ASSESSMENT OF DISCIPLINE TECHNIQUES IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

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FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

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DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

MARCH, 2021

DECLARATION

I, Idris Kaila declare that the work in this dissertation titled "Assessment of Discipline Techniques in the Management of Public Secondary Schools in Jigawa State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been acknowledged in the text and a list of reference provided. No part of this dissertation was previously used for the award of degree at this University or any other Institution.

_____ _____

Idris Kaila Date
P16EDFC8007

CERTIFICATION

This Dissertation titled "Assessment of discipline techniques in the management of public secondary schools in Jigawa state, Nigeria" by Idris Kaila, meets the regulations governing the award of a Master's Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

_____ _____

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DEDICATION

This dissertation is dedicated to my parents late HajiyaFureraGaladima and late Alhaji Kaila AbubakarKwarko, the entire family members for their tireless support throughout the period of my life and my academic pursuit.

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The researcher would like to acknowledge the efforts of my late father and mother (May Allah forgive them), who have contributed a lot through their prayers, moral training, and financial contributions from the beginning to the end of this research work. The researcher also wish to acknowledge the effort of Jigawa State Ministry of Education, all the zonal offices of the three educational zones in the state and the respondents who have kindly responded to the items on the examination and made this work possible. In conclusion, the researcher also acknowledge the support of my brothers, sisters, friends, mentors colleagues and well-wishers who have contributed in one way or the other for the success of this research work. May your efforts in giving me both moral and financial support be rewarded with Aljannatul Firdausi, Ameen.

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ABSTRACT

This research undertook an assessment of discipline techniques in the management of public secondary schools in Jigawa State, Nigeria, five objectives were formulated among which are: determine the maintenance of examination ethics in public secondary schools in Jigawa State; assess the maintenance of punctuality in public secondary schools in Jigawa State; examine students' disciplinary management system in public secondary schools in Jigawa State; discipline techniques on communication in public secondary schools and examine the management of truancy in public secondary schools in JigawaState.The research questions and hypothesis were in line with the objectives.Relevant literatures related to the study were reviewed; the study used descriptive survey method that covered all public secondary schools in Jigawa State with population of 6925 teachers, 583 principals and 154 supervisors; while sample size of 343 was used;the instrument used for the data collection was structured questionnaire; the instrument was validated by the supervisors; to ensure the reliability of the instrument, Pearson Product Moment Correlation Coefficient (PPMC) was used to determine the reliability at 0.86;The data were analyzed and interpreted through the use of analysis of variance (ANOVA). Out of the six hypotheses tested, only one was retained while five were rejected. The result showed that some aspects of discipline/indiscipline in public secondary schools in Jigawa State such as punctuality, examination malpractice, disciplinary management system, truancy among others were given little attention over the years due to low level of commitment on the part of stakeholders in the State. As a matter of emergency, there is need for more efforts by the relevant authorities with a view to ensure strict adherence of law and order for both teachers and students in public secondary schools in Jigawa State. Moreover, Irregularities in the maintenance of discipline in public secondary schools in the state should be addressed. Posters, lectures and videos that have a direct relevance to examination ethics should be prepared and presented to the students by the school authorities to enable them possess the pre-requisite knowledge of examinations guidelines in the schools.

OPERATIONAL DEFINITION OF TERMS

Assessment: Means the act of making judgment

Discipline: Displaying habit of morality and obedience

Technique: Method of doing something by using special skill or knowledge

Management: The act of controlling and making decision

LIST OF ABBREVIATIONS

A: Agreed

ANOVA: Analysis of Variance

D: Disagreed

MOEST: Ministry of Education Science and Technology

PPMC: Pearson Product Moment Correlation Coefficient

TVET: Technical Vocational Education and Training

U: Undecided

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists onupholding the moral values of students. It comprises a wide spectrum of meaning, well from thenegative or positive perspective. However, it is humans' immune to always focus on the negative smelland that would be considered a popular issue if it involves an individual or a group that claims anintimate relationship within a society.Lochan, (2010) aptly states that every child has a need to attend school. Schools are seen asprovider of education as education is an important process that each individual has to undergo in lifetoday. This is even so in this digital age as the world is more globalized and informationcommunication technology takes root in every aspect of our life. Thus, education is seen as the key tounlock the treasure-trove of knowledge.

There is often the saying that our youths are the leaders of tomorrow, but from what happens on a daily basis, one is forced to wonder if actually the youths are the future leaders of tomorrow, if they could actually be entrusted with the leadership roles of the futures, people from various works of life have expressed concern. Olusegun O. former president and head of state of the Federal Republic of Nigeria lamented over the rate of indiscipline in the Nigerian society. He challenged the youths and adults noting that they are suffering from what he called "social, moral, political and economic indiscipline" Daily Times 26 Dec (1985). Also former head of state GeneralIbrahim B.B (1985) confirmed the obvious fact thatthe rate of indiscipline and crime among youths was growing fast. He posited that "moral decadence is threatening the nation as evidenced by the "get rich quick syndrome" that pervaded all facts of the society.

Soet (2005), quoting Charles (2007), on attitude towards Education, stated that, teachers, parents, students and the public all place discipline at the top of their concern, with teachers ranking it at the top because it affects learning, their emotional lives and it outweighs all other factors combined in determining a teacher's success, Jeng (2011) advises that students should understand that discipline is one of the most fundamental characteristics of human beings in school, in our homes and indeed everywhere in the world. Stakeholders concur that ensuring discipline in schools is top on the agenda because one cannot acquire knowledge without character. Soet (2005), in his study, "Perception of the causes of indiscipline among students in Mt. Elgon district." asserts that, schools need discipline. It is the one thing in learning that everyone expects and wants. Most educators agree that discipline is the one thing that can make or break a school, for without it; a teacher's finest efforts may go to zero.

Basically, discipline problems occur when a student refuses to obey rules of the school. Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified. Rules mustalso relate to the stated functions of education or the school process and.-again-, common sense must prevail in establishing disciplinary action for breaking a rule. Teachers, in making rules for individual classroom behavior, should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered. It is important that parents cooperate with their child's school, and not just leave the school alone in the dark. Discipline problems can be dealt with much more effectively if both parties could share the similar and ideal vision which, leads to prolific missions.

Adesina(1990) contends that conformity to norms is the atmosphere in which students accord due respect to school authorities, observe rules and regulations and maintain established standards of behaviors. No meaningful academic exercise, teaching and learning can take place where there is gross disrespect for laid down rules and regulations that streamline the conduct of both teachers and students. Conformity to these rules is essential for meaningful progress, thus the need for good academic planning in schools. This research work therefore intends to find out the impact of academic planning on the management of indiscipline in secondary schools in Jigawa state.

1.2 Statement of the Problem

It has been observed by the researcher that the present outcry of disciplinary problems among students may apparently be given rise to the allegation of the falling standard of education in Jigawa State, but it has brought to the public concern the issue of who is responsible for the apparent decline of the standard of secondary education in Jigawa State. It has been experienced from the time immemorial, but the magnitude with which it is manifesting itself in today's schools is alarming. It manifests mainly in various unruly behaviors exhibited by students in and outside the school. It is therefore imperative that strategies to curb these problemsare devised in order to promote good behavior of students for effective learning.

Poor academic planning might be one of the major causes of indiscipline in secondary schools which may lead to examination malpractice among students and made many of them to be involved.

The incidence is fast becoming acanker worm that has eaten deep in to the fabric of our society and thereby constituting a greater threat to the stability of the nation. This therefore requires

prompt attention from the educational planners and policy makers.In global journal of human social science linguistics and education vol. 13,it has revealed that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Political, school environment, curriculum and peer group were considered as causes of disciplinary problems. Students' indiscipline has had a lot of negative effects on the school system and learning. Many academic calendars are being disrupted as a result of this indiscipline, and many students now form themselves into gangs, they threaten the life of fellow students and even teachers. It is as a result of this indiscipline that we now have secreted societies or secrete cults even in our primary and secondary schools. It is necessary for the nation to pay attention to the frequent indiscipline among our students, if it is to achieve fame and progress in all fields of human endeavor. This is because the fate of any nation depends on the youths it breeds, as they are the leaders of tomorrow. Disciplinetherefore involves the development of an informed conscience within the individual person as part of his or her personality. Discipline encompasses training of the mind and character of a person which result to self-control and a habit of obedience. The main reason why students attend school is to receive good education. Sound education can only be provided when there is discipline in schools. Discipline is the number one topicamong others in education. This is where the need to provide, effective planning in schools, arises

Discipline continues to be a growing problem in our schools. Students' indiscipline generally militates against effective teaching, learning and production of useful members of society.

Ensuring discipline in schools should be the concern of everyone. It is important for thepeople to accept the fact that ensuring discipline is not the sole responsibility of teachersalone. Discipline problems in schools, have been serious breaches of school discipline policy that had profound

negative effects on the schools. This was why Okumbe (2008) observedthat "one of the salient factors that attributes to the problem of indiscipline is peer groupinfluence. Negative attitude of their friends such as responsibilities, cooperation, time management, respecting adults, disobeying rules and regulations are some of the contributing factors from the peer-group for the prevailing problems".

The focal problem of this study therefore, is to unveil the assessment of discipline techniques in the management of public secondary schools in Jigawa state, Nigeria.

1.3 Objectives of the Study

This study is set to:

1. Assess the maintenance of examination ethics in public secondary schools in Jigawa state
2. Determine the maintenance of punctualityin public secondary schools in Jigawa State
3. Assess the disciplinary management technique in public secondary schools in Jigawa state.
4. Ascertain discipline techniques on communication in public secondary schools in Jigawa state
5. Examine the management of truancy in public secondary schools in Jigawa state

1.4Research Questions

The following research questions were raised for the study:

1. To what extent do examination ethicsare compliedin public secondary schools in Jigawa State?

2. In what ways are punctual students been rewarded in public secondary schools in Jigawa state?
3. What are students' disciplinary management systems in public secondary schools in Jigawa state?
4. Is there maintenance of discipline techniques incommunication inpublic secondary schools in Jigawa state?
5. Are there cases of truancy in public secondary schools in Jigawa state?

1.5 Hypotheses

The following null hypotheses were formulated for the study:

1. There is no significant difference in the opinions of teachers, principals and supervisors on the maintenance of examination ethics in public secondary schools in Jigawa State.
2. There is no significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State.
3. There is no significant difference in the opinions of respondents on students' disciplinary management technique in public secondary schools in Jigawa State.
4. There is no significant difference in the opinions of respondents on discipline techniques on communication in public secondary schools in Jigawa State.
5. There is no significant difference in the opinions of respondents on the management of truancy in public secondary schools in Jigawa State.

1.6 Basic Assumptions

The following basic assumptions were postulated:

1. It is assumed that if guidelines governing the conduct of examinations are well translated to students of secondary schools in Jigawa state, credible examinations will always be realized in the schools.
2. Students are said to be punctual if school authority is innovative enough in keeping such students busy at school. For instance, if there are a number of extracurricular activities in school which students should participate, such will surely promote students' punctuality in school.
3. It is equally assumed that if strict measures are clearly enforced on any student found to be law breaker in school the cases of indiscipline in our secondary schools will drastically be reduced. In addition, law abiding students should be rewarded.
4. If proper communication guidelines are stipulated in secondary schools in Jigawa State and students are properly monitored with respect to stipulated guidelines, students will surely communicate in the best way recommended.
5. It is finally assumed that if parents and the school authority each other as partners in progress and work together to ensure that children attend school regularly, the problem of students' truancy will be reduced if not totally eradicated.

1.7 Significance of the Study

This research work intends to explore the assessment of discipline techniques in the management of public secondary schools in Jigawa state, Nigeria. The importance of this study to the wider society cannot be over emphasized as it will serve as a guide in bringing about discipline back to

life particularly in secondary schools. The study is expected to be beneficial in the following ways;

It will serve as a guide to the educational planners in the formulation of realistic policies especially policies on better ways to promote discipline in secondary schools in Jigawa state in particular and other educational institutions in general. This research work is equally important to supervisors, educational policy makers, curriculum experts as well as all other stakeholders in education industry. Also,this research is significant in that, it will serve as a guide for the subsequent researchers who may wish to carry out a similar research work. However, this research work may be helpful to the entire stakeholders in education to recognize their responsibilities more and discharge their statutory responsibility more efficiently for the attainment of the desired educational objectives. The study will also serve as a basis for educational planners, scholars, publishers and researchers for conducting researches on discipline indiscipline in secondary schools in particular and other educational institutions in general and the way forward so that the nation's educational objectives will be realized.

Moreover, the study will be very useful because it will help to shade more lights on the meaning, types, causes, effects and possible solutions to the problems of indiscipline in secondary schools in Jigawa state in particular and the nation as a whole.

1.8 Scope of the Study

This study is on the assessment of discipline techniques in the management of public secondary schools in Jigawa state. However, the study covers only public secondary schools within the state, the respondents considered in this study includes the principals, teachers, and supervisors respectively. The research is also limited to only public senior secondary schools in the state.

The research is also limited to identifying the various ways through which the problem of indiscipline will be addressed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review was organized to discuss the following:

2.2 Conceptual Framework

2.2.1 Assessment

2.2.2 Discipline, and importance of discipline

2.2.3 Indiscipline

2.2.4 Concept of management

2.3 Theoretical Framework

2.4 Maintenance of examination ethics in Secondary Schools

2.5 Maintenance of Punctuality in Secondary Schools

2.6 Disciplinary management techniques in secondary schools

2.7 Assessment of discipline techniques on communication in secondary schools

2.8 Management of truancy in secondary schools

2.9 Empirical Studies

2.10 Summary

2.2 Conceptual Framework

The conceptual framework will guide us into understanding the meaning of the concept of Assessment, Discipline, Indiscipline, and the concept of Management,

2.2.1 Concept of Assessment

Assessment and evaluation are two different words that are used interchangeably by some experts in the field of education. But to others, the term evaluation is broader and involves making judgment about the merit or worth of something (Yusuf, 2012). According to Nelson (2003), the term assessment and evaluation are often used indiscriminately and interchangeably. But for clarity, evaluation is broader term which includes not only the process of deterging what actual educational outcomes are, it also involves judgment about the nature and desirability of any demonstrated changes. And judgment cannot be made until some assessments have been carried out. This means that assessment is a pre-requisite to evaluation.

An assessment is systematic process of determining the merit in which processed educational objectives are obtained by pupils (Khanzode, 2004). Adesua (2011), opined that "assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to the expected outcomes". He added that It is some sort of scale upon which individual can be ranked with respect to what they can do or what they know, they added that "assessment can as simple as teacher's subjective judgment based on a single observation of students performance or as complex as a five hour standardized test". Assessment therefore as used in this research is defined as the process of investigating and making value judgment about the contributions of educational stakeholders on the maintenance of discipline and management of indiscipline in public secondary schools in Jigawa state, Nigeria.

2.2.2 Concept of Discipline

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of student. It comprises a wide spectrum of meaning, well from the

negative or positive perspective. However, it is humans immune to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society.

Discipline is probably the most difficult and unpleasant part of teaching profession. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004; Farrant, 2004)

Every child has a need to attend school; schools are seen as provider of education as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure- trove of knowledge. We have to understand it is not only literacy work that the learner came to achieve in school; rather including character and other positive form of behavior.

Students' misbehavior is a prevailing problem affecting schools not only in Jigawa State but also across the many states in Nigeria. 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' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers. Teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression. Some teenagers may never reveal the nature of the incident or its impact on them. In such cases, the confidence of the teacher has been undermined; his/her sense of personal safety violated and the perpetrator has not been sanctioned. Field (2006). One of the most widespread reasons for bad discipline however is usually a student's inability to cope with

the tasks. The noisiest students will demonstrate their frustration by loud outbursts, disruptive behavior, while the rest of the class may remain passive **(**Amado, J. &Freire, I. (2009)**).**

A teacher is a person who provides education for students/pupils, and also a person who has obtained a specified professional qualifications or credentials from a recognized university or college. These professional qualifications may include the study of pedagogy, the science of teaching". He adds that teachers, like other professionals, may have to continue their education after they qualify, a process known as "continuing professional development. However, teacher's professional duties may extend beyond formal teaching they occupy a very important position in the discipline and control of students and pupils' character Mugambi (2005).

In education today discipline is something that is feared but never or not fully discussed. Soon-to-be-teachers learn about all sorts of things from development to creating lesson plans to cultural diversity in the classroom. But what are not sufficiently addressed are discipline and some tactics to managing it. Discipline is defined in so many ways. When looking in the New Merriam-Webster Dictionary under this word one sees first: "punishment. 2: to train or develop by instruction and exercise especially in self-control, 3: to bring under control (troops)" Gromwell (2000). All of these take the common view of discipline as a forced control over the subject. The second one only comes mildly close to developing some sort of relationship with the subject by helping them become composed. But this doesn't quite cut it. In some ways feel that discipline should be a reaction to a verb instead of an action word itself. I will behave when I feel encouraged. I will do what is "right" when 1 am allowed identifyingwhat is right for me. For example, if students/pupils are empowered to make their own rules in the classroom they will understand them and therefore be able to abide by them. In these ways being disciplined is the reaction to the environment and the freedom in the environment that one is given. However, if

teachers design the classes to enable students/pupils to make their own rules and be given opportunities to follow their own interests they will have a stake in their education instead of acting rebellious or as mindless followers.

Teachers have the ability to create environments that will benefit students/pupils or that will stifle their desire to learn. In society discipline has been related to punishment. If a teacher doesn't get the desired results then punishment should follow. In some ways this idea has merit because if students disrespect their environment as well as their community than some method should be taken to alter the problem. However, teaching students that they are theproblem instead of teaching them their choice is what was wrong leaves a bad message. The concept of punishment has been based on several false premises asfollows:

1. In order to make children "do" better, first we have to make them "feel" worse.
2. It is more important to make children "pay" for what they have done than to "learn" from what they have done.
3. Children learn better through control and intimidation than through exploring the results of their choices in a nurturing environment".

Most of the ideas take away the humanistic side of any relationship because of the common feeling that children are different in some way. In a sense it appears that adults tend to think of children as little adults who don't play by the rules instead of seeing the behavior as age appropriate. However, extensive research has shown that punishment and rewards have many long-term negative results (such as rebellion, the negative use of power, or thoughtless compliance) and do not teach self-discipline, self-control, or any other important characteristics and skills for success in life. To believe that making a student feel bad or pay for what they have

done or intimidate them into learning only teaches them that this is acceptable behavior. Why not act up, the rules are not fair. As adults, why not use and manipulate - control is what is important. And as citizens, why ask questions or challenge what exists - they tell us what is right. In supporting the above assertion, Zindi (2009) recommends that "aim of education is to encourage the student to develop his individuality than through these methods of punishment the goal willhave been lost. The individuality of the students will have been swept away in the meaninglessness of the rules and of the environment". How can one develop as an individual if one is stifled?.www.indiaparenting.comwrote that "behavior is either entirely internally or externally caused, but is the result of the interaction between the individual and environment". Reiterating the idea that one is a product of one's environment. If students/pupils are treated with meaningless restrictions and are taught to comply than schools will create the unmanageable, the controlling and the non-thinkers.

If students/pupils are put in an environment where they feel like they have no say and that their ideas and their thoughts are not as important as the test, or as the "covered curriculum" then we teach students that learning does not involve ideas and feelings. However, if the new motivation of instruction is to create a supportive, caring and inquiry based atmosphere so much more than surface knowledge will he attained. Teachers, in most situations, care about their students and feel that they are supporting them hut the methods to do this are what vary and what can inadvertently be detrimental. We can design our environments to build up our students without discouraging or injuring them so that they can grow and flourish while helping others in their community do the same. This is the one thing we can do as teachers, change the classroom setting. We may not be able to reach all children by ourselves but we can engage children in helping each other so that all can have a chance to develop. The idea to have child and teacher

develop together is perhaps the missing factor in education. If the role of the teacher is no longer deemed as the superior one, whoknows all, implements all, and controls all, then a relationship can be formed between student and adult. This relationship in its ultimate abilities can create a community that is respectful, and therefore self-controlled, where learning and sharing ideas are the focus instead of controlling and supervising.

Mutual respect requires that adults see children as people and as unique individuals. Teachers who see students/pupils this way do not treat them as robots whose only function is to be controlled and manipulated for their own good. They see students as valuable resources with worthwhile ideas and skills. Teachers go beyond the normal standards of controlling students through punishment to really creating an environment where respect is the main ingredient. They add that a climate for mutual respect is created when teachers allow students to become involved in ways in which they can listen to one another, take each other seriously, and work together to solve problems for the benefit of all. Teachers don't have to do it all when they teach the skills of cooperation and contribution and allow students to help. If students/pupils act up because they don't feel heard or respected or are bored in the instruction than this new idea should stop the misbehavior, but is it really that simple? Then the author continues, "When students feel cared about, they want to cooperate, not misbehave". Perhaps if teachers, reason with the spirit of the child then we can create the behavior desired. We cannot reform the child but we can alter the environment in which they grow. If we create a supportive community in which these students can be nurtured than indirectly they will be reformed. The knowledge that they have a voice in the community, that they are cared for and respected, and that they are in control of their education and learning can change somuch in a child's attitude when dealing with relationships and when focusing on ones role in the world. When behavioral problems do occur in order to

help the student recover teachers need to identify what the behavior means, what the child needs, and what the adults can do to encourage them. By giving more support teachers can help the student/pupil feel accepted and noticed which sometimes is what they all need. Peers also can give help to students/pupils having problems in the classroom by giving them suggestions on how to deal with their issues. Students uncomfortable with another member's behavior can also bring it up in the classes meetings offering positive suggestions for how they can both deal with their misunderstandings. If there is a chance for students in the classroom to become a voice and a member that is needed than so much can be gained. Bowman (2004), lament that "Students/pupils run into problems, we all do, but instead of being punished for what they do not know or what they are going through they should be helped. When the students make bad choices the teacher must remember that everyone makes mistakes". Teaching through these choices is what is necessary. If students learn that mistakes are part of life and that from them we receive direction on where to move next then even bad choices can be used to the classes advantage.

Working together of both teachers and students/pupils will be able to find the way to resolve the problem. To further help students achieve their behavioral and educational goals in this collaborative method, Nelson, (2003) suggest the including of parents and children in meetings to find ways to encourage the student/pupils. Instead of acting as a forcediscussing the child without them present, teachers, parents and children can work together to create solutions for behavioral problems. If together, parent, teacher and student can discuss what is going well then all will be informed on the different perspectives about the student's progress. From there students/pupils should be able to discuss what he or she thinks they need improvement on. Discussing options and ideas on how to attain this change allows for the student to have say in

their development and their future. It also gives them a chance to be involved in a caring and encouraging conversation with their parents and their teacher. Together they can create supportive ideas that the student believes he or she can follow to benefit his or her own self-management.

Therefore, when students have freedom of choice, shared control and the opportunity to learn how to manage one's life then caring, encouraging, and learning community can be formed. It is at this point when discipline becomes a result instead of amethod. This is where classrooms need to end up; supporting the real learning opportunities of the students and this is how behavioral problems find positive solutions.

Importance of Discipline

According to Silsil (2010) discipline is the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and coexist with others in society. Okuthe (2003) observes that discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose, for no government, institution or establishment of any kind can function without discipline.

Schools are very important social systems that help train students in good conduct and acquisition of knowledge. Eshiwani (1993) concurs that for proper learning to take place, this must be observed. Discipline must therefore be maintained at all times because it is only where there is discipline that proper learning can be expected to take place. It must be maintained to ensure a peaceful and conducive environment for learning. Padilla (2012) could not agree more, for he asserts that, good discipline enables the students to focus more, for with good focus, they master the skills offered by teachers. But when they display disruptive behavior, they interfere

with the instruction and learning process. Such disruptive students limit themselves and others to the full advantage of academic instruction.

Jeng (2011) maintains that knowledge without discipline is useless. It is only knowledge alongside discipline that one can use to get anything in life, for it is the only weapon that one can use to fight against poverty, harassment, difficulties, violence and discrimination in our society. A disciplined and educated student becomes a progressive element in the society. Therefore, students must maintain discipline to earn dignity and success.

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

The ModernSchemeof Discipline versus the Traditional Scheme in Tackling Indiscipline in Schools

Mbiti (2007:83) maintains that discipline is the capacity that enables the individual to use the voice of reason in making the right decision, even when the natural desires are pulling in the other direction. Silsil (2010:292) is of the same opinion that indeed it is a system of training of the mind and character so that the individual is guided to make reasonable decisions in a responsible manner.

Traditional Scheme of Discipline

The traditional scheme of handling indiscipline was based on the idea that the child was born naturally bad. As such, all children were naturally inclined to do evil unless they were controlled

properly by adults, either through harsh punishment or rewards, (Mbiti 2007). Those behind this view believed that physical punishment was a must since it worked wonders in deterring misbehavior in children for it successfully expelled the evil or bad tendencies. In their view therefore, discipline was seen as the process of expelling bad habits from the child through harsh punishment.

Ozigi and Ocho (1991) points out that there are people who believe strongly that an effective solution must involve the use of force to command obedience and orderly behavior. According to them, standards of discipline would progressively decline, thereby spellingdisaster for society in the absence of punishment. Another aspect of controlling discipline was through rewards. Being rewarded was a practice which they found to be quite successful in yielding the desired behavior.

These two traditional aspects have some drawbacks. According to Mbiti (2007) research evidence shows that it is a hindrance to learning. He notes that physical punishment, for example, produces fear, anxiety, resentment and sometimes, hostility towards schooling in many children. Some people argue that punishment does not eliminate an undesirable behavior, but only suppresses or reduces it.

Many teachers in Nigeria are still sold on the use of the cane or other forms of physical punishment. Sometimes teachers and administrators tend to use excessive physical punishment, leading to permanent bodily injuries or even death. Njoroge (2011). in the Standard, dated 14th October, in an article entitled, ".who will teach teachers that caning pupils is wrong?." lamented the excessive use of corporal punishment in schools, where a student was brutally beaten after teachers discovered the name of her boyfriend scribbled on her hand.

Daily life reflects the perception of children as being objects and their parents' property. A large part of the population still considers it normal to smack or beat children to discipline them. 40% of the teachers consider it necessary to apply physical punishment and praise it as very effective in instilling discipline, (www.unicef.org/../children_1540.htm).

Corporal punishment, we must remind teachers, is illegal. Unfortunately, some teachers still think they have the right to use the cane. Teachers must therefore find alternative ways of dealing with indiscipline to correct the children's behavior, for it is true that rules cannot always be obeyed by every one without the existence of some form of control measure. Recent studies have revealed that manual work and corporal punishment are the order of the day in most secondary schools. Mugambi (2005) found out through his study that manual work, corporal punishment, and suspension were very common in schools.

Therefore, teachers have tried to instill discipline in students through corporal punishment, manual work, as well as suspensions; yet we still hear of, read about and witness high forms of indiscipline in our schools, such as strikes, drug abuse, class boycotts, and even setting schools on fire as documented on newspapers, (Okuthe, 2003). It is therefore in the same effort to instill discipline in schools that the modern scheme of discipline ought to be embraced fully in secondary schools.

The Modern Scheme of Discipline

In modern times, efforts should be geared towards the development of an informed conscience within the individual person as part of his or her personality. As Mbiti (2007) explains. "A child whose informed conscience has blossomed obeys the voice of reason to dothe right thing in any given situation, not because the rule says so, but because the individual is convinced that it is the

right thing to do". Discipline therefore, is learnt. Padilla (2012) advocates for preventive discipline in line with the modem scheme, where the procedures that emphasize and rewards good behavior are upheld instead of punishing bad behavior. A lot of emphasis is put on the approval of good actions which are then easily internalized as good habits and disapproval of bad actions which are easily abandoned as bad habits. Positive and negative reinforcement do encourage goodbehavior while discouraging indiscipline, (www.indiaparenting.com). This forms a sound basis for character training. Mbiti, (2007) maintains that positive reinforcement should be encouraged through words of encouragement, house-point awards and giving special privileges among others; this encourages the internalization of good character habits. In a school or family situation, negative reinforcement in the form of detention after official school hours, isolation from the group, paying a fine and withdrawal of privileges deters bad behavior. In the modern viewpoint, a lot of emphasis is placed on guiding the individual child to be responsible in making his or her decisions through the use of reason, for with informed conscience, they would be able to make reasonable decisions. The modern scheme must avoid the harsh punishment advocated by the traditional scheme. These two methods show that it is not necessary for teachers to use physical punishment as the one and only method of discipline control. Mbiti, (2007).

Positive Approaches Used in dealing with Indiscipline in Schools

Going by the modern scheme of discipline, these are some of the ways in which school administrators and teachers can effectively infuse and control discipline in schools.

Guidance and Counseling

One method of maintaining students discipline is through guidance and counseling. Mbiti (2007) defines guidance as professional advice given to someone to enable him to make informed choices so as to adjust or cope with different challenges in life. The purpose of guidance is to promote the growth of the individual in self-direction and to facilitate personal development. However guidance does not aim at solving problems for the individual; rather, it helps them to solve them. It is therefore all about the individual, not the problem. Adeyemi (2005), observes that it is a system of help given to students so that they are able to help themselves recognize and use their inner resources to set goals, to make plans and to work out their own problems of development.

One line of thought in the ministry of Education is that G&C should be taken seriously to eliminate student's unrests in schools. Indeed several commissions, task forces and presidential working-parties established after independence, have supported guidance and counseling programs in schools. The report of the task force on student discipline and unrest (Wangai report, 2001), gave a strong recommendation for the appointment of teacher counselors for every public school. Popular areas students are offered services on include Educational guidance, Vocational guidance and Social counseling.

School-based Family Units Program

The ministry of education has laid emphasis on strengthening guidance and counseling. One method of enhancing G&C has been the introduction of school-based family unitsinsecondary schools. Wangai report (2001) strongly recommended that schools adopt a system of school

mentor, whereby, a teacher would be in charge of a specified number of students, and would work with this group as a parent.

Padilla (2012) who maintains that, without proper family structure, many adolescents struggle to acquire efficient social and academic skills. He laments the subjection of family life to severe strains by the accelerated changes in society, impacting the development of many children, and the home is no longer in a position to provide the child the kind of support and help as it once did in the earlier days when communities and families were more intimate. Also increasingly absent, is the lack of a listening ear in form of sympathetic adult siblings, friendly aunts and grandparents who can be turned to. It is true the nature of family life has changed drastically, and as such, children have to depend on other institutions to develop fundamental skills. One such institution is the school; for it is the one institution beyond the family that has the greatest influence on the development of children.

According to Ngwiri (2007), such family units are of great importance since they encourage consultation, help unearth the underlying causes of misbehavior and provide a listening ear to those students seeking attention and suffering from feelings of rejection. School-based family units, if well programmed in schools, can go a long way in curbing indiscipline. Family units are at work in some schools.

Teaching Life Skills Education

Another method of maintaining students discipline in schools through preventive measures is the teaching of life skills education. This is done in class through normal teaching or learning sessions.

The modem scheme of discipline maintains that discipline is learnt. It further advocates the development of an informed conscience within the individual person as part of his or her personality. Life skills education goes a long way in achieving this end since it imparts techniques for positive behavior on students. There are many challenges facing children and the youth as a result of the fast changing world. Rungu (2008) in her study, "'Factors influencing implementation of Life skills education in primary schools in Lang'ata Division, Nairobi province/" lists these challenges as negative pressure, gender bias, early marriages, teenage pregnancies, indiscipline, poor career choices, early sexual debut, drug and substance abuse, rape, incest and HIV/AIDS. Such problems render the youth vulnerable to health risks.

Skills imparted to learners include interpersonal skills, skills of making effective decisions and skills of knowing and living with one. They are imparted to learners through various methodologies, such as role plays, brainstorming. Storytelling, song and dance, games, puzzles, miming and riddles among others, (KIE 2006). A purposeful commitment to teaching life skills can lead to self-discipline and where this reigns among students in schools, indiscipline is unheard of. One reason for undertaking this study was to find out whether public day secondary schools have embraced Life skills Education to complement the existing intervention methods in curbing indiscipline.

The School Recreation Program as a Discipline Tool

The school recreation program can be used as an effective tool for curbing indiscipline. Students have to be involved very actively in co-curricular activities to channel their negative energy into positive and productive behaviour, Such activities go a long way in relieving tension that could burst into undesirable incidents, (Mbiti, 2007). Indeed a report on Causes, effects and Remedies

of indiscipline in secondary schools in Central province, decried lack of recreational programs in schools as one of the causes of the strikes. Therefore, every school must establish a rigorous recreation program, and all students must be encouraged to participate.

2.2.3 Concept of Indiscipline

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students. It comprises a wide spectrum of meaning, well from the negative or positive perspective. However, it is humans immune to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society.

Okemwa(2007) aptly states that every child has a need to attend school. Schools are seen as provider of education as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure - trove of knowledge.

Students' misbehavior 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 similarnegative social outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers. Teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression. Some teenagers may never reveal the nature of the incident or

its impact on them. In such cases, the confidence of the teacher has been undermined; his/her sense of personal safety violated and the perpetrator has not been sanctioned. One of the most widespread reasons for bad discipline however is usually a student's inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outbursts, disruptive behavior, while the rest of the class may remain passive, Ngwiri (2007).

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

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 aboutit, but individual meanings can still differ in a sense, therefore, we will at this juncture present some of the meaning giving to the term by scholars in the literature.

Many scholars and educators have different perception about the term indiscipline. For instance, indiscipline according to Timothy, (2008) is the direct opposite of discipline i.e. lack of discipline. He further quoted Dittinuiya (1995) who defined it as any act that does not conform to the societal value and norms. He further define indiscipline as unruly acts and behaviours, acts of

languages, rudeness, gangsterism or cultism etc. as the forms of indiscipline in schools are inexhaustible lawlessness and disobedience to school rules and regulation.

According to Timothy (2008) indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. In addition, indiscipline is also defined according Nwakoby (2001) 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. Furthermore, indiscipline as a concept could also be seen as lack of self-control and utterdisregard for constituted authority. An .undisciplined person therefore is one who does not fit properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society (Nwakoby 2001). In the context of a school system, a student is said to be disciplined if his/her behaviours, actions and inactions conform to the predetermined rules and regulations of the school concerned. But when this is not the case such a child or a student is said to be undisciplined (Igwe, 2004). Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour can be regarded as undisciplined act.

Also, when Zubaida (2009) citing Dare, (2004) who defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. She therefore maintained that "a behaviour that contradicts the above mentioned becomes indiscipline".

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

According to Annen (1996), Indiscipline act is that situation where student set aside the schools rules and regulation and do what they like and leave undone what they are expected to do. That indiscipline is any act that is inconsistent with the set down rules and regulations governing a learning situation.

However, where indiscipline reigns, discipline is lacking there. The stability and continued existence in that society are in danger, peace instead, life and property becomes insecure, and the very continued existence of the society becomes precarious. Indiscipline could also be regarded as an act that does not conform the societal values and norms. Indiscipline takes many forms and shapes depending on how it is been carried out in its assorted forms. It is also a destructive and undeserving element to progress, training and mode of life in accordance with rules. Furthermore,

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

Causes of Indiscipline among Learners.

Indiscipline is a state of disorder where school rules and regulations are not adhered to. It is a behavior disorder that is classified as an act of delinquency. It is often the cause of a lot of mental, emotional, and also physical damage to property in homes as well as in schools, (www.indiaparenting.com). There is therefore the need to understand the factors which drive and compel students to be in that state of indiscipline.

School based factors.

These are factors which emanate from the school. They include absentee head teachers, inadequate meals and lack of teachers' commitment.

One major cause of indiscipline is the head teachers' absence from school. Mugambi (2005) points out that the blame on indiscipline could be laid squarely at the feet of the school administrator. An absentee school administrator who is perpetually out of school is likely to meet the wrath of students. Some school administrators were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with theschool. Absentee school administrator indeed create loopholes and lack of coordination in school activities, (KNA, 2008)

Meals are of great value to students. Mugambi (2005) asserts that adolescents eat more due to their growth spurt, so if they are not given food and in adequate amounts, chaos may arise. Indeed the food issue featured prominently in terms of quality, quantity, variety and serving system, as a leading cause of unrests in Central province schools, (MOEST, 2000). Some teachers are not strict in maintaining discipline among learners.

Others side with students against the administration and even incite the students to strike. According to Moest (2000) some teachers are said to be dangerously ambitious, leading to incitement of students. Paaga (2007) in an article entitled, "teachers are to blame for indiscipline in schools." lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous behavior among students of such institutions.

Influence from the Environment.

The type of environment in which a child is brought up determines to a large extent the behavior and characteristics that will be exhibited by that child when he/she becomes a grown up. Soet (2005) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child's mind.

A conclusive fact would therefore be that, students' indiscipline is a manifestation of what is happening in the schools and society at large. The factors behind indiscipline include; lack of good role models,drug abuse, moral decay and sheng speaking. Therefore, the school is in many ways a mirror of the society. Mbiti (2007) complains that parents misbehave in the presence of their children and yet they expect these children to behave properly. If adults want children to acquire good character, they themselves must be practical models of good character through the lives they lead. If learners live in a community that does not uphold morality, honesty and glorifies drugs, then students are most likely to imitate such behavior and spill indiscipline to their schools. A study on bullying carried out in Palestine, deduced that poverty and political violence influenced children to develop a pessimistic and insecure concept of the world, their life and future. According to the study, such children "Fight violence with violence, and use violent

means to protect themselves and avenge violence."' (Ikambili, 2003). Palestinian children imitate what they sec around them by using violence.

Home-Based Factors.

All students are products of the society since they are born and reared there. The home environment plays a very big role in influencing their behavior at school. Docking (2000) agrees that indeed some students come to school already displaying disposition to be disruptive. There are many factors in the home such as poverty, mobile phones, child abuse, broken homes and responsibilities at home that would go a long way in influencing students' behavior negatively.

Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status. Kimani, (2006) in her study. "An investigation of major factors contributing to secondary school drop-out "noted that, "Coupled with increased levels of poverty in the country, parents find it prohibitive to provide food, shelter and healthcare, let alone educate their children."

Such families may not be able to buy their children school uniforms and textbooks. The temptation to steal from others to make ends meet is therefore indeed great. Assignments may not be done too due to lack of space and lighting equipment, all of which are perceived as indiscipline in schools. Besides, students from poor families who cannot afford to pay for transport costs, walk long distances to school, thereby arriving late and exhausted. According to the task force on student discipline and unrest in secondary schools in 2001,children who are given little or no pocket money for their basic needs, were often tempted to steal from others; this is indiscipline, (Wangai report. 2001).

In our secondary schools today, it is a common practice to flout the school dress code. Students wearing inappropriate clothes make the school look bad. Soet (2005) asserts that. "Uniforms in public schools reduce economic and social barriers between students encouragediscipline and affects positive attitude by increasing self confidence, school pride and a sense of belonging. They create a safe environment in school.'" She adds that, learners can then focus more on their school work and less on what their peers are wearing. School dress code has always been a controversial topic, especially in the Nigeria, where since the 1960s when it began adopting school uniforms, they are yet to be embraced throughout the country, Ayemi(2005).

Mobile phones are very useful gadgets, but when smuggled into school, may be a source of severe indiscipline. A majority of day school students carry their mobile phones to school. Mobile phones can be a source of great misconduct in schools, among them, viewing pornography and cheating in exams, Kwajo (2011). This is a malpractice that is a big headache in many countries. Siringi (2011) notes that some parents facilitate cheating by bringing mobile phones to students in boarding schools during the prayers day ahead of the start of the exams.

However, causes of indiscipline among children are rooted in parenting methods to a large extent. Experts have found out that children with behavioral problems usually have parents who posses ineffective discipline techniques, (http//education.jiva.com). How parents handle children in the formative years has a great impact on their discipline later in life. Indeed Padilla (2012)maintains that, this is the main contributor to the children's development is the family. It is the main source of influence and the social structure in which children obtain their value system. A number of indiscipline cases could be attributed to absentee parents who abdicate their parental responsibilities to ayahs and housemaids, (Wangai report. 2001). The causes of indiscipline among learners therefore are many and varied. Many studies carried out have cited

drug and substance abuse as the leading cause of indiscipline among learners. Kamau (2008), in her study "factors contributing to drug abuse in public boarding secondary schools in Eastlands. Nairobi," only looked at drug andsubstance abuse. Similarly, Okemwa (2007) in her study, "An investigation into the extent of drug abuse in public secondary schools.Makadaradivision of Nairobi, province," based her study on drug abuse, Ikambili (2003), researched on "Bullying in public mixed day secondary schools in Nairobi Province," she focused on bullying only. This study therefore, sought to assess discipline and management of indiscipline in public secondary schools in Jigawa state, Nigeria.

2.2.4Concept of Management

There is no universally accepted definition of management as it is difficult to define. But a more elaborate definition was given by Adesina(2000,) where he perceives that "management is a process consisting of planning, organizing, directing and controlling, performed to determine and accomplish the objectives by the use of people and resources". This definition considers management as a "process" i.e. a systematic way of doing things. It states four management activities such as planning, organizing, actuating and controlling. Planning is thinking of an action in advance, organizing is coordinating of the human and material resources of an organization. Actuating is motivating and directing of subordinates. Controlling on the other hand means an attempt to ensure no deviation from the norm or plan. The definition also states that management uses people and other resources such as financial and material resources.

Jumare (2016), cited Noun, (2008) That, management could be defined as working with people to determine, interpret and achieve organizational objectives by planning, organizing, leading, controlling and staffing.

The above definition supports Fayol's (1998) assertion that to manage is to "forecast and to plan, to organize, to command, to coordinate and to control. Aghenta (2000), recommendsthat "there is no basic difference between management and administration and they are interchangeable. If there is any difference, it may perhaps be in their usage in practice'". In supporting the above assertion, Yoloye (2004), maintains that "management is more comprehensive term which includes administration. Management involves "thinking" and administration involves "doing'". He stresses that management is responsible for planning and organizing while administration is responsible fordirecting and controlling".Edem (2001:31) supports the above assertion andstates that "management at times and administration is a relatively recent discipline which theoretical study as a discipline began in the twentieth century. The success of any organization to a large extent depends on how such organization is been managed. Peretomode (1995) asserts that educational administration is the "systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically with a defined guidelines or policies to achieve educational goals". Therefore the effective management of primary education level is very necessary since it serves as a springboard for other educational levels.

Akhigbe (1999) in his emphasis on educational upbringing enables us to be better citizens while its absence leadsto national calamity". He went further to state that effective management of primary education must be given priority such that the teaching and learning facilities are improved upon to ensure national development. One will be tempted to ask why the management of primary schools has been a mirage. Adesina (2000) contends that "management is the mobilization of all human and material resources in a particular systemfor the achievement of set objectives."Zindi (2009) maintains that management is a"process undertaken by one or more

individuals to coordinate the activities of others to achieve results not achievable by one individual acting alone. Stakeholders such as the teachers, head teachers,monitoringofficers,educationsecretariesand other relevant authorities require proper training and orientation not only for the growth of the education industry but also their professional growth. It is in view of the above assertion that Adeyemi (2005) examined the importance of community involvement in the management of primary education in the country where he stated that "to achieve our vision (objectives) of primary education, the government, private organizations, individuals, and parents must contribute whatever human, materials and financial resources that are needed".Jibiya (2004) maintains that "school definitely need to have a close relationship with the community because of financial, moral and material support which the community gives to schools. Thus, the community participation in school affairs makes the link between schools and community more meaningful and should therefore regard each other as partners in progress. Management can be described as the gathering and coordinating of human and material resources necessary for the efficient and effective running of the organization. Piana(2001) supports the above statement and laments that "management is an important process which usually stands between the needs of an institution, institutional policies and the recipients and also between effective control between the maintenance of the system and the unification of human and material resources and effective utilization of alternative resources". Olubadewu (1992) in Janguza viewed management as a conscious effort of utilizing resources to meet the goals of an organization..

Dare (2004) in Jumare 2016, sees management as working with people through people to achieve goals. Management takes place at all levels of an institution like a school. In this study management refers to the task of the school management team (i.e. principal, deputy principal

and heads of departments) as well as that of school educators, who are also managers, as they have to manage learners and a classroom so that there can be discipline in the school.

2.3 Theoretical Framework of the Study

Certain theories of discipline have been identified by researchers. But for the purpose of this research work, emphasis would be made on Kohlberg's theory of Moral Development. Lawrence Kohlberg's (1971) theory of Moral Development theorizes that human organism progress from one stage of moraldevelopment to the next in an invariant sequence. He presents six stages of moral orientation, each two of which form one level. The first Level is the Pre-conventional, characterized by an "'obedience and punishment[1]' 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[1]' (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 (1998) asserts, these levels together with their respective stages can be very instrumental in examining the methodologies employed in developing students' morals in public 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 judgment to control his behavior". This suggests an approach of engaging students in discussions of pertinent moral issues with the expectation that those who hear their peers discuss the issue from a higher level will orient themselves to that position.

Also as students grow, Kohlberg expects a decrease in outer controls and an increase in their own responsibility as autonomous persons, since the less children feel pressurized simply to conform to authority, the freer they settle their own differences and formulate personal moral valuations. Another theory, based on much current research of children's early learning histories, have shown that the problem behavior of many students including some studentswith emotional or behavioral disorders or other disabilities is maintained by the principles of negative reinforcement,Bandura, (2010). That is, academic tasks, teacher interactions, and even the overall school environment are viewed as aversive and students engage in disruptive behavior to escape these aversive situations. It is the disconnection between current school disciplinary practices and student and the traditional ones. Students, who reflect on the disciplinary events, render any punitive disciplinary approach ineffective to children and youth who display chronic patterns of problem behavior.

Thus, globally, more research appears to focus on issues concerned with harmony, and reduced indiscipline in schools systems. Research perspectives on school indiscipline, in Nigeria, have however, tended to focus most often on extrinsic management of students' indiscipline Rossow(2003). This approach is quite understandable, in that, Nigeria, just like most developing African countries, is saddled with inter-ethnic, inter-communal, religious, economic, and leadership crisis, in whichmost often, these external aggressions are transferred to school systems. Rossouw(2003) reported a high incidence of indiscipline in schools located in regions that are economically poorly endowed. Very few studies have explored intrinsic determinants of student indiscipline, particularly those that are related to the principals, proprietors of school, members of Board of Governors and Teachers who are key figures in schools' administration. These include communication, resources and teacher/student perceptions about discipline

management strategies used by school heads. Consequently, the focus of this study is on the assessment of discipline and management of indiscipline in public secondary schools in Jigawa State.

2.4 Maintenance of Examination Ethics in Public Secondary Schools

One of the most dreadful tasks facing a classroom teacher in today's school system is how to conduct a hitch free examination be it internal or external. However, examination skill remains a valid method of evaluation which a classroom teacher has to adopt to assess the students, the curriculum, the policy and the teacher himself. In the course of examinations today, teachers and examiners are exposed to great danger ranging through verbal abuse to physical torture and most recently the use of guns inside the examination halls (Denga, 1998).

However, the word "ethics" is defined in Advanced Learners Dictionary of current English as "system of moral principles" or "rules of conduct". Hence examination ethics can be conceived as the system of moral principles and rules guiding the conduct of an examination. A state without laws and regulations will be in disorder and confusion which can degenerate into a state of anarchy. According to Digiulio (2000) institutions concerned with examining of learners in specific examinations, usually design certain norms, known as the "code of conduct of examination", to ensure absolute integrity of result. In occasions where the rules are boycotted either by the teacher or learner, may lead to examination irregularities and malpractice. This pollutes the result of the students and poses a great threat to the validity and reliability to the examination results and certification.Donelly (2000) suggested that it is necessary to make ethics of examination a subject of study at every level of schooling. It is further advised that this could be better taught through grooming students in values of study, study habits and development of study skills. Keeping the teachers, school principals, invigilators, supervisors and examining

bodies' officials informed about their expected behaviors, actions, and secrecy of examination questions is highly recommended. Parents and teachers associations' meetings, could also be used to talk to parents the advantages of abiding with examination ethics during examinations.

Whenever examination malpractice is discussed, it is always important for teachers to dosome self-appraisal because teaching is a delicate and fragile profession. This is because examinationstill remains the teachers' major tool for measurement. A teacher in the educational process refers tothe person who instructs and evaluates to promote the teaching-learning processes. According toGaustad (2005) what the teacher knows and can do makea great difference and what he cannot do, can be an irreparable loss not only to the child but also to the nation and indeed in the posterity. As he further stressed, it is a good teacher that can impartgood education. This preposition presumes the Nigerian teacher to be upright, dedicated,well-informed, knowledgeable, inspiring and positively oriented at all levels of learning.

Examinations have remained (the major way by which educational objectives are evaluated.Conducting a hitch-free examination should therefore, be a major task for every teacher. Butconversely, a disturbing aspect of the Nigerian teacher recently discovered, is his involvement inexamination malpractices. According to Hood(2001),apart from unfortunately leaking the questions they pick and drop copiedmaterials at appropriate points during examination according to plans. Theyhelp students exchange their question papers with answers jotted on them.They smuggle question papers out of the hall to mercenaries to answer forthestudents.Recently, the WAEC terminated the services of thirty-two examiners on the issue ofexamination malpractices. The subject teachers are not alone in this shameful act. As further stated, some principals of secondary schools have also aided and abetted cheating during the1990 SSSC Examinations. Most of these principals act as agents between the students and

theinvigilators. They collect monies from the students which they offer to the invigilators/examiners who inreturn allow the students to cheat during examinations. In the most extreme case, these principals hiremercenaries for the sons and daughters of the well to do members of the parents teachers-association.

The implementation guidelines of the Universal Basic Education programme in numberThirty two, under the sub-heading "enriched curricular" emphasizes a complete re-conceptualizationof examination to press hard the point that education does not mean examination. Idu (2011). This document while enchasing functional education calls for a morerealistic evaluation procedure which will build in quality assurance into the teaching and learningenvironment.

In the course of improving examination ethics under the new programme, much is expected of theteachers. The exercise calls for a total change of both attitude and perception towards the teachingprofession. According to Gibson (2008) without good teachers, we cannot have good education andwithout good education, we cannot meet successfully the challenges of ever-changing Nigerian worldwithout good teachers and good education, we cannot achieve satisfactory nationaldevelopment.

In addition to being morally upright teachers should think intelligently about other methods ofassessment that will reduce examination irregularities.

2.5 Maintenance of Punctuality in Public Secondary Schools

Punctuality is the action of being on time. Punctuality revolves around responsibility, commitment, and the seriousness with which a teacher takes. Punctuality is a necessity for success, it's crucial in school, in work, in general life itself. It's really important in school because some teachers take off points for late work. When you're punctual it gives a good impression, it shows you're a good and active individual and will surely get you far in life. An

irresponsible teacher who is never on time most likely won't be taken seriously, won't have as many privileges and won't get noticed like a punctual teacher.

Punctuality among teachers is directed towards sustaining teaching and learning process in the educational system. This is because education plays an essential role in the growth and development of any nation socially, politically and economically(Ojo2012). He further added that punctuality is the ability of the teacher to present him / herself at the right time in the school setting with a view to improving the teaching-learning process for effective achievement of educational objectives. Kochhar (2007) opines that the principal holds the major position on influencing the punctuality level of the teachers through effective and efficient supervision of teachers' lesson plan and lesson note, punctuality, adherence to curriculum content, evaluation of students and conduct of extra-curricular activities. He stressed that principal as the head of a school is the architect of the quality of activities in the schools and the quality of academic achievement of students and teachers dedication to duties depend on the supervisory role of the principal.

It becomes obvious that principal leadership role should be adopted diligently in order to influence teachers' duties. The desired expectation in education could only be achieved through effective and efficiency supervision since it creates the awareness of sound education. A democratic leader ensures effective and efficient supervisory role which according to Dietel, (1991) that a supervisory role of principals includes;

i. Supervision and monitoring the work and behaviour of teachers in order to improve individual teachers competence no matter how proficient they are deemed to be and provide students with quality learning.

ii. Instructional leadership and curriculum development

iii. Staff personnel administration

iv. Students personnel administration

v. School community relationship

vi. Organization and structure.

According to Kwajo (2011) teachers" punctuality in educational institution is determinedthrough:

i. Supervising teachers' lesson notes and making sure that teachers use appropriate teachingmethods and instructional aides.

ii. Organizing mini-teaching within the teachers and allowing teachers to go for conferences, seminars and workshops.

iii. Monitoring of teacher's punctuality to school and to teach in the class.

iv. Supervising teachers" evaluation of students and conduct of extra-curricular activities.

v. Establishment of cordial school and community relationship.

The principal oversees the activities of both teaching and non-teaching staff in the school system using various administrative techniques that conform to the generally accepted principles of education. He also sees that high standards are maintained in school. Rosser and Peterson (2008) opines that overwhelming responsibilities and demands of the principal professional positions are constant challenging. In this age of increased accountability he added that principals are expected to manifest exemplary performance in an ever increasingly number of fronts. One of such fronts is the area of punctuality of teachers under his command. A principal who performs

his leadership role is responsible for monitoring and coordinating the activities of teachers and students in a friendly atmosphere. A teacher is a person charged with the responsibility of helping others to learn and behave in new and different ways. Teachers who are committed to work are enthusiastic about their topic and delight insharing what they have learnt. No system of education can rise higher than its teachers. The way to child centered education can only be through teacher. He stands at the most important point in the educational process. Therefore the principal as a supervisor has to constantly monitor or supervise the teachers in order for them to be committed to their duties. Denga(1998) asserted that effective supervision of teachers can reinforce and enhance teachers' commitment to duty, teaching practices that will contribute to improve students" academic performance and have a profound effect on the learning that occurs in the classroom. He stressed that supervision is one of the most critical functions of the principal through the application of an appropriate leadership style that may guide in influencing teachers' punctuality at work.

Davis (2000) stressed that teachers who are committed to their duties demonstrate zeal to work, punctuality to school, have full knowledge of the subject to teach and getting lesson plan ready before teaching. He further stressed that a committed teacher is always full of confident, stimulating and responsible and willing to perform their duties diligently. In the same vein, Olowo (2000) and Kochhar (2007) elucidated the technical and professional qualities of teachers in the following manners:

i. Mastery of the subject matter

ii. Enthusiastic about the subject of specialization through research and further studies.

iii. Adequate planning before teaching and during implementation.

iv. Effective management and control of the class.

v. Prompt use of reinforcement.

vi. Use of problem solving and inquiry methods.

vii. Love for and commitment to teaching profession.

viii. A sound knowledge of methods.

ix. Effective use of instructional materials.

x. Use of questionnaire techniques.

xi. Command of language of instruction.

It is obvious that the position and importance of Democratic leadership style of principals in schools cannot be overemphasized considering the roles it plays in influencing teachers' job performance. It is against this background that the researcher develops interest to study the assessment of discipline and management of indiscipline in public secondary schools in Jigawa State, Nigeria.

2.6 Disciplinary ManagementTechniquesin Public Secondary Schools

It is agreed among education managers that the purpose of school discipline is to establish and maintain conducive learning environment. It should also help to develop self-discipline among students while in school and after school. Schools therefore should focus on strategies or disciplinary actions aimed at stopping misbehavior and bring about compliance to the rules and regulations. It is anticipated that once this is achieved, it will facilitate the development of self-discipline among students. Paul (2006) asserted that discipline is the practice of care and respect for others and self. It is about safe guarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others. It’s strategies therefore vary according to Daukee (2010) along a continuum from the extremely authoritarian in which the

adults make all of the rules and punish any deviation, to the very permissive in which the child makes all of the decision Field and Boesser, (2002). The authoritarian methods according to Paul (2006) can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. Kohn (1993) as cited by Paul (2006) further added that these models are based on immediate and unquestionable obedience as the target behaviour. There are no allowances for the explanations or investigations of circumstances. As a result they are often associated with anger and sometimes result in depression and low self-esteem.

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

Researchers agreed that traditional forms of discipline which involve the demand of obedience are closer to the authoritarian end of the spectrum and are no longer reliable. Charles (2007) stated that many of the discipline techniques we have relied on are ineffective especially those that involve demanding, bossing, scolding, warning, belittling and punishing as these tactics can keep behaviour partially under control only for a while. He added that they can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible. These circumstances lead to inhibited learning.

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

Positive Teacher-Learner Relationships: This according to Paul (2006) have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment and this again will determine whether or not a learner can benefit from teaching – learning situations. Paul further quoted (Hood, 2001) that "teachers should be aware of the need for a positive loving relationship if learning is to take place". But, if trust in the relationship between educator and learner is lacking, the educator is in a position of power instead of authority (Oosthinzen&Wolhuter2003).

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

Clear Guidelines/Rules: According to Deaukee (2010) one of the most basic and common part of any traditional discipline system is the setting of rules. The rules are the foundation for school conduct or behaviour. It is essential that children understand

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

Everton, Emmer and Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students

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

Non-Traditional Methods: Fieldsand Boesser (2002) proposed a model which provides the ideal balance between these two extremes called the constructivist model. Through

this model, students can learn from their own experiences and make informed logical choices. Kamau (2008) as cited by Deaukee (2010) agrees that this model works towards self-determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result, they are encouraged to think about the effects of their actions on others.

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

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

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

1 **Be responsible for yourself and allow the kids to take responsibility for themselves**- You are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.

2 **Realize and accept that you will not reach every child:**some students must be allowed to choose failure

3 **Start fresh every day:** the teacher should start with a fresh topic or sub topic everyday as that will make the class more interesting and the students are keen to learn new ideas.

4 **Let students know what you need:** here, the teacher should let the students know what is expected from them by making his/her needs clear to the students either by telling them or showing them.

5 **Provide instructions that Match Students' level of ability:** the teacher should give the students instructions that matches their cognitive, affective and psychomotor ability.

6 **Listen to what Students are thinking and Feeling:** the teacher should seek and listen to the thoughts, ideas and feelings of students concerning instruction and their personal issues.

7 **Use of Humour:** the teacher should make his/her class amusing as this will make the class more interesting.

8 **Vary Your Style of Presentation:** the teacher should use different styles when delivering instructions as different students require different style of presentation.

9 **Offer Choice – "you can do your assignment now or during recess":** the teacher should give students choice when to do assignments.

10 **Legitimize Behaviour That you Cannot Stop** – e.g. if there are daily paper airplane, buzzing past your ear consider spending 5 minutes a day having paper airplane contests. When certain types of misbehaviours are legitimized the fun of acting out fizzles.

11 **Use Hug and Touching** – pat on the back, give handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.

12 **Refuse to Accept Excuses** – accepting excuses teaches the students how to be irresponsible. Therefore, the teacher should punish students who did not do their task as instructed as that will make them take responsibility for their actions or inactions.

2.7 Assessment of Discipline Techniques on Communicationin Public Secondary Schools

Communication is one of the concepts defined in many ways in the literature. For example, Chadwick, &James (2011) consider communication as a whole concept comprising of speech and verbal symbols thereby constitution an exchange process, while according toSilsil (2010)**,** communication denotes the process when the parties understand each other. On the other hand communication can be considered as a process that commences when the individual makes own needsmeaningful to rectify the state of imbalance that occurs within oneself and relay it to outer world.

Paul, (2006)simply calls communication as the exchange process between two or more parties. The main point in communication lies within sharing, it is, therefore, the process of sharing emotions, thoughts and information between two or more parties and thus, uncovering common meanings.

The literature reveals that communication has an effect on work commitment in a very similar way. For example, Carry(2004) express that satisfaction from organizational communication is an intermediate variable in influencing work commitment. He added that in organizations where organizational communication is more continuous and open, work commitment is higher.Mullins, (2007) consider organizational communication in the form of communication networks, find that subordinates who show a similar degree of work commitment, tend to establish communication networks among themselves and that negative superior-subordinate relationship reduces work commitment seriously. There are, however, some studies that cannot find a relationship between organizational communication and commitment.

i. **Implementation of School Rules and Regulations:**

School administration rarely meets students. Dialogue with students to discuss discipline matters, rules and regulations as well as issues that affect them on regular basis should be considered as a priority. During admission process students should be made aware of the implications before signing that they will obey rules and regulations.

i **Channels of Communication:**

Meetings and morning assemblies should be used in secondary schools as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school.

ii. **Effectiveness of the Channels of Communication:**

Schools should avoid ineffective communication channels which results in conflict, chaos, misunderstanding and lack of confidence in school administration. Effective communication ensured that messages reach the receiver who gives feedback. It allows no room for rumors.

iii. **Factors that Promote Effective Communication:**

Schools should sensitize students through regular guidance and counseling sessions on individual communication skills. An effective and efficient prefect system, willingness and ability of the head teacher to delegate duties to the other teachers in school and the entire administration to listen to the students could help in promoting effective communication.

iv. **Factors that Hinder Effective Communication:**

Schools could sensitize students through guidance and counseling sessions on barriers to interpersonal communication that hinder effective communication which including fear of the administration by the students especially where it is not open but autocratic and ignored students' grievances, lack of proper hierarchy of authority to whom grievances areforwarded, peer pressure, inadequate guidance and counseling units, clearly stated rules and regulations to guide students' behaviour and interference by overprotective parents and guardians.

2.8 Management of Truancy in Public Secondary Schools

Truancy is deliberate absence from school on the part of learners without the knowledge and consent of parents; it is any intentional unauthorized absence from compulsory schooling. This refers to absences caused by students of their own free will and not caused by poor medical conditions, also refer to students who attend school but do not go to classes (Wikipedia, the free

encyclopedia). Unsupportive school culture; family, social economic and psychological factors significantly contributed to truancy. The effects of truancy were identified as poor academic performance for the truants, their class and school the school, wastage of learning time, dropping out of school, poverty to the individual and family in future, involvement with delinquent behavior, family instability, social maladjustment and insecurity in the family (Gibson, 2008).Denga (1998) asserted that absenteeism is detrimental to student's achievement, promotion, graduation, self-esteem and employment potential. Clearly, students who miss school fall behind their peers in the classroom. This, in turn leads to low self-esteem and increase the likelihood that at-risk students will drop out of school.

According to Carry (2004), movement of students from one class to another class provides some of the students the opportunity not to go to the class and these movements from one class to another class make them dare to play truant. Truancy is a predictor of multiple health risk behaviors among adolescents. Truant adolescents have been reported to engage in risky sexual practices, illicit drug use, alcohol drinking and cigarette smoking. Henry suggested that the unsupervised time that adolescents have when they are truant allows them to initiate and maintain unhealthy behaviors. Truancy in childhood may be associated with adverse social and health outcome later in life. Studies have reported that adults who were truant as adolescents were more likely to experience marital or job instability and psychological maladjustment when compared to their counterparts who were not truant as adolescents.

The students' notoriousness are not only confined to smoking cigarettes, fighting with each other or behaving obscenely but also involving dumping babies, running away from home, free sex and mingling.

According to Butchart (1998) Truancy is deliberate absence from school on the part of learners without the knowledge and consent of parents or absence of learners from school without a reasonable or acceptable excuse. He added that a truant is a student who might be absent from school altogether or from a particular lesson with or without parents knowledge. Truancy is therefore absence from school, class or lesson without the knowledge of the teacher or parent. It can be due to dislike for the school environment, the teachers or fellow students. It can also be as a result of inability to cope with academic pressure from teachers, parents and fellow students.

Alidzulevi (2000) provides a summary of research findings dealing with the home background factors which are related to truancy and proposes that truants are most likely to come from broken homes in which divorce, separation cohabiting and mixed siblings are often the norm, families where the fatter or father figure is always away from home for long periods; Families with above average number of children, families living with overcrowded conditions, Families where parents are unable to cope with a single or variety of social, Pathologies that threaten their life styles and lead to abnormal conditions within the homes; These factors includes alcoholism, physical illness, violence, abuse, family conflicts and associated stress factors; families where parents are un cooperative and or hostile to authority in general and are frequently hostile to external professional support, including educators, principals and educational social work interventions; Families where the parents are not interested with their children's progress at school; families where the parents are passive victims of a very poor environment and unsure of their constitutional rights; families that do not insist on their off spring prompt attendance at school, as manifested by their children over sleeping, being late and failing to turn up for school bus.

Truants are likely to emanate from: Families at the lower end of the social scale where the father and or the mother are un employed or perform unskilled or semi-skilled work, Families on low income, families where paternal un employment or irregular employment is the norm, families with severe financial and or financial management difficulties, homes caught in a poverty trap in which the culture of social exclusion in the norm, homes where children are poorly clothed and eat cheap, low quality food and families with transport difficulties especially in rural areas. Dare(2009) suggests that it is difficult for educators who have been raised with middle class social values, to appreciate the full extent and meaning of deprivation of some of the learners they teach. The daily lifestyle for many truants is one in which they receive little or no parental support, guidance and encouragement a home, since their parents in many instances tend to display anti- education values. As many truants live in families in which the father or mother or both were truants themselves, it is not surprising. He further asserts that after visiting homes of truants it became clear that they have limited resources with which to do their school work, have little space to do their home-work and frequently live in an atmosphere where reading literature is unusual. In most cases they also form part of social environment dominated by television, alcohol and drug abuse.

2.9 Empirical Studies

Ndagireberna (2002), conducted a research on Management of Students' Discipline in PrivateSecondary Schools in Entebbe Municipality Wakiso District, Uganda. The study to is titled toachieve the fulfill the following objectives:

1. To find out the forms of indiscipline among students in private secondary schools in Entebbe Municipality

2. To establish the student disciplinary management systems in selected private Secondary schools in Entebbe Municipality
3. To examine how the above management systems are applied to deal with student Discipline in private secondary schools in Entebbe Municipality.

The study adopted a cross sectional survey design where both qualitative and quantitative approaches were used. The population of the study comprised all private schools in Entebbe Municipality secondary schools with a total population of 9,652, comprising of 6,573 male and 3,079 female students respectively.

Stratified and Simple Random sampling techniques was used to ensure that all the population was proportionally selected. The instrument used to collect data was a semi-structured and validated Questionnaire, Interview Schedules and Documentary review. The reliability of the instruments was established using Cronbach's Alpha (a) internal consistency method. The study findings reveal that the forms of indiscipline include; disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students, among others. The findings also reveal that the student disciplinary management systems affect the managementof students discipline especially when Teachers and school managers are involved in the management of students Discipline.

The study recommends that there is need to identify the forms of indiscipline and try to curb them. The study also recommends that there is need to identify better management systems for proper management of students Discipline. It also recommends appropriate application of the management systems so as to curb indiscipline, such as use of guidance and counseling. Therefore, this study even though it was conducted in Ugan, it is relevant to the present research

work because it emphasized on the Management of Students" Discipline in Secondary Schools in Entebbe Municipality Wakiso District Uganda.

David (2016), in a Jornal of applied management science conducted a research on student disciplinary measures administered by secondary school authorities in Bungoma East Sub-County, Kenya.

The study was set to achieve the following objectives:

1. To find out whether children act interferes with student discipline

2. Find out whether school rules are the ones used in governing students in the school

3. Assess student disciplinary measures administered by secondary school authorities in Bungoma East Sub-County, Bungoma County

The study adopted descriptive survey research design. The target population was all the principals, heads of departments and teachers of secondary schools in the Bungoma East Sub-County, Bungoma County, Kenya. Simple random sampling technique was used in sample selection. The main instruments for data collection were questionnaires for respondents. The questionnaire was a convenient tool for the study. The study findings established that corporal punishment was cherished by schools. This was attributed to the belief that it is biblically directed that sparing the rod spoils the child. It was also owed to experience where corporal punishment had been seen to control bad behavior.

The study makes the following recommendations; there is need for clear-cut discipline policy in Kenya, and there should be uniformity in meting discipline to students in all the schools.

Similarly this study was conducted in Kenya, it has a close relevance to the current research work because it emphasize on student disciplinary measures administered by secondary school authorities.

Ehiane(2014), conducted a research on Discipline and Academic Performance in Selected secondary Schools, Lagos Nigeria.

The study was aimed at achieving the following objectives;

1. To assess time management and students' academic performance in selected secondary schools
2. Determine the rules and regulations and students' academic performance in selected secondary schools
3. Assess the administration of punishment and students' academic performance in selected secondary schools

The study employed cross sectional research survey design.The populations for this study were principals, vice principals, teachers and students. Simple random sampling technique was adopted for the study. Simple percentage and Chi-square statistical method were used to analyze the data.

The instrument used was questionnaire with five point likertscalesin addition to interview guide and document review.The findings of the study established that more than 70% of the respondents were of the opinion that management of school discipline has impact on the students' academic performance, Over 70% of the respondents strongly agreed that the observance of time management affect students' academic performance,similarly, significant

proportion of the respondents (60.53%) strongly agree that rule and regulation affect students' academic performance.

Therefore, in view of the findings the following recommendations were made that school head teacher and the teachers should be very strict and respect the time allocated to some activities as indicated on the time table, this further portrait the fact that student have to adhered to the allocated time, knowing full well that there will be no time compensation for time lose thereby make the students' to be more serious and time conscious in their studies.

However, this study is also relevant to the present research work because it emphasized onDiscipline and Academic Performance in Selected secondary Schools, Lagos Nigeria.

Olugbile (2004) conducted a study on Examination malpractices in secondary schools in Ondo state, Nigeria. The study was set to achieve some of the following objectives; To Determine the perceived causes of examination malpractices in public examinations in secondary schools in Ondo State; Identify the devises used in examination malpractices in secondary schools in the State; and Examine any significant difference in teachers' perception of examination malpractices in public and private secondary schools in Ondo State, Nigeria. The researcher used descriptive survey research design; the study population comprised the 481 secondary schools in Ondo State, Nigeria. The sample consisted of 245 schools made up of 142 public and 103 private schools. Out of the 142 public schools, 62 were urban while 80 were rural schools. Out of the 103 private schools, 47 were urban while 56 were rural schools. Out of the 4250 teachers in the schools, 960 teachers were selected.

The sampling techniques were stratified random sampling techniques.

The instrument used to collect data was questionnaire while the data collected were analyzed using percentages, Person product moment correlation and the t-test. The findings revealed that one major cause of examination malpractices in the schools was indiscipline among students that made many of them to be involved in examination malpractices. Other important causes include the non-implementation of the examination malpractices decree and the lack of effective supervision of students during examinations.

The researcher recommended that concerted efforts should be made at improving the level of discipline among students through counseling services in the schools. There should be the full implementation of the examination malpractices decree. There should be increased efforts at effective supervision of students during examinations. The termination of appointment of examination officials and teachers involved in perpetrating examination malpractices should be in force to serve as a deterrent to others. However, this study is relevant to the objective number one of the present research work because it emphasized on the causes and possible solution of examination malpractices in secondary schools.

Lukman, et al (2013), conducted a research on Management of Disciplinary Problems in Secondary Schools; JalingoMetropolis in Focus. The research was aimed to achieve the following objectives; To:

1. Asses the types of disciplinary problems that are being experienced in Jalingo secondary schools.
2. Determine the causes of disciplinary problems that are beingexperienced in these schools.
3. Find out the means of managing disciplinary problems inthe said study area.

Quantitative survey research design was adopted for this study. The populations for the study consist of all the principals, teachers and students of the sampled areas. Simple random sampling technique was adopted for the study. The instrument used was questionnaire with four point likert rating scales. Reliability of the study was obtained using the Cronbach‟s alpha coefficient at 0.8 level of significant. However, the findings revealed that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Political, school environment, curriculum and peer group were considered as causes of disciplinary problems.

Based on the findings, the following recommendations were made for effective management of disciplinary problems: All members of the staff, including the principalsand vice principals should exhibit the spirit of teamworkin order to energize morale and enhance staffmotivation, the causes of disciplinary problems are addressedif teaching staff are actively involved in the teachingprogrammes of their school. This will lead to activeparticipation of the students which subsequentlyconfine their frivolities, Parents should make education a priority for theirchildren, this will make the children achieve betterand behave in an acceptable manner.

Therefore, this study is relevant to the present research work because it emphasized onManagement of Disciplinary Problems in Secondary Schools; Jalingo, Taraba state.

Njeru(2004), conducted a research on preventive measures used to avert indiscipline in Boarding Secondary Schools in Embti District, Kenya. The study sought to fulfill the following objectives:

1. To identify the kinds of discipline problems experienced among students in secondary schools in Embu District.

2. To determine the extent to which students are directly or indirectly involved in decision making in secondary schools in Embu district.
3. To determine the extent to which guidance and counseling is carried out in secondary schools in Embu District.

Descriptive survey research design was used for the study. The target population was all boarding secondary schools in Embu District, with a sample population of nine thousand nine hundred and ninety two students (9992) and five hundred and sixty five (565) teachers (head teachers inclusive).

The Stratified sampling technique was used to ensure that all were proportionally selected. The instrument used to collect data was a structured and validated questionnaire. The Pearson product moment correlation co- efficient was used to calculate the reliability. The findings revealed that task force and other groups proposed the measures such as; introducing guidance and counseling unit in schools, democratic leadership where students also participate in making decisions and good school-community relations among others are found to avert the problems of discipline in Secondary Schools in Embu District, Kenya.

The study recommends that some forms of indiscipline like stealing cannot be eliminated by suspension and punishment; hence, schools should set up committees among the prefects body to investigate and uncover such vices, as teachers alone cannot manage. To improve school discipline all schools should intensify guidance and counseling programmes and the MOE should address the main challenges of the programme such as inadequate training of G & C, This could be done through provision of seminars, workshops, clinics and in service courses to equip teachers with the necessary skills. The Ministry of Education should train and employ full time

counselors so that teachers do not play the double role of teaching and counseling. Professional counselors can be occasionally engaged. To ensure that allstakeholders are involved in policy making and maintaining discipline in schools, they need to be educated and sensitized on their roles. This can be done in schools by inviting guest speakers to talk to parents, sponsors, and students among others or by chiefs in Barazas or even through the mass media. Close monitoring by the inspectorate should be done to ensure that the set guidelines on managing discipline in schools are implemented accordingly. However, even though this study was conducted in Kenya but it is relevant to the present research hence it explained the possible measures used in tackling the problems of discipline in secondary schools.

Francis (2015), conducted a similar research on the causes and approaches used in the management of truancy in public secondary school in Nyamira North district in Kenya. The study was guided by the following specific objectives:

1. To analyze the school related causes of truancy in secondary schools in Nyamira North district;
2. Assess home related causes of truancy in secondary schools in Nyamira North district; and
3. Evaluate the approaches used in the management of truancy in secondary schools in Nyamira North district.

A descriptive survey research design was used to undertake the study. Principals, teachers, and students were the target population of the study. In order to obtain sample size from the population, stratified random sampling was used, whereby in each school, forms 1, 2, 3 and 4 were each represented by 8 students. A semi-structured questionnaire was used to collect primary data from the respondents in public secondary schools in Nyamira. Reliability of the instrument was measured in this study using Cronbach's alpha coefficients. The Cronbach's alpha

coefficient was at 0.88 level of significant. The study findings showed that even though the main causes of truancy vary from study to study, but a combination of home, school and individual factors may be involved. The main causal factors of truancy include individual factors, institutional factors, and family backgrounds and community factors. The individual factors include: anxiety and fear; poor social skills; low self – esteem; anti-social behavior; scholastic failure; learning problems; cognitive style; poor habits arising from initially legitimate reasons. The institutional factors include: dilapidated school building and poor facilities; school size; movement between classes during lesson changes; classroom management; bullying; educator learner relationship; teaching or instructional approach. However, In view of the findings, the following recommendations were made: there is need for the management of schools to accord the students opportunities for connection and social bonding; there is need for the management of schools to emphasize students' commitment in schools; the management of schools should endeavor to involve students in as many school activities as possible, including day-to-day management of the schools; and belief and values should be emphasized as they are often not formally written but serve as the moral conscience of the society that determines right from wrong.

However, this study even though was also conducted in Kenya, it is relevant to the present research work because it emphasized on the causes and approaches used in the management of truancy in Nyamira North district in Kenya.

Mwangi (2011), conducted a research onassessment of discipline management strategies in technical and vocational education and training institutions in Nyeri,county Kenya. The study set to achieve the following objectives:

1. To evaluate the status of indiscipline; the roles of the principal, deputy principal, dean of students, students‟ council, head of guidance and counseling department and disciplinary committees in managing discipline in TVET Institutions;

2. To evaluate the indiscipline prevention strategies used in managing discipline among students in TVET Institutions; and

3. To assess the corrective strategies used in curbing indiscipline among students in TVET Institutions in Nyeri County.

Descriptive survey research design was adopted for the study. The target population was all the principals, deputy principals, deans of students, members of the disciplinary committee, and students in TVET Institutions in Nyeri County.

Stratified simple random sampling technique was used to select the sample size. Data was collected using questionnaires, interview schedule and document analysis guide. The reliability was tested using the Cronbach‟s alpha coefficient at 0.7 level of significant. The findings established that the discipline status was poor in TVET institutions, administrators played different crucial roles in discipline management. The TVET institutions used both preventive and corrective strategies in dealing with students‟ indiscipline although corrective strategies were more commonly applied.

The study recommends review of discipline policy to define roles for all the administrators, enhancement of use of preventive guidance and counseling and role modeling as well as improvement of peer counseling and role modeling by peers.

However, this study even though was conducted in Kenya, it is relevant to the present research work because it emphasized on the assessment of discipline management strategies in technical and vocational education and training institutions in Nyeri county, Kenya.

2.10Summary

Attempt was made in this chapter to review what other scholars, writers and researchers have explained on the assessment of discipline techniques in the management of public secondary schools in Jigawa state. The research looked at some important areas such as; concept of assessment, concept of discipline techniques, concept of management and various opinions on discipline and importance of discipline. The researcher went further to review the factors that drive student to indiscipline, such as; school based factors, influence from the environment, and home based factors. A theoretical framework on the management of indiscipline theory has been examined. In this case, the Kohlberg's theory of Moral Development has been discussed. Lawrence Kohlberg's theory of Moral Development theorizes that human organism 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, 1971:86-90; Grain, 3985). However, the researcher vividly explained the objectives of the study such as: to Assess maintenance of examination ethics, maintenance of punctuality,and assess the disciplinary management technique among others in public secondary schools in Jigawa state. Finally, the chapter concluded with the empirical studies and summary.

Among the available studies on discipline in Jigawa state, few, if any, have focused on the assessment of discipline techniques on the management of public secondary schools in Jigawa state, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

It is usual for any research to discuss the methodology used in the research as well as the procedure for data collection. Therefore, this chapter presents an explanation on research design, population, sample and sampling technique, validity and reliability of the instrument, pilot testing, method of data collection and administration of the instrument.

3.2 Research Design

A survey research was adopted for this study to enable the researcher to examine the assessment of discipline and management of indiscipline in secondary schools in Jigawa state, Nigeria. The survey design is descriptive in nature. According to Ary, L. and Razavieh (2002), a descriptive survey design is used to obtain information concerning the current position of a phenomenon. Welberge and Bowen (1977) supported that a survey-design is appropriate for any study that involves a large population of respondents.

3.3 Population of the study

The total aggregate population for the study was six thousand nine hundred and twenty five (6925)teachers, five hundred and eighty three (583) principals, five hundred and eighty three (583) secondary schools and one hundred and fifty four (154) supervisors in Jigawa state, making the total population of 7658. The source of this information is the planning research and statistics department, ministry of education, Jigawa state. Details are captured on table 1

Table 3.1: Population of the Study

S/N	Educational Zones	No. of Secondary Schools	No. of Principals	No. Of Teachers	No. of Supervisors	Total
	Hadejia Zone					
1.	Hadejia	32	32	310	14	388
2.	Malanmadori	15	15	246		276
3.	Kaugama	24	24	280		328
Total	**3**	**71**	**71**	**836**	**14**	
	Gumell Zone					
1.	Gumel	22	22	210	17	254
2.	Gagarawa	17	17	120		154
3.	Maigatari	24	24	225		273
4.	SuleTankarkar	21	21	214		256
Total	**4**	**84**	**84**	**769**	**17**	
	Ringim Zone					
1	Ringim	34	34	240	23	378
2	Bahura	32	32	300		364
3.	Garki	29	29	240		298
4.	Taura	25	25	210		260
Total		**120**	**120**	**1060**	**23**	
	Kafin Hausa Zone					
1.	Kafin Hausa	18	18	165	6	201
2.	Auyo	21	21	205		247
Total		**39**	**39**	**370**	**6**	
	Jahun Zone					
1.	Jahun	28	28	250	6	278
2.	Miga	25	25	210		260
Total		**53**	**53**	**460**	**6**	
	Dutse Zone					
1.	Dutse	78	78	428	32	771
2.	Kiyawa	36	36	320		428
Total		**114**	**114**	**935**	**32**	
	Kazanre Zone					
1.	Kazaure	49	49	330	23	428
2.	Roni	29	29	305		363
3.	Yankwashi	22	22	290		334
4.	Gwiwa	19	19	215		253
Total		**119**	**119**	**1140**	**23**	
	Birnin kudu Zone					
1.	Birnin Kudu	38	38	305	19	381
2.	Gwaram	26	26	250		302
3.	Buji	16	16	200		232
Total		**80**	**80**	**755**	**19**	
	Birniwa Zone					
1.	Bivniwa	14	14	190	14	218
2.	Guri	18	18	204		240
3.	Kirikasamma	16	16	206		238
Total		**48**	**48**	**600**	**14**	
Grand total	**09**	**583**	**583**	**6925**	**154**	

Source: Department of Planning, Research and Statistics, Jigawa State Ministry of Education (2015/2016).

3.4 Sample and Sampling Techniques

In selecting the sample size of educational zones in Jigsaw state, the researcher used 30%. This gives a total of three educational zones out of the nine educational zones in the state, they are, Dutse, Birnin Kudu and Ringim educational zones were randomly selected to represent the entire state. The choice of this sample size is in line with the opinion of Conner (2016) in descriptive survey, who recommends that 30% sample size of the population is adequate. While in selecting the sample size of local government areas, in each of the sampled educational zones, the researcher uses 50% which according to Mora (2004) that 50% sample size for any study is adequate. In addition, the researcher uses 20% in the selection of sample from the total population. The idea of using 20% is in accordance with the opinion of Gay and Dien (1992) who laments that "20% sample size can be used to represent the entire population of the study. The simple random sampling technique was adopted for this study. The table below represents the sample size for the study:

Table 3.2: Sampled Table

S/N	Educational Zones	Secondary Schools	Principals	Teachers	Supervisors	Total
1	**DutseZone**					
	Dutse	16	16	87	06	162
2	**Birnin Kudu Zone**					
	Birnin kudu	07	07	61	04	139
	Gwaram	05	05	50		
3	**RingimZone**					
	Ringim	07	07	48	05	133
	Taura	05	05	42		
	Grand Total	**40**	**40**	**288**	**15**	**343**

3. 5 Instrumentation

The research instrument used for this study is close endedquestionnaire with the Likertfive point scale options for the collection of data. The Likert five (5) options which include: Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD)and Disagree(D), were designed to gather data/response,thequestionnaire included: section one request letter, section two personal dataof the respondents,

3.5.1 Validity of the Instrument

The content and face validity of the instrument was determined from the researcher's supervisors and other experts in the department of educational foundations and curriculumto check whether the instrument would be able to measure what it is expected to measure and it was ascertained.

Kerlinger (1986) and Gay (1976) both hold the view that the validation of the content of the research instrument by experts is an important and acceptable technique.

3.5.2 Pilot Study

This is very important because it informs whether the instrument was able to measure what it is meant to measure, this serves as a guarantor or security to the final result of the study. A pilot testing was conducted in some secondary schools in Kirikasamma local government area of Birniwa educational zone, Jigawa state. A total of 40 copies of the questionnaire were distributed, in which 25 copies to the teachers, 10to the principals and 5 copies to the supervisors respectively.

3.5.3 Reliability of the Instrument

Zikmund (2003) defined reliability as the degree to which measures are free from error and therefore yieldconsistent results. The reliability analysis can be conducted to ensure that the measures of variables have internalconsistency across time and across the various items that measure the same concept or variable.

Therefore, the reliability of the instrument in this study was obtained using test-retest method. Pearson Product Moment Correlation Coefficient (PPMCC), it was obtained at reliability coefficient 0.86.Thisconfirms that the instrument used for this study wasconsidered reliable and was able to measure what it was meant to measure.

3.6 Procedure for Data Collection

The researcher made consultations with the state ministry of education to assist him to have the correct number of the population for the study. A letter of introduction was received from the

department of educational foundations and curriculum, educational administration andplanning section, Ahmadu Bello University. Zaria to facilitate the above mentioned process. For the successful administration of the research instrument, eight sections of questionnaire were designed to generate data which would help to answer the researchquestions set for the study. The questionnaire was designed in such a way to help in findingthe information which will answer the research questions and test the postulated hypotheses. Theresearcherpersonally distributed the questionnaire through the assistance of teachers and Principals of the sampled secondary schools within the state educational zones respectively.

3.7 Methods of Data Analysis

The data collected from the respondents for this research was collated and analyzed using frequency counts and percentages. These were presented in tabular forms. Interpretations of data analysis were made after every table. The raw scores from the frequencies were converted to percentages through the descriptive statistical techniques such as mean, and percentage and answered the research questions. The overall frequencies and percentages for items in the instrument was computed and shown in tables in chapter four specifically. Frequency andpercentage distribution was used to show the respondents' contributions on a given item on the table. Lastly to test the postulated hypotheses of the research, Analysis of Variance (ANOVA) statistical technique was used.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents an explanation on opinion analysis of the respondents. Moreover, hypothesis testing, summary of the major findings and the discussion of the major findings was also explained.

4.2 Opinions Analysis of Respondents

This section covers all the study objectives and research questions. This covers opinions of respondents on the Assessment of Discipline and Management of Indiscipline in Public Secondary Schools in Jigawa State, Nigeria. Sixty items statements were used in the evaluation of the respondents' opinions. Ten items of similar bases were grouped together on each, six tables were presented and an item by item analysis was used in the presentation of the findings. Details could be seen in tables below:

4.2.1 Opinions of Respondents on the Maintenance of Examination Ethics in Public Secondary Schools in Jigawa State

This section covers item statement 1-10 in the questionnaire presented to each respondent. Details could be seen in table 4.1

Table 4.1: Descriptive Statistics on the Maintenance of Examination Ethics in Public Secondary Schools in Jigawa State

S/N	Item Statement	Responses						
		Category	Agreed		Undecided		Disagreed	
			F	%	F	%	F	%
1	No student is allowed to enter exam hall with foreign material	Teachers	238	92.3	3	1.2	16	6.2
		Principals	34	94.4	-	-	2	5.6
		Supervisors	12	92.3	-	-	1	7.7
2	School authorities set standard for internal and external examination	Teacher	203	89	16	6	10	4
		Principal	32	88	3	8	1	3
		Supervisors	8	60	-	-	5	39
3	Sanctions are enforced on students who are caught cheating during examination	Teachers	227	88	20	8	9	3
		Principals	31	86	4	11	1	3
		Supervisors	10	77	-	-	3	23
4	Conducive examination atmosphere is provided to enable students write their exams comfortably	Teachers	228	88	13	3	16	6
		Principals	30	83	4	11	2	6
		Supervisors	6	46	-	-	7	53
5	Students are seriously cautioned to abstain from any form of examination malpractice in school	Teachers	231	50	13	5	12	5
		Principals	28	77	5	14	3	9
		Supervisors	11	85	-	-	2	15
6	Orientation is always organized before the commencement of any examination	Teachers	228	88	13	5	17	7
		Principals	26	73	4	11	6	17

		Supervisors	9	69	2	15	2	15
7	Students are law abiding with regard to both internal and external examinations	Teachers	218	84	21	8	18	8
		Principals	30	83	1	3	5	14
		Supervisors	10	77	-	-	3	23
8	Teachers are very cautious in maintaining the habit of discipline before, during and after examination	Teachers	225	88	20	8	11	4
		Principals	27	75	4	11	5	14
		Supervisors	10	77	1	8	2	16
9	Posters are always displayed in the school on better ways to write exams	Teachers	198	77	33	13	27	11
		Principals	25	70	7	19	4	11
		Supervisors	8	62	1	8	4	31
10	Phones are not allowed in to the exams hall by candidates	Teachers	216	84	18	7	21	9
		Principals	30	84	2	6	4	12
		Supervisors	10	77	-	-	3	23

Table 4.1 shows that there was unanimous agreement of opinions between the respondents on items 1 to 3 in the table above which tried to investigate whether no student is allowed to enter exam hall with foreign materials, school authority sets standard for internal and external examination andsanctions are enforced on any student caught cheating during examination. 92% of teachers, 94% of principals and 92% of supervisors agreed to item 1, 89% of teachers, 88% of principals and 60% of supervisors agreed to item 2, while 88% of teachers, 86% of principals and 77% of supervisors agreed to item 3.Items 4and 5 showed that 88% of teachers, 83% of principals agreed while 53% of supervisors disagreed, 50% of teachers, 77% of principals and 85% of supervisors agreed that conduciveexamination atmosphere is provided to enable students write their exams comfortably and Students are seriously cautioned to abstain from any form of examination malpractice in school. Item 6 and 7 in the table above showed that 88% of teachers, 73% of principalsand 69% of supervisors agreed to item 6 that Orientation is always organized

before the commencement of any examination, however 84%, of teachers, 83% of principals and 77% of supervisors agreed that Students are law abiding with regard to both internal and external examinations in public secondary schools. In items 8 and 9 88% of teachers, 75% of principals and 77% of teachers agreed on that Teachers are very cautious in maintaining the habit of discipline before, during and after examinations, while 77% of teachers, 70% of principals and 62% of supervisors agreed that Posters are always displayed in the school on better ways to write exams. Item 10 in the table above indicates that 84% of teachers, 84% of principals and 77% supervisors agreed on that Phones are not allowed in to the exams hall by candidates in secondary schools

4.2.2 Opinions of Respondents on the Maintenance of Punctuality in Public Secondary Schools in Jigawa State

This section covers item statement 11-20 in the questionnaire presented to each respondent. Details could be seen in table 4.2.

Table 4.2: Descriptive Statistics on the Maintenance of punctuality in Public Secondary Schools in Jigawa State

S/N	Item Statement	Responses						
		Category	Agreed		Undecided		Disagreed	
			F	%	F	%	F	%
1	Students report to school before the hour of eight every morning	Teachers	222	86	17	7	12	5
		Principals	29	81	5	14	2	5
		Supervisors	10	77	-	-	3	23
2	Lessons are delivered with full attendance of the	Teacher	206	80	16	6	30	12
		Principal	23	64	5	14	8	23

	students	Supervisors	10	77	-	-	3	23
3	No late coming is entertained in the school	Teachers	217	84	17	7	22	9
		Principals	32	89	1	3	3	8
		Supervisors	9	68	1	8	3	23
4	There are cases of students late coming in the school	Teachers	216	85	20	8	19	7
		Principals	29	80	5	14	2	6
		Supervisors	7	77	-	-	3	23
5	Punctual students are rewarded in the school	Teachers	208	81	27	11	20	8
		Principals	30	84	2	6	4	12
		Supervisors	7	54	2	15	4	31
6	No student goes out of the school during break period	Teachers	201	78	22	9	33	13
		Principals	25	69	5	14	6	17
		Supervisors	9	61	2	15	3	23
7	Students leave school before school closes for the day	Teachers	173	67	22	9	62	24
		Principals	27	75	2	6	7	19
		Supervisors	7	54	1	8	5	38
8	School authority takes strict action against any student who leaves school before the closing time	Teachers	213	83	13	5	29	11
		Principals	31	86	2	6	3	9
		Supervisors	10	77	1	8	2	16
9	Some students come to school at will	Teachers	189	73	18	7	49	19
		Principals	29	80	4	11	3	9
		Supervisors	7	54	2	15	4	31
10	Attendance of students during morning assembly is well appreciated	Teachers	201	78	8	3	48	19
		Principals	29	81	4	11	3	9
		Supervisors	9	69	1	8	3	23

Higher degree of the responses in the table above showed that 86% of teachers, 81%of principals and 77% supervisors in item 1 agreed that Students report to school before the hour of eight every morning, and in item 2, 80% of teachers, 64% of principals and 77 of supervisors agreed that Lessons are delivered with full attendance of the students, therefore this indicates that there is unanimous agreement in the opinions of respondent in item 1 and 2. In item 3 and 4, 84% of teachers, 89% of principals and 68% of supervisors opinionated that no late coming is entertained in the school, and 85% of teachers, 80% of principals and 77% of supervisors are on the view that there are cases of students late coming in the school. Item 5 and 6, 81% of teachers, 84% of principals and 54% of supervisors agreed in item 5 that Punctual students are rewarded in the school, item 6 showed that 78% of teachers, 69% of principals and 61% of supervisors agreed on that no student goes out of the school during break period. Item 7 and 8, 67% of teachers, 75% of principals and 54% of supervisors agreed Students leave school before school closes for the day in 7 specifically, while 83% of teachers, 86% of principals and 77% of supervisorssupport that School authority takes strict action against any student who leaves school before the closing time. In item 9 and 10, 73% of teachers, 80% of principals and 54% of supervisors agreed that student come to school at will, while item 10,78% of teachers, 81% of principals and 69% of supervisors support the view that attendance of students during morning assembly is well appreciated

4.2.3. Opinions of Respondents on Students' Disciplinary Management Techniques in Public Secondary Schools in Jigawa State

This section covers item statement 31-40 in the questionnaire presented to each respondent. Details could be seen in table 4.3.

Table 4.3: Descriptive Statistics on Students' Disciplinary Management Techniques in Public Secondary Schools in Jigawa State

S/N	Item statement	Responses Category	Agreed		Undecided		Disagreed	
			F	%	F	%	F	%
1	Expulsion is one of the techniques applied to students who are law breakers	Teachers	196	76	16	6	41	16
		Principals	28	78	4	11	4	11
		Supervisors	8	62	1	8	4	30
2	In most cases, school authority liaises with parent to curb illegal behaviour in the school	Teacher	214	83	14	5	28	11
		Principal	27	75	2	6	7	20
		Supervisors	8	61	-	-	5	38
3	No students is above the law	Teachers	222	86	11	4	24	10
		Principals	30	84	3	8	3	8
		Supervisors	7	54	-	-	6	46
4	Corporal punishment is one of the techniques for curbing indiscipline in the school	Teachers	210	82	13	5	31	13
		Principals	27	72	6	17	3	9
		Supervisors	1	8	-	-	12	93
5	Students who behave rudely are punished through fetching water in school	Teachers	224	86	13	5	20	8
		Principals	23	63	7	19	6	17
		Supervisors	10	77	-	-	3	23
6	Students are suspended from the school when they are caught committing any sort of illegal behaviour	Teachers	226	88	15	6	16	7
		Principals	31	86	1	3	4	12
		Supervisors	7	52	2	15	4	31
7	Law abiding students are rewarded to enable others emulate them	Teachers	229	89	16	6	12	4
		Principals	32	89	2	6	2	6
		Supervisors	4	31	-	-	9	69
8	Students who commit offences are ask to wash toilet in the school	Teachers	226	88	17	7	13	5
		Principals	34	90	-	-	1	3

		Supervisors	9	69	-	-	4	31
9	Lectures are always organized by the school authorities on the dangers behind indiscipline behaviours in school	Teachers	225	87	14	5	15	6
		Principals	33	92	-	-	3	8
		Supervisors	9	69	2	15	2	16
10	The role of the school in controlling indiscipline behaviour in school is appreciated	Teachers	227	88	15	6	12	5
		Principals	31	86	2	6	3	9
		Supervisors	10	77	1	8	2	16

There was unanimous agreement of opinions between the respondents on items 1 to 10 in table 4.8above which tried to investigate whetherexpulsion is one of the techniques applied to students who are law breakers, in most cases, school authority liaises with parent to curb illegal behaviour in the school, no students is above the law, corporal punishment is one of the techniques for curbing indiscipline in the school, Students who behave rudely are punished through fetching water in school, students are suspended from the school when they are caught committing any sort of illegal behaviour, law abiding students are rewarded to enable others emulate them, Students who commit offences are ask to wash toilet in the school, lectures are always organized by the school authorities on the dangers behind indiscipline behaviours in school, and the role of the school in controlling indiscipline behaviour in school is appreciated.

4.2.4: Opinions of Respondents on Discipline techniques on Communication in Public Secondary Schools in Jigawa State

This section covers item statement 41-50 in the questionnaire presented to each respondent. Details could be seen in table 4.4.

Table 4.4: Descriptive Statistics on Discipline techniques on Communication in Public Secondary Schools in Jigawa State

S/N	Item statement	Responses						
		Category	Agreed		Undecided		Disagreed	
			F	%	F	%	F	%
1	Use of mobile phones is not allowed in the school	Teachers	225	88	8	3	23	9
		Principals	30	83	3	8	3	9
		Supervisors	12	93	-	-	1	8
2	Notice board are available for rapid dissemination of information in the school	Teacher	223	87	15	6	19	8
		Principal	27	75	3	8	6	17
		Supervisors	4	31	-	-	9	69
3	Teachers do not always communicate in local languages in the class	Teachers	195	80	20	8	32	23
		Principals	27	75	7	19	2	6
		Supervisors	7	54	1	8	5	38

4	Conducive school environment helps in maintaining discipline in communication	Teachers	215	83	14	5	29	11
		Principals	29	80	5	14	2	6
		Supervisors	9	70	-	-	4	31
5	Fine is paid for speaking vernacular especially in the class	Teachers	202	78	24	9	30	12
		Principals	29	81	4	11	3	9
		Supervisors	9	69	2	15	2	15
6	Students are punished if found violating any communication rules in the school	Teachers	214	83	20	8	23	9
		Principals	28	78	5	14	1	3
		Supervisors	10	77	-	-	3	24
7	Orientation is always organized on the importance of discipline in communication	Teachers	221	86	17	7	18	7
		Principals	24	67	3	8	9	25
		Supervisors	13	100	-	-	-	-
8	Family upbringing contributes on the maintenance of discipline in communications	Teachers	221	86	21	8	14	5
		Principals	30	84	2	6	4	11
		Supervisors	7	54	3	23	3	23
9	Quiz and debate are organized so that students learn practical communication skills	Teachers	225	87	18	7	14	5
		Principals	28	78	6	18	2	6
		Supervisors	8	62	2	15	3	23
10	Corporal punishment is employed on students caught communicating with mobile phones	Teachers	207	81	18	7	31	12
		Principals	30	83	2	6	4	11
		Supervisors	10	77	2	15	1	8

Table 4.4shows the opinions of teachers, principals, and supervisors on maintenance of discipline and management of indiscipline on communication in Public Secondary Schools in Jigawa State. In response to item 1, it was agreed with 88% of teacher's responses, principal percentage of 83%, and 93% of supervisors, on whether use of mobile phones is not allowed in

the school. Items 2, 3 and 4 were all agreed that, notice board are available for rapid dissemination of information in the school, Teachers do not always communicate in local languages in the class, andConducive school environment helps in maintaining discipline in communicationwith the responses of highest percentage of teachers is 87%, principal is 80%, and supervisors is 70%. Items 5, 6 and 7 were agreed on whether fine is paid for speaking vernacular especially in the class,Students are punished if found violating any communication rules in the school,andOrientation is always organized on the importance of discipline in communicationwith the responses of highest percentage of teachers is 86%, principal is 81%, and supervisors is 100%.Items 8 and 9 were agreed on whether Family upbringing contributes on the maintenance of disciplineandQuiz and debate are organized so that students learn practical communication skills. While item 10 was agreed by the respondents that Corporal punishment is employed on students caught communicating with mobile phoneswith the responses of highest percentage of teachers are 81% principal is 83%, and supervisors is 77%

4.2.5:Opinions of Respondents on Students' Disciplinary Management Techniques in Public Secondary Schools in Jigawa State

This section covers item statement 51-60 in the questionnaire presented to each respondent. Details could be seen in table 4.5.

Table 4.5: Descriptive Statistics on the Management of truancy in Public Secondary Schools in Jigawa State

S/N	Item statement	Responses Category	Agreed		Undecided		Disagreed	
			F	%	F	%	F	%
1	Students irregularities could be as a result of drug abuse	Teachers	203	79	22	9	32	13
		Principals	25	69	5	14	5	14
		Supervisors	12	93	-	-	1	8
2	Influence of bad friends is a factor which leads to students' truancy school	Teacher	225	87	14	5	17	7
		Principal	23	64	4	11	9	25
		Supervisors	9	69	-	-	4	31
3	Parental negligence constitute poor attendance of students in the school	Teachers	221	85	16	6	20	8
		Principals	25	70	5	14	6	17
		Supervisors	11	84	1	8	1	8
4	Students can be truant when corporal punishment is not employed	Teachers	221	86	15	6	18	7
		Principals	27	76	5	14	4	11
		Supervisors	11	85	-	-	2	15
5	Literacy level of the parents is a contributing factor for truancy or regularity of students	Teachers	218	84	14	5	24	9
		Principals	30	84	2	6-	4	11
		Supervisors	9	69	-		4	31
6	Lack of students' interest to learning promotes truant behaviour	Teachers	219	84	19	7	15	6
		Principals	23	54	9	26	4	20
		Supervisors	10	77	1	8	2	15
7	Poor guidance and counseling increases truancy of students	Teachers	227	88	10	4	16	8
		Principals	26	73	5	14	4	13
		Supervisors	8	62	1	8	3	30
8	Disturbed teaching and learning environment	Teachers	224	87	17	7	15	6

	increases poor attendance in the school	Principals	29	82	4	11	3	7
		Supervisors	10	77	2	15	1	8
9	Punctual students are positively motivated to serve as models to others	Teachers	224	86	16	6	15	8
		Principals	29	80	3	8	4	12
		Supervisors	7	54	-	-	6	46
10	Socio-economic status of parents results in truant behaviour	Teachers	216	84	18	7	23	9
		Principals	26	72	5	14	5	14
		Supervisors	9	69	1	8	3	23

There was unanimous agreement between respondents in item 1 to 4 in the table above, which tried to find out whether Students irregularities could be as a result of drug abuse, influence of bad friends is a factor which leads to students' truancy in school, parental negligence constitute poor attendance of students in the school, and student can be truant when corporal punishment is not employed. 79% of teachers, 69% of principals and 93% of supervisors agreed in item 1, 87% of teachers, 64% of principals and 69% supervisors agreed in item 2, 85% of teachers, 70% of principals, and 84% of supervisors agreed to item 3, and 86% of teachers, 76% of principals, and 85% supervisors agreed in item 4 respectively. In item 5, 84% of teachers, 84% of principals and 69% of supervisors agreed that literacy level of the parents is a contributing factor for truancy or regularity of students, item 6 showed that 84% of teachers, 54% of principals and 77% of supervisors agreed that lack of students' interest to learning promotes truant behaviour, item 7 and 8 tried to investigate whether poor guidance and counseling increases truancy of students and disturbed teaching and learning environment increases poor attendance in the school. 88% of teachers, 73% of principals, and 62% of supervisors agreed to item 7, and 87% of teachers, 82% of principals and 77% of supervisors agreed to item 8 respectively. The unanimous agreement also happens to exist between item 9 and 10 which tried to find out whether punctual

students are positively motivated to serve as models to others, and socio-economic status of parents results in truant behaviour. 86% of teachers, 80% of principals, and 54% of supervisors agreed to item 9, and 84% of teachers, 72% of principals and 69% of supervisors agreed to item 10 respectively.

4.3Hypotheses Testing

This research work formulated six hypotheses which were: there is no significant difference in the opinions of Teachers, Principals and Supervisors on the maintenance of examination ethics in public secondary schools in Jigawa Statethere is no significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State, there is no significant difference in the opinions of respondents on the management of examination malpractice in public secondary schools in Jigawa State, there is no significant difference in the opinions of respondents on students' disciplinary management technique in public secondary schools in Jigawa State, there is no significant difference in the opinions of respondents on discipline and management of indiscipline on communication in public secondary schools in Jigawa State and there is no significant difference in the opinions of respondents on the management of truancy in public secondary schools in Jigawa State. Analysis of variance (ANOVA) was used to test the postulated hypotheses at the significance level of 0.05. Hypothesis is retained when p value<0.05 and rejected when p value>0.05 at level of significance respectively.

4.3.1 Hypothesis I

Hypothesis I states thatthere is no significant difference in the opinions of Teachers, Principals and Supervisors on the maintenance of examination ethics in public secondary

schools in Jigawa State. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 4.6.

Table 4.6: Summary of the Analysis of Variance Statistics (ANOVA) on the Maintenance of Examination Ethics in Public Secondary Schools in Jigsaw State.

Status	Sum of Square	Df	Mean square	F	Prob.	f.critical
BetweenGroups	36.401	2	18.200	.810	.446	2.69
Within Groups	6827.854	304	22.460			
Total	**6864.254**	**306**				

The table 4.6 shows that the probability level of significance p(.446) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Maintenance of Examination Ethics in public secondary schools in Jigawa State. Therefore, the null hypothesis is retained.

4.3.2 Hypothesis II

Hypothesis II states thatthere is no significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State. Items covering this section were collected from items 11-20 in the questionnaire. Details are in table 4.7.

Table 4.7: Summary of the Analysis of Variance Statistics (ANOVA) on the Maintenance of Punctuality in Public Secondary Schools in Jigsaw State.

Status	Sum of Square	Df	Mean square	F	Prob.	f.critical
BetweenGroups	255.151	2	127.576	4.726	.010	2.69

Within Groups	8207.136	304	26.997
Total	**8462.287**	**306**	

The table 4.7 shows that the probability level of significance p(.010) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the Maintenance of punctuality in public secondary schools in Jigawa State. Therefore, the null hypothesis is rejected.

Table 4.8: Summary of Schaffer's Multiple Comparison Test on the Maintenance of Punctuality in Public Secondary Schools in Jigawa State

Respondents	**N**	**Mean**
Teachers	258	39.61
Principals	36	39.52
Supervisors	13	35.07
Total	**307**	

As indicated in table 4.8, the mean score of supervisors was found to be closer to that of teachers and principals, implying that the difference between the three respondents was not significant. However, the mean scores of principal and teachers were found to be higher than that of supervisors. This implies that the principals and teachers differ significantly in their opinions regarding punctuality in public secondary schools in Jigawa State, Nigeria.

4.3.3 Hypothesis III

Hypothesis III states thatthere is no significant difference in the opinions of respondents on the students' disciplinary management technique in public secondary schools in Jigawa State. Items covering this section were collected from items 31-40 in the questionnaire. Details are in table 4.9.

Table 4.9: Summary of the Analysis of Variance Statistics (ANOVA) on Students' Disciplinary Management Techniques in Public Secondary Schools in Jigsaw State.

Status	Sum of Square	Df	Mean square	f	Prob.	f.critical
BetweenGroups	655.136	2	327.568	10.767	.000	2.69
Within Groups	9248.539	304	30.423			
Total	**9903.674**	**306**				

The table 4.9shows that the probability level of significance p(.00) is less than 0.05. This means that there is a significant difference in the opinions of respondents on students' disciplinary management techniques in public secondary schools in Jigawa State. Therefore, the null hypothesis is rejected.

Table 4.10: Summary of Schaffer's Multiple Comparison Test on Students' Disciplinary Management Techniques in Public Secondary Schools in Jigawa State

Respondents	N	Mean
Teachers	258	40.41
Principals	36	39.77
Supervisors	13	33.15
Total	**307**	

As indicated in table 4.10, the mean score of principals was found to be closer to that of teachers implying that the difference between the two respondents was not significant. However, the mean score of supervisors was found to be lower than that of teachers and

principals. This implies that supervisors differ significantly in their opinions regarding students' disciplinary management techniques in public secondary schools in Jigawa State, Nigeria.

4.3.4 Hypothesis IV

Hypothesis IV states thatthere is no significant difference in the opinions of respondents on assessment of disciplinetechniques on communication in public secondary schools in Jigawa State. Items covering this section were collected from items 41-50 in the questionnaire. Details are in table 4.11.

Table 4.11: Summary of the Analysis of Variance Statistics (ANOVA) on Assessment of Discipline Techniques on Communication in Public Secondary Schools in JigawaState.

Status	Sum of Square	Df	Mean square	f	Prob.	f.critical
BetweenGroups	281.074	2	140.537	4.894	.008	3.15
Within Groups	8729.031	304	28.714			
Total	**9010.104**	**306**				

The table 4.11 shows that the probability level of significance p(.008) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the Maintenance

of Discipline and Management of Indiscipline on Communication in public secondary schools in Jigawa State. Therefore, the null hypothesis is rejected.

Table 4.12: Summary of Scheffe's Multiple Comparison Test on the Maintenance of Discipline Techniques in Public Secondary Schools in Jigawa

Respondents	**N**	**Mean**
Teachers	258	40.76
Principals	36	39.27
Supervisors	13	36.46
Total	**307**	

As indicated in table 4.12, the mean score of principals was found to be closer to that of teachers implying that the difference between the two respondents was not significant. However, the mean score of supervisors was found to be lower than that of teachers and principals. This implies that supervisors differ significantly in their opinions regarding assessment of discipline and management of indiscipline on communication in public secondary schools in Jigawa State, Nigeria.

4.3.5 Hypothesis V

Hypothesis V states thatthere is no significant difference in the opinions of respondents on management of truancy in public secondary schools in Jigawa State. Items covering this section were collected from items 51-60 in the questionnaire. Details are in table 4.13.

Table 4.13: Summary of the Analysis of Variance Statistics (ANOVA) on Management of Truancy in Public Secondary Schools in Jigawa State.

Status	**Sum of Square**	**Df**	**Mean square**	**f**	**Prob.**	**f.critical**
BetweenGroups	300.764	2	150.382	5.310	.005	2.69

Within Groups	8609.803	304	28.322
Total	**8910.567**	**306**	

The table 4.13 shows that the probability level of significance p(.005) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the Management of Truancy in public secondary schools in Jigawa State. Therefore, the null hypothesis is rejected.

Table 4.14: Summary of Scheffe's Multiple Comparison Test on the Management of Truancy in Public Secondary Schools in Jigawa

Respondents	**N**	**Mean**
Teachers	258	40.93
Principals	36	38.83
Supervisors	13	37.07
Total	**307**	

As indicated in table 4.14, the mean score of principals was found to be closer to that of teachers implying that the difference between the two respondents was not significant. However, the mean score of supervisors was found to be lower than that of teachers and principals. This implies that supervisors differ significantly in their opinions regarding the management of truancy in public secondary schools in Jigawa State, Nigeria.

4.4 Summary of the Major Findings

The findings of this study revealed that:

1. There was effective maintenance of examination ethics in public secondary schools in Jigawa State because school authority sets standard for both internal and external examinations, orientation was always organized before the commencement of any examination in the

school and this made students to be law abiding with regard to both internal and external examinations.

2. There was ineffective maintenance of punctuality in public secondary schools in Jigawa State and this was because the measures with which the school authority takes to ensure that students are punctual was not satisfactory and this made students to come to school at will and leave school before school closes for the day.
3. The management techniques used by the school authority to curb indiscipline behavior were not effective because of the use of corporal punishment and the frequent suspension of students from the school.
4. There was ineffective use of communication in public secondary schools in Jigsaw statefor reason that the effort of school authority in ensuring that all channels of communication are used judiciously was too minimal for its impact to be felt
5. There was ineffective management of truancy in public secondary schools in Jigawa State because the effort of parent and the school authority in curbing the menace was not satisfying.

4.5 Discussions of the Major Findings

This study aimed at Assessment of Discipline Techniques in theManagement of public Secondary Schools in Jigawa State, Nigeria. Its objectives were to assess the followings: maintenance of examination ethics in public secondary schools in Jigawa state, maintenance of punctuality in public secondary schools in Jigawa State, the disciplinary management technique in public secondary schools in Jigawa state, discipline techniques on communication in public secondary schools in Jigawa state, and management of truancy in public secondary schools in 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 4.1 shows the opinions of teachers, principals, and supervisors on the Maintenance of Examination Ethics in Public Secondary Schools in Jigawa State, there was a unanimous agreement of opinions between the respondents on items 1 to 3 in table 4.1 above which tried to investigate whether no student is allowed to enter exam hall with foreign materials, school authority sets standard for internal and external examination and sanctions are enforced on any student caught cheating during examination. Items 4 and 5 showed that high percentage of teachers and principals agreed that conducive examination atmosphere is provided to enable students write their exams comfortably and Students are seriously cautioned to abstain from any form of examination malpractice in school while certain percentage of supervisors disagreed on item 4. Item 6 and 7 in the table above showed that majority of teachers, principals and supervisors agreed that Orientation is always organized before the commencement of any examination; and Students are law abiding with regard to both internal and external examinations in public secondary schools in Jigawa state. In items 8 - 10, there was high degree of consensus of opinions in agreement that Teachers are very cautious in maintaining the habit of discipline before, during and after examinations, that Posters are always displayed in the school on better ways to write exams and Phones are not allowed in to the exams hall by candidates in secondary schools

However, it was found that there was a unanimous agreement of opinions of respondents in table 4.2 above which tried to find out thatStudents report to school before the hour of eight every morning, Lessons are delivered with full attendance of the students, no late coming is entertained

in the school, there are cases of students late coming in the school, that Punctual students are rewarded in the school, no student goes out of the school during break period, Students leave school before school closes for the day, School authority takes strict action against any student who leaves school before the closing time, student come to school at will, and attendance of students during morning assembly is well appreciated.

Item 1 - 5 in table 4.3 above showed that there was high degree of respondents' opinions with regard to the items statement that Students get access to examination questions even before the commencement of the exams, Students directly copy answers from their lecture notes and text books during examination, while low percentage of supervisors opposed the statement that Students directly copy answers from their lecture notes and text books during examination, handset is one of the electronics materials students use during examination to get answers to exams questions easily, also certain number of supervisors disagreed, In most cases, teachers assist students by giving them answers to exam questions during examination, and School witnesses cancellation of results because of examination malpractice, while school bribes external examiners to enable teachers assist students during examination in item 6, Item 7 and 8, indicates majority of respondents' opinions agreed that Students communicate freely in the examination hall for exchange of ideas, Students are asked to pay some amount of money as bribe to settle examiners and other overseers of examination, therefore, item 9 and 10 showed that high degree of teachers, and principals agreed that the school invites resource persons especially during examination to assist students with answers to exam question, while majority of supervisors disagreed with the statement in item 9, also in item 10, there was unanimous agreement with regard to whether teachers and students run helter-skelter during examination to

get answers to examination questions by all means or not, while the opinions of supervisors opposed the statement.

Table 4.4 shows the opinions of teachers, principals, and supervisors on items 1 to 10 which tried to investigate whether expulsion is one of the techniques applied to students who are law breakers, in most cases, school authority liaises with parent to curb illegal behaviour in the school, no students is above the law, corporal punishment is one of the techniques for curbing indiscipline in the school, Students who behave rudely are punished through fetching water in school, students are suspended from the school when they are caught committing any sort of illegal behaviour, law abiding students are rewarded to enable others emulate them, Students who commit offences are ask to wash toilet in the school, lectures are always organized by the school authorities on the dangers behind indiscipline behaviours in school, and the role of the school in controlling indiscipline behaviour in school is appreciated**.**

Table 4.5 shows the opinions of teachers, principals, and supervisors on maintenance of discipline techniques on communication in Public Secondary Schools in Jigawa State. In response to item 1, it was agreed with 88% of teacher's responses, principal percentage of 83%, and 93% of supervisors, on whether use of mobile phones is not allowed in the school. Items 2, 3 and 4 were all agreed that, notice board are available for rapid dissemination of information in the school, Teachers do not always communicate in local languages in the class, and conducive school environment helps in maintaining discipline in communication with the responses of highest percentage of teachers is 87%, principal is 80%, and supervisors is 70%. Items 5, 6 and 7 were agreed on whether fine is paid for speaking vernacular especially in the class,Students are punished if found violating any communication rules in the school,andOrientation is always organized on the importance of discipline in communicationwith the responses of highest

percentage of teachers is 86%, principal is 81%, and supervisors is 100%. Items 8 and 9 were agreed on whether Family upbringing contributes on the maintenance of disciplineandQuiz and debate are organized so that students learn practical communication skills. While item 10 was agreed by the respondents that Corporal punishment is employed on students caught communicating with mobile phoneswith the responses of highest percentage of teachers 81%, principal 83%, and supervisors 77%

Table 4.6 it was found that there was a unanimous agreement of opinions of respondents which tried to find out that students irregularities could be as a result of drug abuse, Influence of bad friends is a factor which leads to students' truancy school, parental negligence constitute poor attendance of students in the school, students can be truant when corporal punishment is not employed, literacy level of the parents is a contributing factor for truancy or regularity of students, Lack of students' interest to learning promotes truant behavior, poor guidance and counseling increases truancy of students, disturbed teaching and learning environment increases poor attendance in the school, punctual students are positively motivated to serve as a models to others, and socio-economic status of parents results in truant behavior.

Table 4.15: Summary of Hypotheses Testing

S/N	Hypotheses statement	Statistical Test	Significance Level	Result	Restated Hypotheses
1.	There is no significant difference in the opinions of teachers, principals and supervisors on the maintenance of examination ethics in public secondary schools in Jigawa State	ANOVA	0.05	p(0.446) Retained	There is no significant difference in the opinions of teachers, principals and supervisors on the maintenance of examination ethics in public secondary schools in Jigawa State
2.	There is no significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State	ANOVA	0.05	P(0.010) Rejected	There is significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State

3.	There is no significant difference in the opinions of respondents on students' disciplinary management system in secondary schools in Jigawa State	ANOVA	0.05	P.(.000) Rejected	There is significant difference in the opinions of respondents on students' disciplinary management system in secondary schools in Jigawa State
4.	There is no significant difference in the opinions of respondents on discipline and management of indiscipline in public secondary schools in Jigawa State	ANOVA	0.05	P(.008) Rejected	There is significant difference in the opinions of respondents on discipline and management of indiscipline in public secondary schools in Jigawa State
5.	There is no significant difference in the opinions of respondents on the management of truancy in secondary schools in Jigawa State	ANOVA	0.05	P(.005) Rejected	There is significant difference in the opinions of respondents on the management of truancy in secondary schools in Jigawa State

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study has focused on Assessment of Discipline and Management of Indiscipline in Public Secondary Schools in Jigawa State, Nigeria. This chapter will be discussed under the following headings:

5.2 Summary of the study

5.3 Conclusion

5.4 Recommendations

5.2 Summary

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems of 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 maintenance of examination ethics; maintenance of punctuality; management of examination malpractice; students' disciplinary management system; discipline techniques on communication and management of truancy all in public secondary schools in Jigawa State. The study covers all the public secondary schools In Jigawa State, Nigeria.

Chapter two focuses on analyzing the works of several scholars who have written on discipline and management of indiscipline in various climes. The conceptual framework provides a base as it explores the concepts of the research. The Kholberg's theory of moral development provided the theoretical frame work for the study. Scholarly works on the variables; maintenance of examination ethics, maintenance of punctuality, management of examination malpractice, students' disciplinary management system, discipline techniques on communication and management of truancy in public secondary schools in Jigawa State. An empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

Research methodology is covered in chapter three. The research design used is the descriptive survey. The population comprises 6925 teachers, 583 principals and 154 supervisors in public secondary schools in Jigawa State, Nigeria. A sample of 343 was purposively for the selection of data. A questionnaire titled "Questionnaire on the Assessment of Discipline techniques on the Management of Public Secondary Schools in Jigawa State, Nigeria" containing 60 items was deployed to collect data for the study. The instrument was validated by the supervisors of this

research work. A pilot testing was carried out before it was finally deployed to the field with the reliability of 0.86 was realized. Analysis of Variance (ANOVA) was used for statistical analysis.

The fourth chapter presented the analysis of the data in form of frequency and percentages. 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 level of significance and only one was retained while five were rejected. The findings reveals that orientation was always organized before the commencement of any examination in the school and this made students to be law abiding with regard to both internal and external examinations, the use of corporal punishment and the frequent suspension of students from the school were some of the techniques used to address disciplinary problems in schools.

The effort of school authority in ensuring that all channels of communication are used judiciously was too minimal for its impact to be felt

5.3 Conclusions

From the findings of the study it can be concluded that school authority sets standard for both internal and external examinations,orientation was always organized before the commencement of any examination in the schooland this made students to be law abiding with regard to both internal and external examinations.The measures with which the school authority takes to ensure that students are punctual was not satisfactory and this madestudents to come to school at willand leave school before school closes for the day.The use of corporal punishment and the frequent suspension of students from the school were some of the techniques used to address disciplinary problems in schools. The effort of school authority in ensuring that all channels of

communication are used judiciously was too minimal for its impact to be felt.The effort of parent and the school authority in curbing the menace was not satisfying.

5.4 Recommendations

Based on the result of the major findings presented so far the following recommendations were proffered:

1 Posters, lectures and videos that have a direct relevance to examination ethics should be prepared and presented/displayed to the students by the school authorities to enable them possess the pre-requisite knowledge of examinations guidelines in the schools. In the area of lectures/orientation, a resource person can be invited to deliver the lectures with the sole aim of maintaining the ethical guidelines of examinations in the school system.

2 All those that have a stake in the affairs of education should work together to provide concrete and realistic measures of bringing punctuality in public secondary schools back to life through frequent monitoring and assessment of attendance

3 The use of modern management techniques should be put in place by the school authorities rather than heavy use of corporal punishment and suspension of students

4 School authority together with the state Ministry of Education should work closely to ensure that students comply with standard in accordance with communication guidelines in the school

5 Parents-teacher and teacher-students relationship should be encouraged thereby developing interest in learning rather than developing fear which lead to students drop out in the school, this will reduce if not eliminate the truant behaviors of the students

5.5 Suggestions for Further Studies

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

1 The topic of this research was on the "Assessment of Discipline Techniques in the Management of Public Secondary Schools in Jigawa State Nigeria". There is need for further research on the same topic but in other States of the federation.

2 Similar research should also be conducted on the Maintenance of discipline in Public and Private Secondary Schools in Jigawa State.

3 Similar research should equally be conducted on the Influence of Head Teachers Leadership Styles on Maintenance of Discipline in Primary Schools in Jigawa State.

4 A research on the Perception of Stakeholders on the Management of truancy in Secondary Schools in Jigawa State should also be conducted.

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APPENDIX

A QUESTIONNAIRE ON THE ASSESSMENT OF DISCIPLINE TECHNIQUES ON THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

(QADTMPSSJSN)

Educational Administration and PlanningSection,
Department of Educational Foundations andCurriculum,
Faculty of Education,
Ahmadu Bello University,Zaria

Dear Respondent,

I am a postgraduate student from the above mentioned university carrying out a research on the "Assessment of discipline techniques on the management of public secondary schools in Jigawa state, Nigeria. Therefore, this questionnaire is for the purpose of soliciting responses from the ministry of education officials, officials of zonal office, principals and teachers. It is an academic research which serves as part of the requirements for the award of a Master's Degree in Education (M.Ed) certificate in Admin and Planning. You are therefore required to give your honest answer to the questions provided. All information given will be considered strictly confidential.

Yours faithfully,

IdrisKailaKwarko

P16EDFC8007

SECTION A:
Guidelines for filling the questionnaire

Beside each statement are possible options of SA (Strongly Agreed), A (Agreed), U (Undecided), SD (Strongly Disagreed) and D (Disagreed). Please tick (√) any that tallies with your opinion

SECTION B:
Opinions of Respondents on the Assessment of Discipline Techniques on examination Ethics in secondary schools, in Jigawa state

	Item Statement	SA	A	U	SD	D
1	No student is allowed to enter exam hall with foreign material					
2	School authority sets standard for both internal and external examinations					
3	Sanctions are enforced on students who are caught cheating during examination					
4	Conducive examination atmosphere is provided to enable students write their exams comfortably					
5	Students are seriously cautioned to abstain from any form of examination malpractice in school					
6	Orientation is always organized before the commencement of any examination in the school					
7	Students are law abiding with regard to both internal and external examinations					
8	Teachers are very cautious in maintaining the habit of discipline before, during and after examination					
9	Posters are always displayed in the school on better ways to write exams					
10	Phones are not allowed in to the exams hall by candidates					

SECTION C:

Opinions of Respondents on the Assessment of Discipline Techniques on punctuality in public secondary schools, in Jigawa state

	Item Statement	SA	A	U	SD	D
11	Students report to school before the hour of eight every morning					
12	Lessons are delivered with full attendance of the students					
13	No late coming is entertained in the school					
14	There are cases of students late coming in the school					
15	Punctual students are rewarded in the school					
16	No student goes out of the school during break period					
17	Students leave school before school closes for the day					
18	School authority takes strict action against any student who leaves school before the closing time					
19	Some students come to school at will					
20	Attendance of students during morning assembly is well appreciated					

SECTION D:

Opinions of Respondents on the Assessment of disciplinary management technique in public secondary schools, in Jigawa state

	Item Statement	SA	A	U	SD	D
31	Expulsion is one of the techniques applied to student who are law breakers					
32	In most cases, school authority liaises with parent of student to curb illegal behavior in the school					
33	No student is above the law					
34	Frog jumping is one of the techniques of curbing indiscipline in the school					
35	Students who behave rudely are punished through fetching water in the school					
36	Students are suspended from the school when they are caught committing any sort of illegal behavior					
37	Law abiding students are rewarded to enable others to imitate					
38	Students who commit offences are asked to wash toilet in the school					
39	Lectures are always organized by the school authorities on the dangers behind indiscipline behaviors in the					

	school					
40	The role of the school in controlling indiscipline behavior is appreciated					

SECTION E:

Opinions of Respondents on the Assessment of Discipline Techniques on communication in public secondary schools, in Jigawa state

	Item Statement	SA	A	U	SD	D
41	Use of mobile phones is not allowed in the school					
42	Notice boards are available for rapid dissemination of information in the school					
43	Teachers do not always communicate in local languages during lesson in the class					
44	Conducive school environment helps in maintaining discipline in communication					
45	Fine is paid for speaking vernacular especially in the class					
46	Students are punished if found violating any of the communication rules in the school					
47	Orientation is always organized on the importance of					

	discipline in communication					
48	Family up bringing contributes on the maintenance of discipline in communications					
49	Quiz, and debate are organized so that students learn practical communication skills					
50	Corporal punishment is employed on students caught communicating with mobile phone in school					

SECTION F:

Opinions of Respondents on the Assessment of Discipline Techniques on truancy in public secondary schools, in Jigawa state

	Item Statement	SA	A	U	SD	D
51	Students irregularity in schools could be as a result of drug abuse					
52	Influence of bad friends is a factor which lead to students' truancy in school					
53	Parental negligence constitute poor attendance of student in the school					
54	Students can be truant when corporal punishment is not					

	employed					
55	Literacy level of the parent is a contributing factor for truancy or regularity of student					
56	Lack of students' interest to learning promotes truant behavior					
57	Poor guidance and counseling increases truancy of student					
58	Disturbed teaching and learning environment increases poor attendance in the school					
59	punctual students are positively motivated to serve as modelsto others					
60	Socio-economic status of parent results in truant behavior					