0.05 level of significance. Tables were also used for the presentation of information derived from the analysis.

4.2 Description of Study Variables

The bio-data information of the respondents was presented in tables. Thus, table 4.1 gives the details.

Table 4.1: Classification of Respondents by Status

	Frequency	**Percentage**
Principal	19	7.16
Vice Principal	37	13.9
Teachers	190	71.7
MOE	19	7.16
Total	**265**	**100**

Table 4.1 revealed the classification of the respondents by status where 19 (7.16%) principals, 37 (13.9%) vice principals, 190 (71.7%) teachers and 19 (7.16%) Ministry of Education Officials (MOE) were used as respondents.

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Table 4.2: Gender Classification of the Respondents

	Frequency	Percentage
Male	169	63.8
Female	96	36.2
Total	**265**	**100**

Table 4.2, shows that a total of 265 respondents were used for the study, with the total of 169 (63.8%) male and 96 (36.2%) female. This shows that the population distribution was favourable to the male respondents.

Table 4.3: Education Zones of the Respondents

	Frequency	Percentage
Funtua	209	78.9
Faskari	56	21.1
Total	**265**	**100**

Table 4.3 shows that, 209 (78.9%) of the respondents are from Funtua Education Zone, while 56 (21.1%) are from Faskari Education Zone.

Table 4.4: Years of Working Experience of the Respondents

	Frequency	Percentage
0–5years	87	32.8
6–10years	77	29.1
11–15years	34	12.8
16 – 20years	13	4.9
21 – 25years	21	7.9
26 – 30years	22	8.3
30years and Above	11	4.2
Total	**265**	**100%**

Table 4.4 shows that majority i.e 87(32.8%) of the respondents have between 0–5 years of working experience, while 77(29.1%) of the respondents have between 6–10years of working experience, 34(12.8%) of the respondents have between 11–15years of teaching experience. Also, 13(4.9%) of the respondents have 16-20years working experience and 21 (7.9%) have between 21-25years of working experience. Also, 22(8.3%) of the respondents have between 26–30years of working experience, while 11(4.2%) of the respondents have between 30years and above of teaching experience.

Table 4.5: Educational Qualification of the Respondents

	Frequency	**Percentage**
Ph.D	16	6.0
M.Ed/M.A	97	36.6
B.Ed/B.Sc	102	38.5
NCE/OND	30	11.3
Others	20	7.5
Total	**265**	**100**

Table 4.5 revealed the Educational qualification of the respondents where 16 (6.0%) are PhD holders, 97 (36.6%) are M.Ed/MA holders, 102 (38.5%) are B.Ed/B.Sc holders, 30 (11.3%) are NCE/OND holders and 20 (7.5%) are respondents for other qualifications.

Table 4.6: Location of the Respondents

	Frequency	**Percentage**
Urban	110	41.5
Rural	155	58.5
Total	**265**	**100**

Table 4.6 revealed the location of the respondents where, 110 representing (41.5%) of the respondents are from Urban area, while 155 representing (58.5%) are from Rural area.

4.3 Response to Research Questions

The researcher used 3.00 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the 6 research questions after comparing it with the cumulative mean. Therefore, a mean score of 3.00 and above indicates positive response to the research question and is accepted, while a mean score below 3.0 indicates negative answer to the research question and rejected. This is shown below:

SA - 5point

A - 4point

U - 3point

D - 2point

SD - 1point

$\frac{5+4+3+2+1}{5} = 15/5 = 3.00$ (Decision mean)

4.3.1: Management of Indiscipline between Parents and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

To answer this research question, the opinions of principals, vice principals, teachers, and Ministry of Education Officials were sought and analysed. Responses of all stakeholders were collected, analyzed and presented. Items 1-10 show the details in table 4.7.

Table 4.7: Opinion of Respondents on Management of Indiscipline between Parents and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	S.D
1	Parents and Teachers work in harmony over students' indiscipline.	Principals	3	12	-	2	2	3.80	2.007
		Vice principal	23	12	1	-	1	3.57	1.215
		Teachers	64	63	4	15	10	3.60	1.005
		MOE	6	10	2	1	-	4.17	.389
2	Parents support teachers in punishing erring students	Principals	5	11	-	1	2	4.07	.704
		Vice principal	24	10	2	1	-	3.28	1.192
		Teachers	74	50	17	4	2	3.35	1.041
		MOE	12	5	1	1	-	3.50	1.087
3	parents and teachers on indiscipline issues are managed through the efforts of MOE	Principals	9	6	1	2	1	4.60	.507
		Vice principal	19	7	4	1	6	4.05	1.146
		Teachers	78	62	10	22	12	3.96	.617
		MOE	15	2	-	1	1	4.42	.515
4	A student's family structure has no influence on management of indiscipline in schools	Principals	8	7	2	-	2	4.53	.516
		Vice principal	21	12	2	3	1	3.90	.675
		Teachers	109	53	6	12	10	4.06	.561
		MOE	13	3	1	1	1	4.25	.452
5	Parents attend PTA meetings regularly	Principals	8	7	1	3	-	4.53	.516
		Vice principal	20	8	3	2	4	3.64	1.057
		Teachers	89	64	13	12	8	3.63	1.064
		MOE	7	7	2	2	1	3.42	.452
6	Parents approve management of indiscipline of students in the school	Principals	5	10	1	1	2	3.67	1.291
		Vice principal	25	9	2	1	-	3.43	1.142
		Teachers	64	50	17	4	12	3.44	.965
		MOE	12	5	1	1	-	2.33	1.435
7	Parents are free to come to school any time to check how their children are faring	Principals	5	11	-	1	2	4.00	.001
		Vice principal	24	10	2	1	-	3.79	.944
		Teachers	74	50	17	4	2	4.02	.785
		MOE	12	5	1	1	-	3.42	2.109
8	Teachers assist parents to checkmate student's moral behavior at school.	Principals	7	11	-	1	-	4.13	.743
		Vice principal	34	2	-	1	-	4.07	.977
		Teachers	84	50	7	4	2	3.65	1.313
		MOE	13	4	1	1	-	3.92	1.240
9	Indiscipline in schools is managed by making parents sign undertakings in the school.	Principals	7	11	-	1	-	4.00	.450
		Vice principal	34	2	-	1	-	3.66	1.157
		Teachers	64	70	2	4	7	3.52	.163
		MOE	13	4	1	1	-	3.93	.669
10	Parents motivate students to resume school early by paying for government shuttle buses	Principals	8	7	1	3	-	3.67	1.113
		Vice principal	20	8	3	2	4	3.671	2.109
		Teachers	89	64	13	12	8	3.92	1.069
		MOE	7	7	2	2	1	3.58	1.240

Table 4.7 shows the opinions of Principals, Vice Principal, Teachers, and MOE Officials on management of indiscipline between Parents and teachers in public secondary schools in Funtual and Faskari Education Zones, Katsina State.

In response to item 1, which attempted to find out whether parents and teachers work in harmony on students' indiscipline, responses from the respondents show the mean of principals as 3.80, vice principal 3.57, teachers 3.60 and MOE officials as 4.17. The scores of all respondents were above 3.00 which is the level accepted for positive response. Item 2 attempted to find out if parents support teachers in punishing erring students in responses to the item, 4.07 of principals agreed, 3.58 of vice principal agreed, 4.22 of teachers agreed and 3.120 MOE officials agreed. This could be concluded that the respondents responded to the item affirmatively. Hence, item 3 investigates whether parents and teachers on indiscipline issues are managed through the efforts of MOE the opinion of respondents' show that 4.60 principals agreed, 4.05 vice principal agreed, 3.96 teachers and 4.46 MOE officials agreed with the statement. Item 4, find out opinions of respondents if student's family structure has no influence on management of indiscipline in schools. It was revealed that 4.52 principals, 4.90 vice principal, 4.06 teachers and 4.25 MOE officials all agreed with the idea. Item 5 stated that parents attend PTA meetings regularly. In response to this, 4.53 of principals, 3.64 vice principal, 3.63 teachers and 3.54 MOE agreed with the statement. Item 6 and 7 which attempted to find out whether parents approve management of indiscipline of students in the school parents are free to come to school any time to check how their children are faring, the responses from the respondents all agreed. Hence, item 8 and 9 attempted to find out if teachers assist parents to checkmate student's moral behaviour at school. Item 10 investigates whether parents motivate students to resume school early by paying for government shuttle buses, the opinions of respondents' show that 3.67 principals agreed, 3.671 vice principal agreed, 3.92 teachers and 3.98 MOE officials agreed. The scores of all respondents are above 3.00 which is the level accepted for positive response.

4.3.2: Management of Indiscipline between Principals and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

To answer this research question, the opinions of principals, vice principal, teachers, and Ministry of Education (MOE) Officials were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented. Items 11-20 show the details in table 4.8.

Table 4.8: Opinion of Respondents on the Management of Indiscipline between Principal and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	S.D
11	My Principal gives the school teachers adequate freedom to enforce discipline in their classrooms.	Principals	5	10	1	1	2	3.67	1.291
		Vice principal	25	9	2	1	-	3.43	1.142
		Teachers	64	50	17	4	12	3.44	.965
		MOE	12	5	1	1	-	2.33	1.435
12	The principal supervises Teachers lessons regularly and anomalies communicated immediately	Principals	5	11	-	1	2	4.00	.001
		Vice principal	24	10	2	1	-	3.79	.944
		Teachers	74	50	17	4	2	4.02	.785
		MOE	12	5	1	1	-	3.42	2.109
13	The Principal holds regular meetings with Teachers in my school	Principals	7	11	-	1	-	4.13	.743
		Vice principal	34	2	-	1	-	4.07	.977
		Teachers	84	50	7	4	2	3.65	1.313
		MOE	13	4	1	1	-	3.92	1.240
14	A disciplined principal habitually refuse to accept the assumption that conflicting groups in staff are unavoidable.	Principals	7	11	-	1	-	4.00	.450
		Vice principal	34	2	-	1	-	3.66	1.157
		Teachers	64	70	2	4	7	3.52	.163
		MOE	13	4	1	1	-	3.93	.669
15	Principal recognizes the efforts of Teachers in the school and recommend them for promotion as at when due	Principals	8	7	1	3	-	3.67	1.113
		Vice principal	20	8	3	2	4	3.671	2.109
		Teachers	89	64	13	12	8	2.92	1.069
		MOE	7	7	2	2	1	2.58	1.240
16	The Principal ensured equal justice to all Teachers in my school	Principals	3	12	-	2	2	3.80	2.007
		Vice principal	23	12	1	-	1	3.57	1.215
		Teachers	64	63	4	15	10	3.60	1.005
		MOE	6	10	2	1	-	4.17	.389
17	The Principal coordinates the relationships between Teachers, Parents and Students	Principals	5	11	-	1	2	4.07	.704
		Vice principal	24	10	2	1	-	3.28	1.192
		Teachers	74	50	17	4	2	3.35	1.041
		MOE	12	5	1	1	-	3.50	1.087
18	The principal has the courage to manage teachers' indiscipline and he is being respected by all	Principals	9	6	1	2	1	4.60	.507
		Vice principal	19	7	4	1	6	4.05	1.146
		Teachers	78	62	10	22	12	3.96	.617
		MOE	15	2	-	1	1	4.42	.515
19	The principal encourages team spirit among Teachers.	Principals	8	7	2	-	2	4.53	.516
		Vice principal	21	12	2	3	1	3.90	.675
		Teachers	109	53	6	12	10	4.06	.561
		MOE	13	3	1	1	1	4.25	.452
20	The principal is proficient in human relations	Principals	8	7	1	3	-	4.53	.516
		Vice principal	20	8	3	2	4	3.64	1.057
		Teachers	89	64	13	12	8	3.63	1.064
		MOE	7	7	2	2	1	3.42	.452

Table 4.8 shows the opinions of principals, vice principal, teachers and MOE on management of indiscipline between principals and teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to item 11, which attempted to find out whether Principal gives the school teachers adequate freedom to enforce discipline in their classrooms, the responses from the respondents show the mean of principals as 3.67, vice principal 3.43, teachers 3.44 and PTA was 2.23. The scores of all respondents were above 3.00 which is the level accepted for positive response. Item 12 attempts to find out if principal supervises teachers lessons regularly and anomalies communicated immediately. 4.00 principals agreed, 3.79 vice principal agreed, teachers 4.02 and 3.120 MOE officials agreed. This could be concluded that the respondents responded to the item affirmatively.

In item 14, find out opinions of respondents if information from MOE is divulged without delay to teachers, 4.00 principals, 3.66 vice principal, 3.36 teachers and 3.97 MOE officials agreed with the idea, this could be concluded that the respondents responded to the item affirmatively. Item 15 stated that Principal recognizes the efforts of teachers in the school and recommend them for promotion as at when due. In response to this, 4.33 of principals, 3.60 teachers, 3.87 PTA and 4.00 MOE officials accepted the idea. The scores of all respondents were above 3.00 which is the level accepted for positive response. Items 16 and 17 were agreed by the respondents that principal ensured equal justice to all teachers in the school and there was a good relationship between parents and students. Hence, item 20 investigates whether principal is proficient in human relations, the opinion of respondents shows that 4.53 principals agreed, 3.64 vice principal agreed, 3.63 teacher and 3.42 MOE officials, this could be concluded that the respondents responded to the item affirmatively.

4.3.3: Management of Indiscipline between Teachers and Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

To answer this research question, the opinions of principals, vice principal, teachers, and Ministry of Education (MOE) Officials were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented. Items 21-30 show details in table 4.9.

Table 4.9: Opinions of Respondents on Management of Indiscipline between Teachers and Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	S.D
21	Students are well behaved in my school	Principals	7	11	-	1	-	4.13	.743
		Vice principal	34	2	-	1	-	4.07	.977
		Teachers	84	50	7	4	2	3.65	1.313
		MOE	13	4	1	1	-	3.92	1.240
22	Teachers are responsible for classroom discipline	Principals	7	11	-	1	-	4.00	.450
		Vice principal	34	2	-	1	-	3.66	1.157
		Teachers	64	70	2	4	7	3.52	.163
		MOE	13	4	1	1	-	3.93	.669
23	Prompt actions are taken in cases of misconduct between teachers and students by MOE	Principals	5	10	1	1	2	3.67	1.291
		Vice principal	25	9	2	1	-	3.43	1.142
		Teachers	64	50	17	4	12	3.44	.965
		MOE	12	5	1	1	-	2.33	1.435
24	Teachers motivate their students skilfully and provide a friendly climate	Principals	5	11	-	1	2	4.00	.001
		Vice principal	24	10	2	1	-	3.79	.944
		Teachers	74	50	17	4	2	4.02	.785
		MOE	12	5	1	1	-	3.42	2.109
25	Teachers respect Students for what they are and most of all, what they can become	Principals	8	7	1	3	-	3.67	1.113
		Vice principal	20	8	3	2	4	3.671	2.109
		Teachers	89	64	13	12	8	2.92	1.069
		MOE	7	7	2	2	1	2.58	1.240
26	Teachers do not victimize students when it comes to award of marks in examinations	Principals	8	7	2	-	2	4.53	.516
		Vice principal	21	12	2	3	1	3.90	.675
		Teachers	109	53	6	12	10	4.06	.561
		MOE	13	3	1	1	1	4.25	.452
27	Teachers conduct their lessons well	Principals	8	7	1	3	-	4.53	.516
		Vice principal	20	8	3	2	4	3.64	1.057
		Teachers	89	64	13	12	8	3.63	1.064
		MOE	7	7	2	2	1	3.42	.452
28	Students engage in extracurricular activities to keep them busy	Principals	9	6	1	2	1	4.60	.507
		Vice principal	19	7	4	1	6	4.05	1.146
		Teachers	78	62	10	22	12	3.96	.617
		MOE	15	2	-	1	1	4.42	.515
29	There is reward for best behaved students annually in my school.	Principals	3	12	-	2	2	3.80	2.007
		Vice principal	23	12	1	-	1	3.57	1.215
		Teachers	64	63	4	15	10	3.60	1.005
		MOE	6	10	2	1	-	4.17	.389
30	Teachers ensure equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all	Principals	5	11	-	1	2	4.07	.704
		Vice principal	24	10	2	1	-	3.28	1.192
		Teachers	74	50	17	4	2	3.35	1.041
		MOE	12	5	1	1	-	3.50	1.087

Table 4.9 shows the opinions of principals, vice principal, teachers and MOE in management of indiscipline between teachers and students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to item 21, which attempted to find out whether students are well behaved in my school, the responses from the respondents show the mean of principals as 4.13, vice principal 4.07, teachers 3.65 and 3.92 of MOE officials. This could be concluded that the respondents responded to the item affirmatively. Item 22 attempted to find out if teachers are responsible for classroom discipline. 4.00 of principals, 3.66 of vice principal, 4.02 of teachers and 3.26 of MOE officials agreed with the statement. The scores of all respondents were above 3.00 which is the level accepted for positive response.

Item 24 find out opinions of respondents if teachers motivate their students skilfully and provide a friendly climate. It found out that, 4.00 principals, 3.66 vice principal, 3.36 teachers and 3.97 MOE officials agreed with the idea. The scores of all respondents were above 3.00 which is the level accepted for positive response. Item 25 stated that teachers respect students for what they are and most of all, what they can become. In response to this, 4.33 of principals, 1.60 teachers, 1.87 PTA and 4.00 MOE officials accepted the idea. Items 26, 27, 28 and 29 which attempted to find out whether teachers do not victimize students when it comes to award of marks in examinations and teachers conduct their lessons well, the responses from the respondents all agreed. Hence, item 30 investigates whether Teachers ensure equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all, the opinion of respondents shows that 4.07 principals agreed, 3.28 vice principal agreed, 3.35 teacher and 3.50 MOE officials agreed with the statement. This could be concluded that the respondents responded to the item affirmatively.

4.3.4: Management of Indiscipline among Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

To answer this research question, the opinions of principals, vice principal, teachers, and Ministry of Education (MOE) Officials were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented. Items 31-40 show details in table 4.10.

Table 4.10: Opinion of Respondents on Management of Indiscipline among Teachers in Public Secondary Public Schools in Funtua and Faskari Education Zones, Katsina State

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	S.D
31	The Teachers in my school are always clean and smartly dressed	Principals	3	12	-	2	2	3.80	2.007
		Vice principal	23	12	1	-	1	3.57	1.215
		Teachers	64	63	4	15	10	3.60	1.005
		MOE	6	10	2	1	-	4.17	.389
32	Teachers are dedicated to their work and well disciplined	Principals	5	11	-	1	2	4.07	.704
		Vice principal	24	10	2	1	-	3.28	1.192
		Teachers	74	50	17	4	2	3.35	1.041
		MOE	12	5	1	1	-	3.50	1.087
33	Teachers cooperate among themselves and work as a team	Principals	9	6	1	2	1	4.60	.507
		Vice principal	19	7	4	1	6	4.05	1.146
		Teachers	78	62	10	22	12	3.96	.617
		MOE	15	2	-	1	1	4.42	.515
34	Teachers are allowed to go for in-service training to enhance their qualification.	Principals	8	7	2	-	2	4.53	.516
		Vice principal	21	12	2	3	1	3.90	.675
		Teachers	109	53	6	12	10	4.06	.561
		MOE	13	3	1	1	1	4.25	.452
35	Teachers are properly recruited. They are provided with good status and good service conditions	Principals	8	7	1	3	-	4.53	.516
		Vice principal	20	8	3	2	4	3.64	1.057
		Teachers	89	64	13	12	8	3.63	1.064
		MOE	7	7	2	2	1	3.42	.452
36	Teachers are motivated and their salaries are paid on time	Principals	5	10	1	1	2	3.67	1.291
		Vice principal	25	9	2	1	-	3.43	1.142
		Teachers	64	50	17	4	12	3.44	.965
		MOE	12	5	1	1	-	2.33	1.435
37	Indiscipline among teachers is managed through the efforts of the principal in my school	Principals	5	11	-	1	2	4.00	.001
		Vice principal	24	10	2	1	-	3.79	.944
		Teachers	74	50	17	4	2	4.02	.785
		MOE	12	5	1	1	-	3.42	2.109
38	Teachers are promoted as at when due	Principals	7	11	-	1	-	4.13	.743
		Vice principal	34	2	-	1	-	4.07	.977
		Teachers	84	50	7	4	2	3.65	1.313
		MOE	13	4	1	1	-	3.92	1.240
39	Indiscipline among teachers is managed through the efforts of the ministry of education officials	Principals	7	11	-	1	-	4.00	.450
		Vice principal	34	2	-	1	-	3.66	1.157
		Teachers	64	70	2	4	7	3.52	.163
		MOE	13	4	1	1	-	3.93	.669
40	Teachers plan their lessons appropriately	Principals	8	7	1	3	-	3.67	1.113
		Vice principal	20	8	3	2	4	3.671	2.109
		Teachers	89	64	13	12	8	2.92	1.069
		MOE	7	7	2	2	1	2.58	1.240

Table 4.10 shows the opinions of Principals, Vice Principal, Teachers, and MOE officials on the management of indiscipline among teachers in public secondary schools in Funtual and Faskari Education Zones, Katsina State. In response to item 31, which attempted to find out whether teachers in my school are always clean and smartly dressed, the responses from the respondents shows the mean of principals as 3.80, vice principal 3.57, teachers 3.60 and MOE officials 1.07. This could be concluded that the respondents responded to the item affirmatively. Item 32 attempted to find out if teachers are dedicated to their work and well disciplined 4.07 principals agreed, 3.58 vice principal agreed, teachers 4.22 and 3.120 MOE officials agreed with the idea. Hence, item 33 investigates whether teachers cooperate among themselves and work as a team the opinion of respondents' shows that 4.60 principals agreed, 4.05 vice principal agreed, 3.96 teachers and 4.46 MOE officials agreed with the statement. The scores of all respondents were above 3.00 which is the level accepted for positive response.

Item 35 attempted to find out if teachers were properly recruited and provided with good status and good service conditions. In response to this, 4.53 of principals, 3.64 vice principal, 3.63 teachers and 3.54 MOE officials accepted the idea. The scores of all respondents were above 3.00 which is the level accepted for positive response. Items 36 and 37 which attempted to find out whether teachers are motivated and their salaries are paid on time, the responses from the respondents were all agreed. The responses of respondents agreed to items 38 and 39 that teachers are promoted as at when due. Hence, item 40 investigates whether teachers plan their lessons appropriately, the opinion of respondents' shows that 3.67 principals agreed, 3.671 vice principal agreed, 2.92 teachers and 2.98 MOE agreed. This could be concluded that the respondents responded to the item affirmatively.

4.3.5: Management of Indiscipline among Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

To answer this research question, the opinions of principals, vice principal, teachers, and Ministry of Education (MOE) Officials were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented. Items 41-50 show the details in table 4.11.

Table 4.11: Opinion of Respondents on Management of Indiscipline among Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	S.D
41	Students are admitted into the school on merit basis	Principals	5	10	1	1	2	3.67	1.291
		Vice principal	25	9	2	1	-	3.43	1.142
		Teachers	64	50	17	4	12	3.44	.965
		MOE	12	5	1	1	-	2.33	1.435
42	Bullying is managed among students by the principal in the school	Principals	5	11	-	1	2	4.00	.001
		Vice principal	24	10	2	1	-	3.79	.944
		Teachers	74	50	17	4	2	4.02	.785
		MOE	12	5	1	1	-	3.42	2.109
43	Students attend school regularly to avoid interruption of learning	Principals	7	11	-	1	-	4.13	.743
		Vice principal	34	2	-	1	-	4.07	.977
		Teachers	84	50	7	4	2	3.65	1.313
		MOE	13	4	1	1	-	3.92	1.240
44	Students participate actively in school activities	Principals	7	11	-	1	-	4.00	.450
		Vice principal	34	2	-	1	-	3.66	1.157
		Teachers	64	70	2	4	7	3.52	.163
		MOE	13	4	1	1	-	3.93	.669
45	Students cooperate with each other in the school	Principals	8	7	1	3	-	3.67	1.113
		Vice principal	20	8	3	2	4	3.671	2.109
		Teachers	89	64	13	12	8	2.92	1.069
		MOE	7	7	2	2	1	2.58	1.240
46	Students are allowed to mix freely with other students to help them have sense of direction	Principals	3	12	-	2	2	3.80	2.007
		Vice principal	23	12	1	-	1	3.57	1.215
		Teachers	64	63	4	15	10	3.60	1.005
		MOE	6	10	2	1	-	4.17	.389
47	Indiscipline among students are managed through deprivation from positions of authority in the school	Principals	5	11	-	1	2	4.07	.704
		Vice principal	24	10	2	1	-	3.28	1.192
		Teachers	74	50	17	4	2	3.35	1.041
		MOE	12	5	1	1	-	3.50	1.087
48	Indiscipline among students is managed through signing of undertaking to be of good behavior in the school	Principals	9	6	1	2	1	4.60	.507
		Vice principal	19	7	4	1	6	4.05	1.146
		Teachers	78	62	10	22	12	3.96	.617
		MOE	15	2	-	1	1	4.42	.515
49	Indiscipline among students is managed through corporal punishments	Principals	8	7	2	-	2	4.53	.516
		Vice principal	21	12	2	3	1	3.90	.675
		Teachers	109	53	6	12	10	4.06	.561
		MOE	13	3	1	1	1	4.25	.452
50	Proper orientation is given to new students to help give them direction on the do's and don'ts of the school rules and regulations	Principals	8	7	1	3	-	4.53	.516
		Vice principal	20	8	3	2	4	3.64	1.057
		Teachers	89	64	13	12	8	3.63	1.064
		MOE	7	7	2	2	1	3.42	.452

Table 4.11 shows the opinions of principals, vice principal, teachers and MOE officials on management of indiscipline among students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to item 41, which attempted to find out whether students are admitted into the school on merit basis, the responses from the respondents show the mean of principals as 3.67, vice principal 3.43, teachers 3.44 and MOE officials 2.23. This could be concluded that the respondents responded to the item affirmatively. Item 42 attempted to find out if bullying is managed among students by the principal in the school. 4.00 principals agreed, 3.79 vice principal agreed, teachers 4.02 and 3.120 MOE officials agreed with the statement. Hence, item 43 investigates whether students attend school regularly to avoid interruption of learning, the opinion of respondents shows that 3.1 principals agreed, 3.71 vice principal agreed, teachers 2.10 and 4.00 MOE officials agreed with the statement. The scores of all respondents were above 3.00 which is the level accepted for positive response.

It was agreed from the responses of the respondents to item 45 that students cooperated with each other in the school. In response to this, 4.33 of principals, 1.60 teachers, 1.87 PTA and 4.00 MOE officials accepted the idea. Items 46 and 47 which attempted to find out whether students are allowed to mix freely with other students to help them have sense of direction and indiscipline among students are managed through deprivation from positions of authority in the school. Hence, item 50 investigates whether proper orientation is given to new students to help give them direction on the do's and don'ts of the school rules and regulations, the opinion of respondents showed that 4.53 principals agreed, 3.64 vice principal agreed, 3.63 teacher and 3.42 MOE officials agreed with the statement. The scores of all respondents were above 3.00 which is the level accepted for positive response.

4.3.6: Management of Indiscipline between School and Local Community in Management of Indiscipline in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

To answer this research question, the opinions of principals, vice principal, teachers, and Ministry of Education (MOE) Officials were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented. Items 51-60 show details in table 4.12.

Table 4.12: Opinion of Respondents on the Management of Indiscipline between School and Local Community in Secondary Schools in Funtua and Faskari Education Zones, Katsina State

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	S.D
51	The school cooperates with the local community to achieve its goals	Principals	7	11	-	1	-	4.13	.743
		Vice principal	34	2	-	1	-	4.07	.977
		Teachers	84	50	7	4	2	3.65	1.313
		MOE	13	4	1	1	-	3.92	1.240
52	The school keep records of individuals in the community that help in school development	Principals	7	11	-	1	-	4.00	.450
		Vice principal	34	2	-	1	-	3.66	1.157
		Teachers	64	70	2	4	7	3.52	.163
		MOE	13	4	1	1	-	3.93	.669
53	The school considers the nature of the community because it determines the kind of students in the school	Principals	5	10	1	1	2	3.67	1.291
		Vice principal	25	9	2	1	-	3.43	1.142
		Teachers	64	50	17	4	12	3.44	.965
		MOE	12	5	1	1	-	2.33	1.435
54	The attitude, desires and general value system of the community are considered in working with the students.	Principals	5	11	-	1	2	4.00	.001
		Vice principal	24	10	2	1	-	3.79	.944
		Teachers	74	50	17	4	2	4.02	.785
		MOE	12	5	1	1	-	3.42	2.109
55	Community leaders hold meetings and advice school management on regular basis on management of students' indiscipline	Principals	8	7	1	3	-	3.67	1.113
		Vice principal	20	8	3	2	4	3.671	2.109
		Teachers	89	64	13	12	8	2.92	1.069
		MOE	7	7	2	2	1	2.58	1.240
56	The school take up community development projects like cleanliness and antimosquito campaigns	Principals	8	7	2	-	2	4.53	.516
		Vice principal	21	12	2	3	1	3.90	.675
		Teachers	109	53	6	12	10	4.06	.561
		MOE	13	3	1	1	1	4.25	.452
57	Religious leaders preach at the community level on management of indiscipline which in turn assist the school	Principals	8	7	1	3	-	4.53	.516
		Vice principal	20	8	3	2	4	3.64	1.057
		Teachers	89	64	13	12	8	3.63	1.064
		MOE	7	7	2	2	1	3.42	.452
58	Members of local communities always come to the aid of schools in the event of disciplinary issues	Principals	9	6	1	2	1	4.60	.507
		Vice principal	19	7	4	1	6	4.05	1.146
		Teachers	78	62	10	22	12	3.96	.617
		MOE	15	2	-	1	1	4.42	.515
59	The school serves as the centre for adult activities such as adult education, immunizations against communicable diseases and recreation	Principals	3	12	-	2	2	3.80	2.007
		Vice principal	23	12	1	-	1	3.57	1.215
		Teachers	64	63	4	15	10	3.60	1.005
		MOE	6	10	2	1	-	4.17	.389
60	The policies, directions and goals of education are set in consultation with the community	Principals	5	11	-	1	2	4.07	.704
		Vice principal	24	10	2	1	-	3.28	1.192
		Teachers	74	50	17	4	2	3.35	1.041
		MOE	12	5	1	1	-	3.50	1.087

Table 4.12 shows the opinions of principals, vice principal, teachers and MOE officials on management of indiscipline between teachers and students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to item 51, which attempted to find out whether school cooperates with the local community to achieve its goals, the responses from the respondents show the mean of principals as 4.13, vice principal 4.07, teachers 3.65 and PTA is 3.92. The scores of all respondents were above 3.00 which is the level accepted for positive response. Item 52 attempted to find out if school keep records of individuals in the community that help in school development. 4.00 principals agreed, 3.66 vice principal agreed, teachers 4.02 and 3.26 MOE agreed with the idea. Hence, item 53 investigates whether school considers the nature of the community because it determines the kind of students in the school, the opinion of respondents shows that 3.1 principals agreed, 3.71 vice principal agreed, teachers 2.10 and 4.00 MOE officials agreed with the statement.

Item 55 stated that community leaders hold meetings and advice school management on regular basis on management of students' indiscipline in response to this, 4.33 of principals, 3.60 teachers, 3.87 vice principal and 4.00 MOE officials accepted the idea. Item 56 and 57 which attempt to find out whether school take up community development projects like cleanliness and antimosquito campaigns and religious leaders preach at the community level on management of indiscipline which in turn assist the school. The responses from the respondents were all agreed. Items 58 and 59 were also agreed by the respondents. Hence, item 60 investigates whether policies, directions and goals of education are set in consultation with the community, the opinion of respondents' shows that 4.07 principals agreed, 3.28 vice principal agreed, 3.35 teachers and 3.50 MOE officials agreed with the

statement. The scores of all respondents are above 3.00 which is the level accepted for positive response.

4.4 Hypotheses Testing

This section deals with hypotheses testing. The hypotheses were related to variables identified in the research objectives. The issues include; management of indiscipline between parents and teachers in public secondary schools, management of indiscipline between teachers and students in public secondary schools, management of indiscipline among teachers in public secondary schools, management of indiscipline among students in public secondary schools and management of indiscipline between the school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. The six hypotheses were tested using One Way Analysis of variance (ANOVA) at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

Hypothesis 1

Hypothesis one states that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline between parents and teachers on management of indiscipline in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 4.13 gives the detail

Table 4.13: Summary of Analysis of Variance (ANOVA) of the Respondents Opinions on Management of Indiscipline between Parents and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	24.405	3	7.269	.438	.558	3.26	Retained
Within groups	2498.140	261	14.440				
Total	**2522.545**	**264**					

Table 4.13, shows f-ratio value (.438) at 3 df 261 and at the level 0.05. The critical value (3.26) is greater than f. ratio values (.438), the probability level of significance P (3.26) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on the management of indiscipline between parents and teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 2

Hypothesis two states that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on the management of indiscipline between principals and teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Items 11-20 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 4.14 gives the details.

Table 4.14: Summary of Analysis of Variance (ANOVA) of the Respondents Opinions on the Management of Indiscipline between Principal and Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	473.595	3	157.865	1.365	.600	3.26	Retained
Within groups	2294.707	261	18.431				
Total	**2768.302**	**264**					

Table 4.14, f-ratio value (1.365) at 3 df 261 and at the level 0.05. The critical value (3.26) is greater than f. ratio values (1.365), the probability level of significance P (.600) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on the management of indiscipline between principal and teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 3

Hypothesis three states that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline between teachers and students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Items 21-30 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 4.15 gives the details.

Table 4.15: Summary of Analysis of Variance (ANOVA) of Respondents Opinions on Management of Indiscipline between Teachers and Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	284.901	3	94.937	3.015	.074	3.26	Retained
Within groups	7081.428	261	30.393				
Total	**7366.329**	**264**					

Table 4.15, shows f-ratio value (3.125) at 3 df 261 and at the level 0.05. The critical value (3.26) is greater than f. ratio values (3.015), the probability level of significance P (.074) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline between teachers and students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 4

Hypothesis four states that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education Officials (MOE) on management of indiscipline among teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Items 31-40 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 4.16 gives the details.

Table 4.16: Summary of Analysis of Variance (ANOVA) of Respondents Opinions on Management of Indiscipline among Teachers in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	570.275	3	190.092	1.332	.507	3.26	Retained
Within groups	6378.209	261	25.928				
Total	**6948.484**	**264**					

Table 4.16 shows, f-ratio value (1.332) at 3 df 261 and at the level 0.05. The critical value (3.26) is greater than f. ratio values (1.332), the probability level of significance P (.507) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline among teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 5

Hypothesis five states that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline among students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Items 41-50 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 4.17 gives the details.

Table 4.17: Summary of Analysis of Variance (ANOVA) of Respondents Opinions on the Management of Indiscipline among Students in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	550.262	3	183.421	1.409	.806	3.26	Retained
Within groups	3089.340	261	17.553				
Total	**3649.602**	**264**					

Table 4.17, shows f-ratio value (1.409) at 3 df 261 and at the level 0.05. The critical value (3.26) is greater than f. ratio values (1.409), the probability level of significance P (.806) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline among students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 6

Hypothesis six states that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on the management of indiscipline between school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Items 51-60 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 4.18 gives the details.

Table 4.18: Summary of Analysis of Variance (ANOVA) of the Respondents Opinions on the Management of Indiscipline between School and Local Community in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	120.717	3	20.039	2.140	.084	3.26	Retained
Within groups	4419.827	261	17.917				
Total	**4540.534**	**264**					

Table 4.18 shows, f-ratio value (1.240) at 3 df 261 and at the level 0.05. The critical value (3.26) is greater than f. ratio values (2.140), the probability level of significance P (.008) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Vice Principals, Teachers and Ministry of Education (MOE) Officials on management of indiscipline between school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Table 4.19: Summary of the Six Null Hypotheses Testing

S/N	Ho Statement	Statistical Tested Used	Result	Level of Sig.	Decision
1	There is no significant difference in the opinions of teachers, principals, vice principal and MOE officials on management of indiscipline between parents and teachers in secondary schools in Funtua and Faskari education zones, Katsina State	Analysis of Variance (ANOVA)	f-ratio is .438, while f-critical is 3.26 level of significance	0.05	H_o was retained. This means there was no significant difference in the opinions of the respondents
2	There is no significant difference in the opinions of the respondents on management of indiscipline between principals and teachers in secondary schools in Funtua and Faskari education zones, Katsina State	Analysis of Variance (ANOVA)	f-ratio is 1.365, while f-critical is 3.26 level of significance	0.05	H_o was retained. This means there was no significant difference in the opinions of the respondents
3	There is no significant difference in the opinions of the respondents on management of indiscipline between teachers and students in secondary schools in Funtua and Faskari education zones, Katsina State	Analysis of Variance (ANOVA)	f-ratio is 3.015, while f-critical is 3.26 level of significance	0.05	H_o was retained. This means there was no significant difference in the opinions of the respondents
4	There is no significant difference in the opinions of the respondents on management of indiscipline among teachers in secondary schools in Funtua and Faskari education zones, Katsina State	Analysis of variance (ANOVA)	f-ratio is 1.332, while f-critical is 3.26 level of significance	0.05	H_o was retained. This means there was no significant difference in the opinions of the respondents
5	There is no significant difference in opinions of the respondents on management of indiscipline among students in secondary schools in Funtua and Faskari education zones, Katsina State	Analysis of Variance (ANOVA)	f-ratio is 1.409, while f-critical is 3.26 level of significance	0.05	H_o was retained. This means there was no significant difference in the opinions of the respondents
6	There is no significance difference in the opinions of the respondents on management of indiscipline between schools and local community in secondary schools in Funtua and Faskari education zones, Katsina State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 2.140, while f-critical is 3.26 level of significance	0.05	H_o was retained. This means there was no significant difference in the opinions of the respondents

4.5 Summary of the Findings

In view of the preceding results, the major findings of the study were:

1. parents and teachers worked in harmony over students indiscipline in public secondary schools;
2. indiscipline between principals and teachers on issues like deprivation from position of authority and preferential treatments to selected teachers were properly managed;
3. indiscipline between teachers and students were managed through suspension from class and punishing the students during classes;
4. indiscipline among teachers were properly managed in such that, teachers cooperated among themselves and worked as a team in most schools;
5. indiscipline among students on issues such as stealing, cultism, rudeness, bullying were properly managed in most schools; and
6. indiscipline between the schools and the local community were properly managed in such that, the attitude, desires and general value system of the community are considered in working with the students.

4.6 Discussion of the Findings

This study aimed at investigating the Stakeholders Perceptions on the Management of Indiscipline in Public Secondary Schools in Katsina State, Nigeria. Its objectives were to assess the followings: management of indiscipline between parents and teachers in secondary schools, management of indiscipline between teachers and students in secondary schools, management of indiscipline among teachers in secondary schools, management of indiscipline among students in public secondary schools and management of indiscipline between the school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. However, to give general description of the

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

Table 8 shows the opinions of Principals, Vice Principal, Teachers, and MOE on management of indiscipline between Parents and teachers in secondary schools in Funtua and Faskari Education Zones, Katsina State. In response to item 1, this attempted to find out whether parents and teachers work in harmony on students' indiscipline which was agreed by the respondents. In item 2, it was agreed that parents support teachers in punishing erring students. Item 3 investigates whether interpersonal relationships between parents and teachers on indiscipline issues were managed through the efforts of MOE. In item 4, the opinions of respondents agreed that student's family structure has no influence on management of indiscipline in schools. This is in line with Johnson (1990) that, Principal as the head is accountable for the success or failure of the school. For the school to achieve its goals teachers must be disciplined and committed to their duties to avoid unnecessary conflicts between principals and teachers. Item 5 stated that Parents attend PTA meetings regularly. Items 6 and 7 which attempted to find out whether parents approve management of indiscipline of students in the school, Parents are free to come to school any time to check how their children are faring, the responses from the respondents all agreed. Furthermore, items 8 and 9 attempted to find out if teachers assist parents to checkmate student's moral behaviour at school. Item 10 investigates whether Parents motivate students to resume school early by paying for government shuttle buses, the opinions of respondents' agreed with the statement.

Table 9 shows the opinions of principals, vice principal, teachers and MOE officials on management of indiscipline between principals and teachers in public secondary schools in

Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to item 11-20, which attempted to find out whether there is cooperation between the principals and teachers in schools, the responses from the respondents all agreed. Item 12 attempts to find out if principal supervises teachers lessons regularly and anomalies communicated immediately. Item 13 investigate whether principals hold regular meetings with teachers in the school, majority of the respondents agreed. Considering the nature of students' academic task performance and the psychological nature of human system (Farounbi, 2002; Carroll, 2005 and Ilesanmi, 2005) student needs to nurture and sustain good rapports with their teachers for effective functioning and high productivity in the academics. Item 14 finds out opinions of respondents if information from MOE is divulged without delay to teachers. Item 15 stated that Principal recognizes the efforts of Teachers in the school and recommend them for promotion as at when due. Items 16 and 17 which attempt to find out whether Principal ensured equal justice to all teachers in schools and Principal coordinate the relationships between teachers, Parents and Students the responses from the respondents were all agreed. According to Ukwuju (2006), unhealthy interpersonal relationship between teacher and teacher, teacher and student, student to teachers and principals usually affect the progress of the students and the tone of the school generally. Items 18 and 19 were also agreed by the respondents. Hence, item 20 investigated whether principal is proficient in human relations, the opinions of respondents agreed with the statement.

Table 10 shows the opinions of principals, vice principal, teachers and MOE officials on management of indiscipline between teachers and students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to items 21-30, majority of the respondents were agreed on the items such that; whether students are well

behaved in the school, if teachers are responsible for classroom discipline, item 23 investigated whether prompt actions are taken in cases of misconduct between teachers and students by MOE officials, the opinion of respondents agreed with the statement. In item 24, find out opinions of respondents if teachers motivate their students skilfully and provide a friendly climate. Item 25 stated that teachers respect students for what they are and most of all, what they can become. According to Griffin (2006) the quality of student indiscipline is an important factor in determining the intellectual outcome of students and schools Koehler (2012). This is because, indiscipline provides a sense of direction among learners and hence commitment to school values. Moreover, a disciplined student body has a likelihood of increasing teachers' job satisfaction, which is a critical correlate of commitment to institutional goals. Items 26 and 27 which attempted to find out whether teachers do not victimize students when it comes to award of marks in examinations and whether teachers conduct their lessons well, the responses from the respondents all agreed. Items 18 and 19 were also agreed by the respondents. Hence, item 20 investigates whether teachers ensure equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all, the opinions of respondents agreed with the statement.

Table 11 shows the opinions of Principals, Vice Principal, Teachers, and MOE officials on the opinions of respondents on management of indiscipline among teachers in public secondary schools in Funtua and Faskari Education Zones, Katsina State. In response to items 31-40, which attempt to find out whether teachers in the school are always clean and smartly dressed, item 32 was agreed that teachers were dedicated to their work and well disciplined. Hence, item 33 investigated whether teachers cooperate among themselves and work as a team, the opinions of respondents' agreed with the statement. In item 34, find out

opinions of respondents if teachers are allowed to go for in-service training to enhance their qualifications. Teachers' success in building a positive interpersonal relationship among teachers and students helps students become more successful and have more motivation Al-Houli, 1999; Ademola (2011). Item 35 stated that teachers were properly recruited. They were provided with good status and good service conditions. Items 36 and 37 which attempted to find out whether teachers are motivated and their salaries are paid on time, the responses from the respondents were all agreed. Hence, items 38 and 39 attempted to find out if teachers were promoted as at when due. Hence, item 40 investigates whether teachers plan their lessons appropriately agreed with the statement by the respondents.

The opinions of principals, vice principal, teachers and MOE officials management of indiscipline among students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to items 41-50, which attempt to find out whether students are admitted into the school on merit basis, the majority of the respondents were are agreed with the statement. Item 42 attempted to find out if bullying is managed among students by the principal in the school. Hence, item 43 investigates whether students attend school regularly to avoid interruption of learning. Item 44 is to find out opinions of respondents if students participate actively in school activities. Item 45 stated that students cooperate with each other in the school and accepted the idea. In this regard, Wentzel (1991) opined that the capacity of the student to adhere to his/her role requirements for learning behaviour such as high time- in- task and paying attention as may be appropriate during the learning process, which are demonstrably positive predictors of learning could provide the avenue for making appropriate learning. Items 46 and 47 which attempt to find out whether students are allowed to mix freely with other students to help them have sense of direction

and indiscipline among students are managed through deprivation from positions of authority in the school, the responses from the respondents were all agreed. Items 48 and 49 were also agreed by the respondents. Hence, item 50 investigated whether proper orientation is given to new students to help guide them on the do's and don'ts of the school rules and regulations, the opinions of respondents agreed with the statement.

Table 13 show the opinions of principals, vice principal, teachers and MOE Officials management of indiscipline between teachers and students in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. In response to items 51-60, which attempted to find out whether school cooperates with the local community to achieve its goals, it was agreed by the respondents. Item 52 attempt to find out if school keep records of individuals in the community that help in school development. Hence, item 53 investigated whether school considers the nature of the community because it determines the kind of students in the school. In item 54, find out opinions of respondents if attitude, desires and general value system of the community are considered in working with the students. This is in line with Adesuwa (2000) who observed that, the problem of drug is due to western civilization and technology, he cited that the youth problems are more on the race for wealth and financial self sufficiency especially in the first education of the child parent far away from home who are the first educators of their children, parents leaving their discipline of the children in the hands of the teachers, not minding their personalities and background. Item 55 stated that community leaders hold meetings and advice school management on regular basis on management of students' indiscipline. Items 56 and 57 which attempts to find out whether school take up community development projects like cleanliness and antimosquito campaigns and Religious leaders preach at the community

level on management of indiscipline which in turn assist the school the responses from the respondents were all agreed. Items 58 and 59 were also agreed by the respondents. Hence, item 60 investigated whether policies, directions and goals of education are set in consultation with the community, the opinions of respondents agreed with the statement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on Perceptions of Stakeholders on the Management of Indiscipline in Public Secondary Schools in Katsina State, Nigeria. This chapter discussed the following sub-headings:

5.2 Summary of the Study;

5.3 Conclusion; and

5.4 Recommendations.

5.2 Summary

Chapter one sets the tone and direction for the study. It introduced the background to the study and described the problems the research investigated. Six objectives and research questions were set to guide the researcher. The specific objectives of the study were to find out the management of indiscipline between parents and teachers in secondary schools, determine the management of indiscipline between teachers and students in secondary schools, examine the management of indiscipline among teachers in secondary schools, ascertain the management of indiscipline among students in secondary schools and find out the management of indiscipline between the school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. Six null hypotheses were also formulated to guide the research.

The study covers all public secondary schools in Funtua and Faskari Education Zones in Katsina State and is significant because, it will enable the principals to live up to their responsibilities in terms of school based supervision, it will also be of great importance to

the parents and the stakeholders. It will help the government in providing a suitable way of maintaining the school rules and regulations. It will help the principals to develop good strategies for developing good interpersonal relationship between him, the teachers, the students and the local community.

Chapter two focused on analyzing the works of several scholars who have written on the management of indiscipline between parents and teachers in secondary schools, management of indiscipline between teachers and students in secondary schools, management of indiscipline among teachers in secondary schools management of indiscipline among students in secondary schools and management of indiscipline between the school and local community in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. The conceptual framework provides a base as it explores the concepts of the research study. The system theory provided the theoretical frame work for the study. Scholarly works on the variables; management of indiscipline between parents and teachers, management of indiscipline between teachers and students, management of indiscipline among teachers, management of indiscipline among students and management of indiscipline between the school and local community in secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria. An empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

Research methodology is covered in chapter three. The research design used was the descriptive survey. The population consist of 60 principals, 120 vice principals, 630 teachers 60 Ministry of Education Officials in the Funtua and Faskari Education Zones in Kastina

State, Nigeria. Making a total of eight hundred and seventy (870). A sample of 265 was purposively selected from nineteen schools out of sixty. That is, 19 principals, 37 vice principal, 190 teachers 19 Ministry of Education Officials. A questionnaire titled "Questionnaire for the Perceptions of Stakeholders on Management in Public Secondary Schools in Katsina State, Nigeria." containing 60 items was deployed to collect data for the study. The instrument was validated by lecturers in the Department of Educational foundations and Curriculum, Administration and Planning Section of Ahmadu Bello University Zaria. Pilot study was carried out before it was finally deployed to the field with the reliability of 0.86 was realized.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions were answered using mean scores and standard deviation. The six null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 alpha level and the six hypotheses were all retained. Some of the major findings were:

Parents and teachers do work in harmony over students' indiscipline. Also, management of indiscipline between parents and teachers on indiscipline issues are sometimes managed through the efforts of MOE in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

Principals do recognise the efforts of teachers who are hardworking in the school and recommend them for promotion as at when due. Principals coordinate the relationships between teachers, parents and students especially during the PTA meetings in the schools;

Teachers always ensured there is equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all, in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

Teachers cooperate among themselves and work as a team. Also, indiscipline among teachers is managed through the efforts of the principals in the school.

Indiscipline among students is managed through signing of undertaking to be of good behaviour in the school. Also, Proper orientation is given to new students to help give them direction on the do's and don'ts of the school rules and regulations; and

Community leaders hold meetings and advice school management on regular basis on management of students' indiscipline and members of local communities always come to the aid of schools in the event of disciplinary issues in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria.

5.3 Conclusions

From the findings of the study, it was concluded that,

There was a good interpersonal relationships between parents and teachers on indiscipline issues and sometimes managed through the efforts of MOE in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

There is cooperation between the principals and teachers in the school. Also, Principals coordinate the relationships between teachers, parents and students for effective teaching and learning in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

Teachers always ensured that, there is equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all, in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

The study also concluded that, indiscipline among teachers was managed through the efforts of the principals and effort of Ministry of Education Officials in the schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

Indiscipline among students was managed through corporal punishments, signing of undertaking to be of good behaviour and deprivation from positions of authority in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria; and

It was also concluded that, community leaders and religious leaders do hold meetings and advice school management on regular basis on management of students' indiscipline in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria.

5.4 Recommendations

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

1. Parents and teachers should continue to work in harmony on students' indiscipline. Also, there should be improved interpersonal relationships between parents and teachers in order to help in managing indiscipline issues in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

2. There should be good interpersonal relationship between principals and teachers on proper recognition of hardworking teachers by the principals in the schools and recommend them for promotion as at when due;

3. There should be good interpersonal relationship between teachers and students and teachers should ensured there is equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all, in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria;

4. Teachers should ensure they have good interpersonal relationship among themselves in the school. Teachers should be given the opportunity to attend conferences, seminars and workshops on indiscipline issues in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria.

5. Indiscipline among students should be managed through corporal punishments, deprivation from positions of authority and signing of undertaking to be of good behaviour in the school. Also, Proper orientation should be given to new students to help give them direction on the do's and don'ts of the rules and regulations that governed the school; and

6. The attitude, desires and general value system of the community where the school is situated should be considered in working with the students with good interpersonal relationship. Community leaders should always be invited to attend PTA meetings and advise school management on students' indiscipline in public secondary schools in Funtua and Faskari Education Zones, Katsina State, Nigeria.

5.5 Contributions to Knowledge

The study established that:

1. the study would help in curbing indiscipline between principals and teachers if issues like deprivation from position of authority and preferential treatments to selected teachers are properly manage;
2. the study would help on how parents and teachers work in harmony over students indiscipline in public secondary schools;
3. effective cooperation and team work will help to manage indiscipline among teachers in the school; and
4. effective management of indiscipline among teachers would help to curb issues like stealing, cultism, rudeness, bullying in the schools.

5.6 Suggestions for Further Studies

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

1. This study should be repeated in other schools not covered by this study, or in other state of Nigeria in order to confirm or disapprove the findings in this study;
2. Nationwide study of this nature (Impact of Interpersonal Relationships on Management of Indiscipline in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State, Nigeria) will help to minimise if not eradicate the problems of indiscipline from school system in Nigeria; and
3. It is recommended that seminar should be conducted in other states or zones of the country on how to improve team work among educators.

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APPENDIX A

Questionnaire on Perception of Stakeholders on Management of Indiscipline in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State, Nigeria.

Educational Foundation and Curriculum Department,

Faculty of Education,

Ahmadu Bello University, Zaria.

Kaduna State.

Dear Respondent,

REQUEST LETTER

I am a student of the above mentioned university, undergoing Master of Education Programme. I wish to solicit for your assistance in collecting necessary data on a research topic: **Perception of Stakeholders on Management of Indiscipline in Public Secondary Schools in Funtua and Faskari Education Zones, Katsina State,Nigeria.**

Therefore your contribution in bringing out honest opinion as a principal, vice principal, teacher or an MOE official will surely enhance the validity and reliability of this research. Moreover, this research work is purely an academic exercise and the information gathered in this questionnaire will be used and treated with confidentiality.

Thank you and best regards.

Halimat Mohammed Aliyu

SECTION A

BIO-DATA: Please tick [√] in the appropriate box that relates to you.

1. **Status:**
   - (a) Principal [ ]
   - (b) Vice principal [ ]
   - (c)Teacher [ ]
   - (d) MOE [ ]
2. **Gender:**
   - (a) Male [ ]
   - (b) Female [ ]
3. **Qualification :**
   - (a) M.ed/MA [ ]
   - (b) B.ed/BS Ed [ ]
   - (c) NCE [ ]
   - (d) Others please specify……..
4. **Years of Working Experience**
   - (a) 0-5 [ ]
   - (b) 6-10 [ ]
   - (c)11-15 [ ]
   - (d)16-20 [ ]
   - (e)above 20 [ ]
5. **Ownership of school;**
   - (a) Public [ ]
   - (b) Private [ ]
6. **Location of school:**
   - (a) Urban [ ]
   - (b) Rural [ ]
7. **Nature of school:**
   - (a) Boarding [ ]
   - (b) Day [ ]
   - (c) Boarding/day [ ]

SECTION B

GUIDELINES

Beside each statement are possible options: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Thus, you tick in the column that relates to your option.

Section B: Opinion of Respondents on the Management of Indiscipline between Parents and Teachers in Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

S/N	Items Statement	SA	A	U	D	SD
1	Parents and Teachers work in harmony over students' indiscipline.					
2	Parents support teachers in punishing erring students.					
3	Interpersonal relationships between parents and teachers on indiscipline issues are managed through the efforts of MOE					
4	A student's family structure has no influence on management of indiscipline in schools.					
5	Parents attend PTA meetings regularly					
6	Parents approve management of indiscipline of students in the school.					
7	Parents are free to come to school any time to check how their children are faring.					
8	Teachers assist parents to checkmate student's moral behavior at school.					
9	Indiscipline in schools is managed by making parents sign undertakings in the school.					
10	Parents motivate students to resume school early by paying for government shuttle buses.					

SECTION C: Opinion of Respondents on the Management of Indiscipline between Principals and Teachers in Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

S/N	Items Statement	SA	A	U	D	SD
11	There is cooperation between the principal and teachers in my school					
12	The principal supervises Teachers lessons regularly and anomalies communicated immediately.					
13	The Principal holds regular meetings with Teachers in my school.					
14	Information from MOE is divulged without delay to Teachers.					
15	Principal recognizes the efforts of Teachers in the school and recommend them for promotion as at when due.					
16	The Principal ensured equal justice to all Teachers in my school.					
17	The Principal coordinates the relationships between Teachers, Parents and Students.					
18	The principal has the courage to manage teachers' indiscipline and he is being respected by all.					
19	The principal encourages team spirit among Teachers.					
20	The principal is proficient in human relations.					

SECTION D: Opinion of Respondents on the Management of Indiscipline between Teachers and Students in Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

S/N	Items Statement	SA	A	U	D	SD
21	Students are well behaved in my school					
22	Teachers are responsible for classroom discipline					
23	Prompt actions are taken in cases of misconduct between teachers and students by MOE.					
24	Teachers motivate their students skillfully and provide a friendly climate.					
25	Teachers respect Students for what they are and most of all, what they can become.					
26	Teachers do not victimize students when it comes to award of marks in examinations.					
27	Teachers conduct their lessons well					
28	Students engage in extracurricular activities to keep them busy.					
29	There is reward for best behaved students annually in my school.					
30	Teachers ensure equal justice for all, respect for the rights and dignity of each student and humanitarian treatment for all.					

SECTION E: Opinion of Respondents on the Management of Indiscipline among Teachers in Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

S/N	Items Statement	SA	A	U	D	SD
31	The Teachers in my school are always clean and smartly dressed.					
32	Teachers are dedicated to their work and well disciplined.					
33	Teachers cooperate among themselves and work as a team.					
34	Teachers are allowed to go for in-service training to enhance their qualification.					
35	Teachers are properly recruited. They are provided with good status and good service conditions.					
36	Teachers are motivated and their salaries are paid on time.					
37	Indiscipline among teachers is managed through the efforts of the principal in my school.					
38	Teachers are promoted as at when due.					
39	Indiscipline among teachers is managed through the efforts of the ministry of education officials.					
40	Teachers plan their lessons appropriately.					

SECTION F: Opinion of Respondents on the Management of Indiscipline among Students in Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

S/N	Items Statement	SA	A	U	D	SD
41	Students are admitted into the school on merit basis.					
42	Bullying is managed among students by the principal in the school.					
43	Students attend school regularly to avoid interruption of learning					
44	Students participate actively in school activities					
45	Students cooperate with each other in the school					
46	Students are allowed to mix freely with other students to help them have sense of direction.					
47	Indiscipline among students are managed through deprivation from positions of authority in the school					
48	Indiscipline among students is managed through signing of undertaking to be of good behavior in the school					
49	Indiscipline among students is managed through corporal punishments.					
50	Proper orientation is given to new students to help give them direction on the do's and don'ts of the school rules and regulations.					

SECTION G: Opinion of Respondents on the on the Management of Indiscipline between School and Local Community in Secondary Schools in Funtua and Faskari Education Zones, Katsina State.

S/N	Items statement	SA	A	U	D	SD
51	The school cooperates with the local community to achieve its goals.					
52	The school keep records of individuals in the community that help in school development					
53	The school considers the nature of the community because it determines the kind of students in the school.					
54	The attitude, desires and general value system of the community are considered in working with the students.					
55	Community leaders hold meetings and advice school management on regular basis on management of students' indiscipline					
56	The school take up community development projects like cleanliness and antimosquito campaigns					
57	Religious leaders preach at the community level on management of indiscipline which in turn assist the school					
58	Members of local communities always come to the aid of schools in the event of disciplinary issues					
59	The school serves as the centre for adult activities such as adult education, immunizations against communicable diseases and recreation.					
60	The policies, directions and goals of education are set in consultation with the community.					

APPENDIX B

Population of the Study (Teachers, principals and vice principals)

S/N	NAME OF SCHOOL	ZONE	NUMBER OF TEACHERS	NUMBER OF PRINCIPALS	VICE PRINCIPALS ADMIN	VICE PRINCIPALS ACADEMIC	TOTAL
1	G.C.P.FUNTUA	FUNTUA	27	1	1	1	30
2	G.D.S.S FUNTUA	FUNTUA	16	1	1	1	19
3	G.G.S.S KABOMO	FUNTUA	25	1	1	1	28
4	G.P.S.S BAKORI	FUNTUA	16	1	1	1	19
5	G.D.S.S. JARGABA	FUNTUA	4	1	1	1	7
6	G.D.S.S.KURAMI	FUNTUA	12	1	1	1	15
7	G.D.S.S.DUKKE	FUNTUA	7	1	1	1	10
8	G.D.S.S.KOKAMI	FUNTUA	9	1	1	1	12
9	G.D.S.S. TSIGA	FUNTUA	12	1	1	1	15
10	G.D.S.S. DANJA	FUNTUA	10	1	1	1	13
11	G.D.S.S. TANDAMA	FUNTUA	11	1	1	1	14
12	G.D.S.S. DABAI	FUNTUA	9	1	1	1	12
13	G.D.S.S. KAKUMI	FUNTUA	12	1	1	1	15
14	G.D.S.S. BARDE	FUNTUA	7	1	1	1	10
15	G.C.(D.W) FTA	FUNTUA	18	1	1	1	21
16	G.D.S.S. MASKA	FUNTUA	9	1	1	1	12
17	G.D.S.S(M) FTA	FUNTUA	17	1	1	1	20
18	G.D.S.S. GOYA	FUNTUA	12	1	1	1	15
19	G.D.S.S. T/IYA	FUNTUA	11	1	1	1	14
20	G.G.D.S.S. FTA	FUNTUA	20	1	1	1	23
21	G.D.S.S KAHUTU	FUNTUA	7	1	1	1	10
22	G.D.S.S. GUGA	FUNTUA	3	1	1	1	6
23	G.G.J.D.S.S. FTA	FUNTUA	33	1	1	1	36
24	G.D.J.S.S. FUNTUA	FUNTUA	27	1	1	1	30
25	G.D.J.S.S(M) FTA	FUNTUA	22	1	1	1	25

26	G.D.J.S.S. MASKA	FUNTUA	11	1	1	1	14
27	G.D.J.S.S. BAKORI	FUNTUA	16	1	1	1	19
28	G.G.J.S.S. KABOMO	FUNTUA	23	1	1	1	26
29	G.D.J.S.S. TSIGA	FUNTUA	9	1	1	1	12
30	G.D.J.S.S.JARGABA	FUNTUA	5	1	1	1	8
31	G.D.J.S.S. KURAMI	FUNTUA	13	1	1	1	16
32	G.D.J.S.S. DANJA	FUNTUA	14	1	1	1	17
33	G.D.J.S.S. DABAI	FUNTUA	4	1	1	1	7
34	G.C.(DW) JNR,FUNTUA	FUNTUA	23	1	1	1	26
35	G.D.S.S. SHEME	FASKARI	7	1	1	1	10
36	G.D.S.S. JIRUWA	FASKARI	3	1	1	1	6
37	G.D.S.S. DANTANKARI	FASKARI	7	1	1	1	10
38	G.D.S.S. TAFOKI	FASKARI	8	1	1	1	11
39	G.D.S.S. MAIRUA	FASKARI	10	1	1	1	13
40	G.D.S.S. MAIGORA	FASKARI	7	1	1	1	10
41	G.D.S.S. SABUWA	FASKARI	8	1	1	1	11
4 2	G.D.S.S. FASKARI	FASKARI	16	1	1	1	19
43	G.D.S.S. DANDUME	FASKARI	8	1	1	1	11
44	G.D.S.S.Y/NASARAW	FASKARI	4	1	1	1	7
45	G.D.S.S. TUMBURKA	FASKARI	4	1	1	1	7
46	G.D.S.S. DAMARI	FASKARI	3	1	1	1	6
47	G.D.S.S. MAHUTA ‘D	FASKARI	6	1	1	1	9
48	G.D.S.S. DAUDAWA	FASKARI	3	1	1	1	6
49	G.D.S.S. D/MU’AZU	FASKARI	3	1	1	1	6
50	G.D.S.S. SABUWA‘A’	FASKARI	4	1	1	1	7
51	G.D.S.S.Y/MALAMAI	FASKARI	3	1	1	1	6
52	G.D.J.S.S. MAIRUA	FASKARI	9	1	1	1	12
53	G.D.J.S.S.	FASKARI	2	1	1	1	5

	Y/NASARAWA						
54	G.D.J.S.S.DAUDAWA	FASKARI	6	1	1	1	9
55	G.D.J.S.S. DAMARI	FASKARI	2	1	1	1	5
56	G.D.J.S.S.D/MUA'ZU	FASKARI	5	1	1	1	8
57	G.D.J.S.S.DANDUME	FASKARI	9	1	1	1	12
58	G.D.J.S.S. TUMBURKAI	FASKARI	4	1	1	1	7
59	G.D.J.S.S.MAHUTA	FASKARI	7	1	1	1	10
60	G.D.S.S. R/GODIYA	FASKARI	8	1	1	1	11
TOTAL			**630**	**60**	**60**	**60**	**810**

Source: Katsina State Ministry of Education, 2016.

Sample of the Study (Teachers, principals and vice principals)

S/NO	NAME OF SCHOOL	ZONE	NUMBER OF TEACHERS	NUMBER OF PRINCIPALS	VICE PRINCIPALS ADMIN	VICE PRINCIPALS ACADEMIC	TOT AL
1	G.C.P.FUNTUA	FUNTUA	12	1	1	1	15
2	G.D.S.S FUNTUA	FUNTUA	11	1	1	1	14
3	G.J.D.S.S. FUNTUA	FUNTUA	10	1	1	1	13
4	G.P.S.S BAKORI	FUNTUA	15	1	1	1	18
5	G.J.S.S.BAKORI	FUNTUA	16	1	1	1	19
6	G.C(D.W) FUNTUA	FUNTUA	18	1	1	1	21
7	G.D.J.S.S (M)FUNTU	FUNTUA	12	1	1	1	15
8	G.D.S.S.(M)FUNTUA	FUNTUA	17	1	1	1	20
9	G.D.S.S. KABOMO	FUNTUA	15	1	1	1	18
10	G.D.J.S.S.KABOMO	FUNTUA	13	1	1	1	16
11	G.D.S.S. SHEME	FASKARI	6	1	1	1	9
12	G.J.D.S.S.SABUWA	FASKARI	4	1	1	1	7
13	G.D.S.S. MAIRUA	FASKARI	5	1	1	1	8
14	G.D.S.S. DANDUME	FASKARI	7	1	1	1	10
15	J.D.S.S.DANDUME	FASKARI	8	1	1	1	11

16	G.D.S.S. MAHUTA	FASKARI	6	1	1	1	9
17	G.D.J.S.S MAHUTA	FASKARI	5	1	1	1	8
18	G.D.J.S.S.MAIRUA	FASKARI	5	1	1	1	8
19	GDSS DABAI	FUNTUA	5	1	1	1	8
TOTAL			**190**	**19**	**19**	**19**	**247**

Table 3.4.2: Sample of the Study (Ministry of Education staff)

S/NO	ZONE	NUMBER OF STAFF
1	FUNTUA	12
2	FASKARI	7
TOTAL		**19**