

**EMERGING CHALLENGES OF INDISCIPLINE AND REMEDIAL
MEASURES AMONG PRINCIPALS, TEACHERS AND STUDENTS OF
PUBLIC SECONDARY SCHOOLS IN DELTA AND ONDO STATES,
NIGERIA**

BY

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**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

DELTA STATE UNIVERSITY, ABRKA

JULY, 2016

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AND ONDO STATES, NIGERIA**

DECLARATION

I declare that this is an original thesis work carried out by me in the Department of Educational Administration and Policy Studies.

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CERTIFICATION

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TABLE OF CONTENTS

TITLE PAGE-	-	-	-	-	-	-	-	-	-	-	ii
DECLARATION-	-	-	-	-	-	-	-	-	-	-	IV
CERTIFICATION--	-	-	-	-	-	-	-	-	-	-	v
LIST OF TABLES--	-	-	-	-	-	-	-	-	-	-	viii
LIST OF FIGURES-	-	-	-	-	-	-	-	-	-	-	ix
CHAPTER ONE: INTRODUCTION -	-	-	-	-	-	-	-	-	-	-	1
Background to the Study-	-	-	-	-	-	-	-	-	-	-	1
Statement of the Problem-	-	-	-	-	-	-	-	-	-	-	9
Research Questions-	-	-	-	-	-	-	-	-	-	-	10
Hypotheses - --	-	-	-	-	-	-	-	-	-	-	11
Purpose for the Study	-	-	-	-	-	-	-	-	-	-	12
Significance of the Study-	-	-	-	-	-	-	-	-	-	-	13
Scope and Delimitation of the Study-	-	-	-	-	-	-	-	-	-	-	14
Operational Terms used in the Study	-	-	-	-	-	-	-	-	-	-	14
CHAPTER TWO: REVIEW OF RELATED LITERATURE-	-	-	-	-	-	-	-	-	-	-	16
Conceptual Framework of the study-	-	-	-	-	-	-	-	-	-	-	17
Concept of Emerging Challenges of Indiscipline-	-	-	-	-	-	-	-	-	-	-	21
Causes of Emerging Challenges of Indiscipline-	-	-	-	-	-	-	-	-	-	-	22
Types of Emerging Challenges of Indiscipline in Schools-	-	-	-	-	-	-	-	-	-	-	31
Teachers Activities and Emerging Challenges of Indiscipline	-	-	-	-	-	-	-	-	-	-	33

Effects of Emerging Challenges of Indiscipline-	-	-	-	-	-	-	-	34
School location and Emerging Challenges of Indiscipline--	-	-	-	-	-	-	-	36
Government activities & Emerging Challenges of Indiscipline-	-	-	-	-	-	-	-	36
Strategies of Curbing Emerging Challenges of Indiscipline	-	-	-	-	-	-	-	38
The role of Parents in school Indiscipline-	-	-	-	-	-	-	-	41
The role of the Principals in School Indiscipline-	-	-	-	-	-	-	-	42
Review of Related Empirical Studies	-	-	-	-	-	-	-	43
Appraisal of Reviewed Literature -	-	-	-	-	-	-	-	60
CHAPTER THREE: RESEARCH METHOD AND PROCEDURES -								61
Research Design	-	-	-	-	-	-	-	61
Population of Study	-	-	-	-	-	-	-	62
Sample and Sampling Techniques-	-	-	-	-	-	-	-	62
Research Instrument	-	-	-	-	-	-	-	65
Validation of The Instrument	-	-	-	-	-	-	-	65
Reliability of The Instrument	-	-	-	-	-	-	-	65
Administration and collection of The Instrument-	-	-	-	-	-	-	-	66
Method of Data Analysis	-	-	-	-	-	-	-	66
REFERENCES	-	-	-	-	-	-	-	68
APPENDICES-	-	-	-	-	-	-	-	82

LIST OF TABLES

Table 1	Sampled Local Government Area in Delta and Ondo	
	States Public Mixed Secondary School	- - - - - 63
Table 2	Sampled Local Government Area in Delta State Public	
	Mixed Secondary Schools-	- - - - - 64
Table 3	Sampled Local Government Area in Ondo State Public	
	Mixed Secondary Schools-----	-64

LIST OF FIGURES

Fig. 1	Conceptual Framework	-	-	-	-	-	-	-	17
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APPENDICES

Appendix A:	The Distribution of Public Secondary Schools							
	According to Senatorial Districts in Delta State	-	-	-	-	-	-	82
Appendix B:	The Distribution of Public Secondary Schools							
	According to Senatorial Districts in Ondo State	-	-	-	-	-	-	83
Appendix C:	Research Instrument-	-	-	-	-	-	-	84

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the greatest device man has created for his own continued improvement to train his head, hand and heart and has placed him in the position of leadership on earth. Education gives man understanding and enlightenment, improve his intellect, knowledge and skill as well as attitude to his environment. Today, education in Nigeria is accepted as an “Instrument per excellence” for individual and national development and as the only fundamental and indispensable tool for promoting economic growth (FRN, 2004). The administration of secondary schools is a complex process which requires discipline, one of the essential tools for effective running of public secondary schools. Management of public secondary schools depends on the discipline of the principals and teachers, to a large extent on the level of discipline that exists in that secondary schools. Hence Agbenyega (2006) retains that decent discipline is one of the key attributes of effective schools and most school which experienced frequent deviant students’ behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school. One can say that discipline comes through effective management of an organisation. In the secondary school system, both teaching and learning depend on teachers and principals, for there can be no meaningful socio-economic and political development in any society without disciplined teachers and principals. The disciplined teachers and principals are ultimately responsible for translating policy into actions, and principle into practice in their interaction with the students (Afe, 2001 as in Egwuanikwu in 2012). Being that the secondary schools, is like any social system, it requires certain regulations in order for its members to function properly. Ngwokabuenui (2015) concur with Adesina (1980) that discipline is to teach the students manners on how to show respect to

school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school administrators and teachers should enforce acceptable behaviour in their students.

Moreover, Njoroge & Nyabuto (2014) concur with Griffin (1994) that the paramount aim of school discipline should be to endow each learner with good habits such as self respect and proper pride in his own integrity that he will observe the norms and good conduct when not under compulsion or supervision, and will carry them eventually into adult life. In the same vein, Peretomode (1995) maintains that discipline involves the ability to have self-control, restraint, respect for self and respect for others. Also, discipline according to Abubakar (2000) is the ability and willingness to do what one ought to do without external control. Hence one can say discipline is internally motivated within the individual and depends on the state of mind of that individual. It is voluntary and an individual deliberately makes efforts to conform to an established code of conduct. However, Aguba (2009) while emphasizing Douglas McGregor's theory x, maintained that discipline is externally induced in individuals who do not succumb to established rules and regulations out of personal volition but out of fear of punishment or sanction. According to Murithi (2010), discipline is an important component of human behavior. It helps not only to regulate people's reactions to various situations, but also regulate human conduct and relation to others. Discipline is the epicenter of success of a school and all members of the school are expected to adhere to various standards or code of behavior. In the same vein, Khewu (2012), observed that discipline is the practice of care and respect for self and others as well as a tool for safeguarding one's rights and the rights of other people.

Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values. Infact, indiscipline means the absence of discipline. Thus, where indiscipline reigns, discipline is lacking. 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. Indiscipline has become a cankerworm that is eating the very fabric of the nation as well as our educational system; manifesting in undesirable behaviours like kickbacks from contracts, rampant fraud, currency trafficking, forgery, certificate racketeering, examination malpractice, smuggling, drug abuse, embezzlement of public funds, the operation 419, operation “wetin you carry”, ostentious living, criminal and the rigging of elections. But unfortunately, discipline is no problem of a particular sector of the society. It engulfs everybody, both the rulers and the ruled as well as the young and old (Kalusi, 2006).

Evidence is emerging that there are differences in behavior between today’s students and those of ten years ago (Dhlamini, 2014). Indiscipline which is a social menace has taken upper hand in the secondary schools system. This State of affairs has become the concern of our nation. The administrators, politicians, educators, parents and the general public are overwhelmed by the current emerging challenges of indiscipline among principals, teachers and students of public secondary schools in Delta and Ondo States. The acts of indiscipline destroys the possibility of a safe and orderly environment and thereby hampers the core purpose of the secondary schools.

The stability and continued existence of the society are in danger. An undisciplined child is an uncontrollable child and can do any damage in school when he does not get what he wants (Asiyai, 2012). Issues of indiscipline in secondary schools have attracted growing attention in many schools all over the world. The problem of learners indiscipline has been characterized as serious and pervasive, negatively affecting students learning (Khewu, 2012). The ability of the educational system to achieve its set goals depend on the defined roles the teachers and principals displayed in

performing their duties (Ugborugbo, 2007). Being that indiscipline affects the principals and the teachers emotional lives and it outweighs all other factors combined in determining a teacher's or principal's success, makes no serious learning to take place and the students will not receive good and sound education. This problem of indiscipline manifests itself in a variety of ways which include destruction of public /school property, stealing, sexual harassment, bullying, truancy, robbery, vandalism, violence, aggression, lack of morals, examination malpractice, absenteeism, fighting, rudeness to teachers, smoking, lateness to school, disrespecting teachers and so on (Iloh, 2010). Osakwe (2010), sees violent behavior as rarely an isolated incident usually connected to relationship, mental health, the school climate and teachers attitudes to work. This is supported by Jenny-Lynne (2008) that sees violent behaviors as a manifestation of the socio-economic ills that are not adequately treated. In the same way, Munn Johnstone, Sharp and Brown (2007); Malete (2007) and Meredith (2000) posited that violence is a problem for all, hence we must all work together to see that the violence against our children is stopped and the schools should be turned back into places of nurturing and learning. Other indiscipline problem is lack of morals in secondary schools which has degenerates into societal chaos and destruction (Anho (2011) and Nakpodia (2010) .

The causative prevailing factors of indiscipline acts of the public secondary schools could be lack of commitment of teachers and principals to their primary assignment. The decline in the quality of education of the public secondary schools include principals and teachers truancy which has been linked to lack of incentive and is manifested in lateness to class and abstenteeism from work. From the researcher's experience as a teacher for many years reveals that the school syllabuses are never covered. To this end, the students are not well prepared for examination hence they resort to examination malpractices. The outcome of this, is poor academic performances of the students. Hence Oghuvbu, (1995) sees the trend of indiscipline in secondary schools to be caused by many

factors which include the principals and teachers. This is supported by Idu & Olugbade (2011) that sees indiscipline of students to be caused by teacher's attitude and government activities. In the same vein, Ekpoh & Bassey (2011) sees teachers and principals' negative attitude as paralyzing the goals of education. Also, Jimoh (2009) sees examination malpractice as a social problem that has wrecked unimaginable havoc to the entire fabric of Nigeria. The family, the school and the society are social reinforcers that promotes anti-social behavior such as examination malpractice (Fan, Usoroh, Ettah & Edinyang (2009). Hence Alutu & Aluede, (2006); Oniye & Alawaye, (2008) and Adeyemi (2010), observed that the majority of the students have wrong views about examination ethic as caused by peer group influence. Asiyai (2012) and Yaroson (2004) sees indiscipline cases as uncondusive to teaching and learning in the school system.

The family is also one of the causative factors of indiscipline problems of public secondary schools in Delta and Ondo States. Uwaifo (2008) and Ezugwu (2009) sees parental negatively attitude as a major reason of indiscipline and as a detrimental factors that affect the students' academic performance. In support of this, Oghuvbu (2007) sees family history as a tool of indiscipline that affects the students academic performance. Egbochuku & Ekanem (2008), opined that parents must break their inhibitors and offer useful sex education to their children, if they are to be well prepared for family life. Also, other causes of indiscipline acts which are peer group influence, absenteeism among students and truancy are not forgotten. Azizi, Jamaludin, Shahtin, Mohd.Ali, Jaja Roslan & Noordin (2009) sees peer group influence as the dominant factor attributing to indiscipline among students in secondary schools. Moreover, Azizi, Jamaludin, Shahrin, Mohd. Ali, Hamdan, Yusof & Raja Rosla (2010), stated that absenteeism is a personal decision and to produce a new disciplined and useful generation, we must work as a team to combat indiscipline in our educational system. Moseki (2004), observed that the opinion that students get involved in truancy is due to boredom and loss of interest in school and bad

relationships with teachers. Lastly, Ajowi & Simatwa (2010) sees lack of guidance and counselling as a great promoting factor of indiscipline in the secondary schools.

Nwaham, (2010) identified some causes of students indiscipline to include poor teaching, irrelevant curriculum, personality conflict between students and teachers, strikes but a few. It is observed that in a school where there is indiscipline, much success is not achieved.

Students indiscipline in the 21st century is worsened and takes different dimension in various schools and on a higher operational level. In spite of the government effort to ensure quality education in the secondary schools, there are emerging challenges of indiscipline among principals, teachers and students of public secondary schools in Delta and Ondo States. These include kidnapping of teachers, fighting teachers with dangerous weapons, flogging teachers, slapping teachers, robbery attack on teachers/principals, cultism, stabbing students with dangerous weapons, sexual assault, gang involvement, taking hard drugs, verbal assault on teachers, taking grinded dry pepper to school to fight with students, cheating in examination through the internet, and chronic lateness to school by students. From the researcher's observation of public secondary schools in Delta State, six teachers were kidnapped, a male student corrected for wearing slippers to school ran and took a long cutlass to fight with the teacher and also seven female students in cultism took a male student to have sex with them. In a fight between two occult boys, one of the boys took razor blade to cut the neck of the other boy. Fortunately, the boy was rushed to the nearest hospital for treatment because blood was gushing out. A female student was corrected by her teacher in the classroom but instead of yielding to correction, she ran out of the class to call her boyfriend who is among the area boys. When they came, they slapped the teacher and fought with him. Also from the researcher's observation of public secondary schools in Ondo State, the emerging challenges of indiscipline is the high percentage of student that loiter during teaching hours.

This new trend of emerging challenges of indiscipline wave in both Delta and Ondo States public secondary schools, has been suggested to result from the moral degeneration of the society, caused by the breakdown of law and order, excessive pursuit of money, material things and power, changing of cultural values and parental abandonment (Nwagwu (1988), Itedijere (2006), Okpilike & Ohowovorione (2007). They opined that indiscipline of public secondary schools is shared manifestation of the general indiscipline in the society. If indiscipline must be restored, then the root causes of indiscipline must be identified and treated. Omeje & Eze (2007) observed that indiscipline in our schools and in collaboration with corruption have invaded the strata of our national ethics. Olawonirejuaro (2005) showed that the students perceived values for one another and the groups in the society is unimaginable. Arumala (2005) also found among others that the crave for material wealth, laziness and societal influence are major factors influencing the students for exhibiting negative values.

This trend of emerging challenges of indiscipline among principals, teachers and students of public secondary schools in Delta and Ondo States is also caused by unevenly school location either in urban or rural areas (Ekpoh & Bassey, 2011). Teachers and principals need to come to agreement on the seriousness of the problems relating to students discipline. Hence, MacNeil & Parter (1999) opined that the teachers and principals are to work consistently at correcting the problem. Ikoya (2009) opined that the ability to use a particular disciplinary strategy at the appropriate time and condition enhances effective management of the school discipline. In the same vein, Ugboko & Adediwura (2012), posited that the major problem confronting the principals in the supervisory strategy of students is that the strategy of directing and controlling used by most principals to prevent indiscipline of students is not sufficient. Some deliberate measures have been taken by different authors from several countries to ensure and improve the indiscipline in secondary schools (Gerald, Burhans, & Fair (2003); Eastman, Cooney, O'Connor, & Small (2007); Yeide & Kobin

(2009); Baker, Sigmon, & Nugent (2001); Butts (2009) and Jenny-Lynne (2008). In Nigeria, Ehigie (2008); Egwunyenga (2005) and Dittimiya (1995) suggested strategies for curbing indiscipline of public secondary schools. Based on the above background, this study is gear towards investigating emerging challenges of indiscipline and remedial measures among principals, teachers and students of public secondary schools in Delta and Ondo States.

Statement of the Problem

Indiscipline in our secondary schools are at alarming rate and warrisome, if not controlled, it will cause great damages to our educational system. Learners carried weapons such as guns, knives, pangas or sticks to school. Further more, the principals and the teachers indiscipline which is compounded by poor teaching environment and excessive pursuit of money are not left out. Consequently, secondary schools lose their role of socializing learners and instead produce members of the society with unacceptable behaviour. Are the parents working in collaboration with teachers in helping with the behaviour of their children? (Dhlamini, 2014). In view of this, if the situation is not addressed and appropriate mitigating measures put in place, there will no be effective teaching and learning (Omote, Thinguri & Moenga 2015).

Therefore, it becomes a typical issue of research. The focus on this issue is on how it can be remedied and controlled for effective teaching and learning. A number of causes of indiscipline have been considered as emerging challenges in our secondary schools. These challenges will mean the determinants of effective teaching. Such causes often investigated include broken homes, peer group influences, improper placement of teachers/principals, poor condition of service and injustice and corruption. If the secondary schools are evaluated in terms of performance which of these causes will be considered the most significant. It is against this background that the study is investigating the different causes of emerging challenges of indiscipline among principals, teachers

and students of public secondary schools in Delta and Ondo States and providing possible remedial measures.

Research Question.

The investigation of emerging challenges of indiscipline and remedial measures among principals, teachers and students of public secondary schools in Delta and Ondo States was guided with the following research questions.

1. What is the emerging challenges of indiscipline acts prevalent among students, teachers and principals of Public secondary schools?
2. What is the common causes of indiscipline acts among students, teachers and principals of Public Secondary Schools?
3. What is the difference in the causative factors of indiscipline between principals of public secondary schools?
4. What is the differences in the causative factors of indiscipline among teaching staff and students of public secondary schools?
5. What is the difference in the causative factors of indiscipline among students of public secondary schools?
6. What is the level of indiscipline among principals, staff and students of public secondary schools?
7. How does location influences the causes and types of indiscipline among students, teachers and principals of Public Secondary Schools?

8. What are the possible strategies to improve emerging challenges of indiscipline among students, teachers and principals of Public Secondary Schools?

Hypotheses.

The following hypotheses were formulated to guide the study.

1. There is no significant difference among the views of principals, teachers and students on the emerging challenges of indiscipline among students, teachers and principals of Public Secondary Schools.
2. There is no significant difference among the views of principals, teachers and students on the causes of emerging challenges of indiscipline among students, teachers and principals of Public Secondary Schools.
3. There is no significant difference among the views of principals, teachers and students on the difference in the causative factors of indiscipline between principals of Public Secondary Schools.
4. There is no significant difference among the views of principals, teachers and students on the differences in the causative factors of indiscipline among teaching staff and students of Public Secondary Schools.
5. There is no significant difference among the views of principals, teachers and students on the difference in the causative factors of indiscipline among students of Public Secondary Schools.
6. There is no significant difference among the views of principals, teachers and students on the level of indiscipline among principals, staff and students of public secondary schools.

7. There is no significant difference among the views of principals, teachers and students on the extent of the influenced on location on the types and causes of emerging challenges of indiscipline among students, teachers and principals of Public Secondary Schools.
8. There is no significant difference among the views of principals, teachers and students on the possible strategies to improve emerging challenges of indiscipline among students, teachers and principals of Public Secondary Schools.

Purpose for the Study

The purpose of the study is to investigate emerging challenges of indiscipline and remedial measures among principals, teachers and students of public secondary schools. Specifically, the study will :

1. examine the emerging challenges of indiscipline acts prevalent among students, teachers and principals of public secondary schools.
2. ascertain the common causes of indiscipline acts among students, teachers and principals of public secondary schools.
3. examine the difference in the causative factors of indiscipline between principals of public secondary schools.
4. ascertain the differences in the causative factors of indiscipline among teaching staff and students of public secondary schools.
5. find the difference in the causative factors of indiscipline among students of public secondary schools.
6. examine the level of indiscipline among principals, staff and students of public secondary schools.

7. find out how location influences the types and causes of indiscipline among students, teachers and principals of public secondary schools.
8. determine possible strategies to improve emerging challenges of indiscipline among students, teachers and principals of public secondary schools.

Significance of the Study

This study would be beneficial to teachers, students, parents, educational planners, secondary schools administrators and the government.

- I. The teachers as character molders; the research findings could guide them on how to manage school rules and regulations positively to create a conducive atmosphere for them to carry out their professional duties and the technique to be employed in the classroom, in addressing emerging challenges of indiscipline in the public secondary schools in Delta and Ondo States. Also, the findings of this study could expose the teachers to more alternative remedial measures to curb emerging challenges of indiscipline in public secondary schools in Delta and Ondo States.
- II. The students will also benefit because the outcome of the findings could help create the awareness and right attitude that could make them learn to willingly abandon their indiscipline habits and strive for disciplined behaviors.
- III. The parents will also benefit because the outcome of the findings will help them enjoy peace and have confidence that their children are safe at school and will have good academic achievement to better their lives in the future.
- IV. The educational planners are not left out. The outcome will aid them in clarifying and evaluating educational programs by laying out contents and activities possible for reducing emerging challenges of indiscipline in public secondary schools in Delta and Ondo States.

This will help in generating valid goals for the maintenance of disciplined behaviours in the school system.

- V. The findings of the study will help create useful framework for principals in solving the escalating problems of indiscipline in schools, thereby leading to the improvement in student's learning experiences in secondary schools.
- VI. Finally, this study will stimulate the government to understand that resources should be channeled to reduce emerging challenges of indiscipline in the public secondary schools in Delta and Ondo States.

Scope and Delimitation of the Study

The scope of the study included emerging challenges of indiscipline and remedial measures, location and the respondents are principals, teachers and students. This study is delimited to the public Senior Secondary Schools in the six senatorial districts in Delta and Ondo States between 2014/2015 academic sessions.

Operational Terms used in the Study

The following terms are defined for this study in order to provide an understanding of how they are used in this thesis.

Indiscipline

This refers to the state of physical or mental disorderliness within a student which make them erratic, temperamental, emotional and casual in their dispensation of duties that is against stated rules and regulation.

Emerging Challenges

This refers to the new form of confrontations with stress which the principals and teachers face from students who do not follow the set standards of the school. For example, kidnapping of teachers, flogging of teachers, slapping of teachers and so on.

Remedial Measures

This refers to the means of ways used to control standard of events so as to maintain and improve the teaching and learning process in the school systems.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature organized under the following sub-headings:

Conceptual framework of emerging challenges of indiscipline.

The Concept of emerging challenges of indiscipline

Causes of emerging challenges of indiscipline.

Types of emerging challenges of indiscipline in schools.

Types of Teachers Activities and emerging challenges of indiscipline.

Effects of emerging challenges of indiscipline in Schools.

School location and emerging challenges of indiscipline.

Government activities and emerging challenges of indiscipline.

Strategies of curbing emerging challenges of indiscipline in secondary schools

The role of the Parents in school indiscipline.

The role of Principals in school indiscipline.

Review of Related Empirical Studies.

Appraisal of Reviewed literature.

THE CONCEPTUAL FRAMEWORK OF THE STUDY

**Independent
Variable**

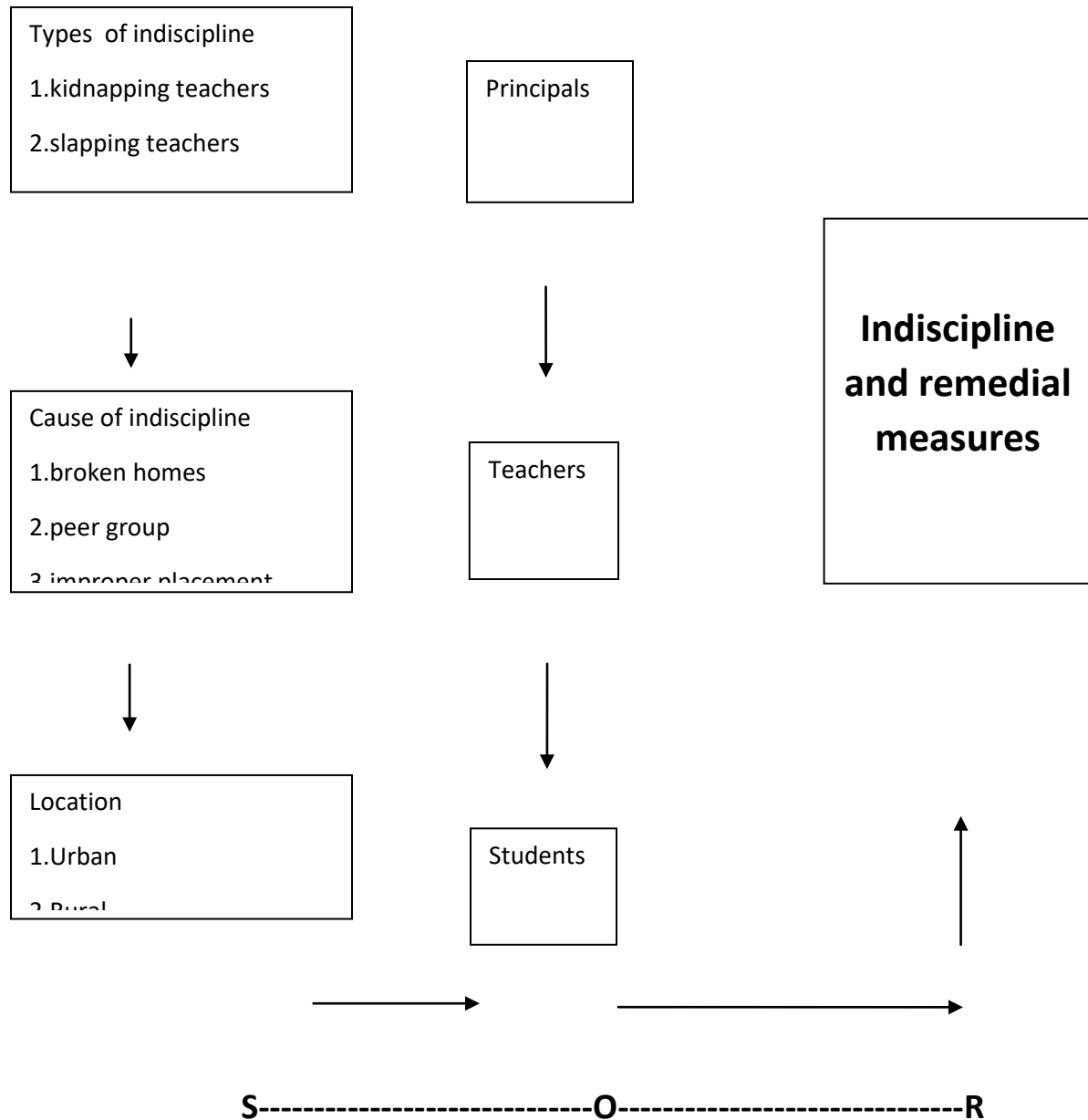


**Intervening
Variable**



**Dependent
Variable**





Key: S= Stimulus, O= Organistic and R= Response.

Figure 1: The relationships between independent, intervening and dependent variables.

SOURCE: PARTLY ADAPTED FROM kimani (2013) pp 20 **AND** Egbule, (2004) pp 172.

School Factors Influencing Students' Discipline in Public Secondary Schools in Kinangop District, Kenya.

Practical guide to a successful project or thesis writing and defence.

The conceptual framework above guides the study on emerging challenges of indiscipline and remedial measures among principals, teachers and students of public secondary schools in Delta and Ondo States. The figure 1 shows the interaction between the independent, dependent, intervening variables and the dependent variable is explained through the interplay of the independent variables and the intervening variables. The present studies therefore will be explained based on the three theories adopted from Ali, Dada, Isiaka & Salmon (2014). These theories include: Individual psychology of Alfred Adler; Psychoanalysis Theory of Sigmund Freud; and The Social Learning theory of Ivan Pavlov.

Individual Psychology

Adler (1956) as in Ali, Dada, Isiaka & Salmon (2014) believed that every individual has a goal he/she sets to achieve in life. It is the goal set by any person that explains the sort of behaviours he/she exhibits at any point in time. He also emphasized that the motivation to achieve the set goals causes feelings of inferiority in every person and that the final goal of every individual in life is to be superior. He added that the quest for superiority is what guides people to be either constructive or destructive. And if an individual's goals are formulated in a destructive manner it then leads to domination and exploitation of others around him or her. It could therefore be inferred that students who exhibit domineering attitude over their peers through the use of foul languages and bullying as forms of school indiscipline acts could have set their goals in a destructive manner.

Besides, under Adler's simple typology of personality he categorized some individuals as the RULING TYPE and added that the individuals within this category lack social interest and courage. They do not believe in the importance of equality and cooperation between people and when they are faced with problems they are unable to solve, they tend to act in antisocial ways. He added that their own striving for superiority and power is so unrealistic that they exploit and harm others in order to achieve their goals. Typical examples of those students who exhibit this trait are the bullies and the gangs who often frighten their colleagues in the classroom and in the entire school premises.

Also, if the individuals in the gang are constantly manifesting their hostile behaviours toward other weaker students successfully without check and caution by the school authority and entire staff they may end up forming a secret – cult to maximally achieve their goal of superiority.

Psychoanalytic Theory

Sigmund Freud (1856-1939) as in Ali, Dada, Isiaka & Salmon (2014) in his theory of psychoanalysis has ID as one of the major concepts he conceptualized. He described it as Cauldron of sex thing excitations. The chief characteristics of ID according to Freud is the desire to satisfy its immediate needs no matter whose ox is gored and by nature it is irrational, amoral and does not bother with logic or reality. The ID is pleasure seeking, and not minding the consequences of the action carried out. The only concern of the ID is maximum gratification of instincts and once gratification is achieved ID is satisfied. Even though every individual has this concept of ID in him or her because it makes every person to be desirous of anything at any point in time but the wrong gratification of desires by some rapists among secondary school students without minding the consequences of such action

could be said to be the work of ID and despite their awareness of the fact that the school authority or the society at large frown at such action, they will still go ahead and perpetrate it. The Ego in such individuals therefore could be said to be weak or not functioning appropriately because it is suppose to act as “Mr. Censor” to any action of the ID that is morally harmful in order that the individual may be protected from the outside world. In fact, EGO is responsible for the determination of the desires of the ID whether to be allowed or not but its failure sometimes is usually associated to the fact that it does not have its own power and rather burrows it from ID.

Social Learning Theory of Ivan Pavlov (1849-1936) as in Ali, Dada, Isiaka & Salmon (2014)

The major assumption of social learning theory is that all behaviours whether adaptive or maladaptive, social or antisocial, defiant or non-defiant, praiseworthy or condemnable are learned and can also be unlearned. It could be said therefore that all manners of indiscipline acts that pervade our secondary schools environment today or that are prominent among students at that level of education are as a result of poor learning experiences. The influx of and acceptance of some western cultures that are not in consonance with the practices and norms in our country and which the adolescent take after without adequate censor by them make them to perpetrate indiscipline acts within or outside the school premises. Makinde (2004) concluded that “adolescents” which is the proper appellation for the secondary school students because of their age bracket are rebellious and to the adults to rebel against convention through exhibition of acts of indiscipline is chaotic.

From the conceptual model, all the variables are well represented. The independent

Variables are emerging challenges of indiscipline. The researcher examined out these variables, which include: types of indiscipline in the school, teachers types of indiscipline in the school, principals types of indiscipline in the school and causes of indiscipline in the school.

The Concept of Emerging Challenges of Indiscipline

The concept of “discipline” has two broad meanings, namely discipline as a field of knowledge, and discipline as order. The latter is the focus of this study. Discipline as order has several sub-categorizations. These include the order by conduct and action which results from training, instruction and education; the order maintained and observed by persons under control or command; a system of rules of conduct. Discipline is also used to denote control gained by enforcing obedience or compliance especially by use of punishment (Itedjere, (2006); Okpilike& Ohwovorione, (2007) & Ukaegbu, (1997). In conclusion, discipline implies controlled and orderly behaviour. Hence Umukoro (1997) noted that discipline is training or learning by an individual to attain self-control, self –will, self direction to act in a proper or right manner at the right time and place without being deceived or forced to do so. In support of this, Idoghor (2001) opined that discipline implies procedure and rules, which leads a child to manage his/her behavioural patterns by self in order to be able to act in a socially acceptable manner. Nevertheless, Olagboye (2004) also posited that discipline may be considered as the readiness and ability of students and teachers to respect the constituted authority, observed and obey school rules and regulations, and to maintain a high standard of behaviour necessary for the smooth running of the teaching-learning process.

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 of indiscipline in the secondary schools in this present time, is indiscipline of all sorts. In contrast, indiscipline means absence or lack of order. Simplistically defined, it implies unruly, wild,

undomesticated and uncontrolled behaviour. But when defined moralistically, indiscipline encompasses more serious violations such as crimes. Therefore, indiscipline refers to deviation from prescribed norms. Indiscipline according to Peretomode (1995) means unruly behaviour, disobedience and disorderliness. Indiscipline has been noted to be one of the most outstanding factor that has affected adversely the standard of education in the National School System in general, particularly that of Delta and Ondo States. Dittimiya (1995) defines indiscipline as any act that does not conform to the societal value and norms. He also defines indiscipline as unruly acts and disobedience to school rules and regulations. From the above, it can be inferred that indiscipline refers to behaviours which are capable of impeding the achievement of the goals set for the schools. In support of this, Egwunyenga (2005) believes that indiscipline in schools is the violations of school values and regulations capable of obstructing the smooth and orderly functioning of the school system and thereby disrupting academic activities.

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

Causes of Emerging Challenges of Indiscipline

Indiscipline acts in schools is not an obscure problem or phenomenon that it causes cannot be ascertained. In fact, scholars have carried out extensive studies on it and have been able to identify several factors that have led to its occurrence in our institutions of learning being it locally, nationally and internationally. For instance, Oyetubo & Olaiya (2009) presented seven likely causes of the phenomenon in school and which include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the “generation gap” in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old; (c)

the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; (f) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples' and (g) the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the "official" point of view. Also, on the part of Morongwa (2010), eight factors were identified as the causes of indiscipline among secondary school students which among other things include: Parental / home influence; Teachers / educators; Political, social and economic factors; Learners with emotional problems; Head teachers / principals factor; Influence of gender and race; and Public schools versus private schools. Other indiscipline acts includes: The school, the society, wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules, bad home training and upbringing. While Nwakoby (2001) identify six other factors that are responsible for indiscipline among secondary school students. Timothy (2008) on his part identified five causes for acts of indiscipline. Meanwhile, all the causes identified by Nwakoby (2001) and Timothy (2008) in addition with other previous researchers are seemingly different but the same in a way and are summarily presented as follows: Home influence/Parental factor; The school authority/Head teachers' factor; The educators/school staff factor; The mass media factor; The society; The student / peer group; and The curriculum.

There are many factors responsible for indiscipline among the students in the secondary schools. These include weak academic ability; influence of peer-group; lack of good parental care; lack of good leadership; injustice; lack of realistic, rules; parents interference with school rules and

regulations; over expectation of parents on children; moral laxity of teachers; administrative errors by school heads; lack of adequate equipment and facilities in schools; negative government policy with regard to education, political instability; bad home training and upbringing; victimization of students by staff; and lack of good rapport between management and students. Others include communication barrier between school heads, teachers and students; poor management of previous disciplinary case by teachers, principals and Ministry of Education officials; lack of devotion to duty by teachers and school head; community politics in choosing school principals by some selfish community members, inadequate inspection/supervision of schools by Ministry of Education officials; the aggressive behaviour and indiscipline sold to the students through the media; uncontrolled and unregularized system of admission of students by school principals; and society's craze for certificates and wealth (Itedjere, 2006; Oghuvbu, 1995).

Since students are products of the society, they mostly exhibit and share in its values and belief. So this study will approach the causes of indiscipline in secondary schools in the following order:

The family level

The school level

The societal level

The Family Level

The family is referred to as the fundamental group of the society and it is the natural environment for the growth and well being of its members, particularly the children. According to Ezugwu (2009), marriage makes families and families are the foundation on which the states and society are built. Ezugwu opined that parents negative attitude towards the rights of the child has

made them to be products of indiscipline acts. Uwaifo (2008) opined that parents are the first socializing agent in an individual life which goes a long way to affect the student academic performance. In support of this Oghvbu(2007) stated that family history affect the student academic performance. Many parents have abandoned the responsibility of taking care of their children. Some parents have little or no time for the children hence they are left in the care of house helps. Many of these children pick up the behaviour of the house helps which they exhibit in schools. Many parents are not disciplined too in terms of moral behaviour. Some of them embezzle money in their various places of work; tell various lies in their places of work. Everybody knows it is easier to copy bad behaviour than good ones. As the children watch their parents' bad behaviour, they practice them and with time they become perfect at putting up such bad behaviours.

Most students spend more time at home than at school because of the de-boarding policy of schools. It is expected that students must have received some forms of pre-school training at home and is being guided behaviourally while at home. These days, such training is poor or not there because the family is losing its hold as a character moulder of children. Students thus bring to school many disciplinary problems. For instance, some parents are always taking other peoples things without returning back, quarrelling, stealing and fighting. This definitely makes the students not to have affection but develop negative attitudes to life. In school, that students may be aggressive, a bully, a theft, extortion, always picking quarrel and fighting with his peer because that is what he/she grew up with (Yaroson, 2004).

Most students are left in the hands of old grandparents or single parent. As a result, education within the home and instruction in the value of morals and socially acceptable behavior is diminished and often neglected almost entirely (Anho, 2011 and Nakpodia, 2010). Hence the students look up to peers in his role of parenting. Peers are lacking in life experiences and wisdom to successfully advice another in the same position as themselves. According to Azizi, Jamaludin,

Shahrin, Mohd. Ali, Raja Roslan, & Noordin (2009) peer group influence is the dominant factor attributing to students indiscipline problems such as gang involvement, celebratory violence, drug abuse,-marijuana, truancy, disrespecting teachers, to name but a few. The students need a more experienced, wiser hand to guide them through the troubled waters of adolescence and provide them with proper education and skills to succeed later in life (Meredith, 2000).Oghuvbu (1995) blamed the home for indiscipline in secondary schools. He accused most Nigerian youth as well as adults of suffering from what he described as social, moral, political and economic indiscipline. Oghuvbu, also blamed some parents who visit schools to intimidate teachers over justified punishment meted to their children for their wrong doings. In support of this, Dittimiya (1995) posited that most misbehaved students come from indisciplined homes.

The School Level

The attitude of teachers and principals to work, breed indiscipline among the students. The indiscipline factors due to the principals are as follows:some principals don't have cordial relationship with their staff and this does not encourage the staff especially the teachers to co-operate with the principal in the administration of the school i.e. autocratic methods of administration. Hence Ogunu, (2000) and Whawo, (2003) maintained that autocratic management gives high consideration to productivity and low consideration to human welfare. Due to this, many critical aspects of learning and development falls tothe wayside and are ignored by the teachers. This will lead to indiscipline behaviour among the teachers which manifest in truancy, lateness to school and non-attendance of lessons. This negative attitude of teachers will expose the students to high indiscipline acts and the resultant outcome of this, is that the standard of education will fall and the students' academic performances will be low (Fredman, 2006; Nwankwo, 2005). Next, is the poor management of disciplinary cases by the principals and lack of regularized disciplinary procedure which tends to breed indiscipline among the teachers and the students.

According to Ekpoh and Bassey (2011) the exhibition of the negative attitude by teachers defeats the goals of education and impedes the quality of secondary education. But in support of this, Ikoya (2009) posited that the ability to use disparity of disciplinary strategy at the appropriate time and condition is fundamental to effective management of school discipline. Lack of proper communication between the principals and staff, principal and students and staff and students is another factor that breeds indiscipline in secondary schools. Peretomode, (1998) sees communication as the ingredient which makes organization possible. He posited that communication is the vehicle through which the basic management or administrative functions in schools are carried out. In support of this, Kindiki (2009) observed that effective communication is essential in schools for co-ordination of school activities as through communication, all members of school community will be aware of the day to day happenings in the school. The lack of supervision of students' activities by principals in the school will also lead to acts of indiscipline among students. The resultant outcome will lead to disobeying rules, disrespecting teachers; possession of illicit drugs and gang involvement. Also, the inability of the principals to provide or have a say in the provision of adequate facilities, employment of qualified staff, and admission of students with poor academic standard into schools may degenerate into various acts of indiscipline on the part of the students. The indiscipline factors associated with teacher include professional incompetence which results in their inability to motivate and keep students busy in classroom. The inability to deliver results is an act of indiscipline among the students. Hence, Nwideduh and Nwideduh, (2005) posited that the shortage of teachers in the secondary schools were man made because the true right teachers for that subject in question were not appointed. The wrong people were appointed and they cannot deliver the goods to the students. This is a big indiscipline problem because the students are trained to cheat in examination. According to Lassa (2000), the recruitment of competent people in the teaching profession is particularly serious and disturbing.

Other indiscipline factors of teachers are failure to prepare for class lesson or work; teachers involvement in examination malpractices (Alutu and Aluede, 2006), cultism, illegal school fees collection, absenteeism, selling of goods during school hours, insubordination to principals and so on. These negative attitudes by teachers breed indiscipline among the teachers and students (Ekpoh and Bassey 2011). Hence Ukaegbu (1997) posited that the school has lost quality and morality. This is supported by Anho (2011) and Nakpodia (2010) that lack of adequate morals in secondary schools would lead to societal chaos and destructions.

Also, lack of basic amenities and infrastructures (Idu and Olugbade, 2011) and guidance and counselling services in our secondary schools is the major reason which uphold indiscipline in the schools. According to Ajowi and Simatwa (2010) certain administrative tools such as effective supervision, effective leadership and effective communication are vital tools in ensuring the role of guidance and counselling in promoting students discipline in secondary schools.

The Societal Level

Being that our society currently lacks a strong family and parental structure, many times it is the media, especially television, internet, magazine, which has taken over the role of educator and family. Indiscipline are exiting; they entertain and sell through the media. Sadly, the media is an inadequate and harmful substitute for parents. Nowadays, students spend more time in watching TV than doing their homework, reading their books and than even attending school. According to Meredith (2000), students who exhibit indiscipline and violent behaviour in the schools are also victims of an overdoes of indiscipline products from the media. Much of what is being acted out in the classrooms and corridors of schools are symptoms of what is occurring in the society. Recently, a J.S.S. two boy pregnated J.S.S one girl in one of the secondary schools in Delta State. That is why Egbochukwu and Ekanem (2008) posited that parents must break their inhibitions and offer useful

sex education to their children if they are to be well prepared for family life. Although, most of us possess some internal voice or conscience that helps us know what is right and wrong, no matter how widespread and pervasive indiscipline is in our society; the students today are lacking the mentors to teach them what is right and wrong. They are forced to teach themselves, learn from peers or from the media. Hence, Azizi, Jamaludin, Shahrin, Mohd. Ali, Hamdan, Yusof & Raja Roslan (2010) posited that if we are to produce a new and useful generation, we must stand and work together in order to make our dream comes true.

In our society today achievement is no longer measured by commitment and capability but by the influence of material wealth. Thus, with the societal influence, a student needs not burn the proverbial night candle. He/she gets an expensive gift or place a heavy envelope before the teacher whose conscience is deadened, and that students gets that high grade in the examinations. Hence, Oniye and Alawaye (2008) stated that society itself should lay good examples by de-emphasizing ostentations, unbridled and flagrant display of materialism which could very easily be associated with success acquired through reaching the pinnacle via certificate awarding examination.

Moreover, Yaroson (2004) position that corruption is the eldest son of indiscipline and this son has grown up that it often stands shoulder to shoulder with its “father” indiscipline. Corruption is undoubtedly one of the greatest challenges of our time, a challenge that is not only leading to impoverishment and loss of lives but also threatening the stability of society. Corruption has eaten very deep into the fabric of the society that the students today are as corrupt if not more corrupt than the old people. In support of this, Fan, Usoroh, Ettah and Edinyang (2009) posited that he root causes of corruption in Delta and Ondo states in Nigeria are poverty, false life style, pressure from dependants, greed and undue emphasis on academic certificate acquisition. So what permeates all the crannies of our society today is how to make it quickly. This singular act has made our students to display disruptive indiscipline in our society such as extortioner, robbery, chronic cheating, gang

involvement in larceny to name a few. Today, students do not believe in hard work as the only best or honourable path to success. Hence, Ikubaje (2004) argued that corruption is a global phenomenon and its effects on individual institutions, countries and global development has made it an issue of universal concern.

Sadly, our society is not well developed because of government policy and corruption, which has given rise to the issue of rural-urban drift. Everyone is a village by root. Recently, the rate at which the students migrate from the quiet and less atrocious life in the village to the noisy, burdensome, big and unnecessarily over populated cities is alarming. The reason for this is an outright lack of basic amenities and infrastructures in our villages. This sudden transformation from the village to city life explains why secondary school students engaged in high indiscipline act such as crimes-stealing, robbery, extortioners, kidnapping (Yaroson, 2004). Furthermore, frequent change of government's educational policies, poor funding, lack of sustainable plans, distorted value system, corruption, embezzlement, favoritism, nepotism, records alteration and all negative action by government agencies, office holders breed indiscipline among students and in the society as a whole. The policy that affects the principle and practice of education in Delta and Ondo states in Nigeria seem to lack consistency.

Types of Emerging Challenges of Indiscipline in Schools

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

Morongwa (2010) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning

of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of these behaviours which he believes can impact negatively on the morale of the student himself and mentioned them as follows: A learner consistently comes to class late and disrupts the flow of the class; He/she talks while the teacher is addressing the class; He/she writes graffiti on school property; Another one continuously calls out in class; One is not listening and asks questions that have already been answered; Another one defies the teacher and refuses to follow instructions; and Another one moves around in the class to the point of becoming a distraction. Also, on the part of Rosen (1997) he identifies ten other types of disciplinary problems or indiscipline acts among the students and which may lead to suspension as a way of punishing any learner who perpetrate such acts, among these are: Defiance to school authority; Class destruction; Truancy; Fighting; The use of profanity; Damaging school property; Violation of school dress code; Theft / stealing ; Leaving campus without permission; and Not reporting to after school detention or Saturday School. Donnelly (2000) also mentions other common types of indiscipline acts experienced in American schools, he therefore mentioned among other things: fighting, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Alidzulwi (2000) further stressed that some schools have developed into battle fields, since learners carry weapons such as guns and knives to schools. Cases have been reported of learners stabbing their educators and principals with pangas (a large heavy knife used as a weapon for cutting vegetation) and they fight each other using these weapons. It is noteworthy to mention at this juncture that there is no country in the world where indiscipline acts are not perpetrated by the students, the problems are almost the same in the

different schools, but the intensity with which it occurs only may be differ from school to school.

Today, it is pertinent to note that school rules are broken with impunity and it has become the fashion of the day for students to take laws into their own hands. The incidence of indiscipline in the public secondary schools in Delta and Ondo states in Nigeria, is now on a huge scale. Indiscipline seldom has any redeeming value. It is infact destructive, not only to the victims, but also to the perpetrators and to many associated with both. There are indiscipline behaviors of more serious types that vary from school to school. These include such actions as:kidnapping of teachers, slapping teachers, flogging teachers, fighting teachers with dangerous weapons,taking hard drugs, chronic lateness to school, stabbing principals/teacher, robbing teachers/principals, stealing, indecent dressing and violence. Others are vandalism, cheating in examinations, taking grinded pepper to school, sexual assaults, kidnapping students and cultism.

Teachers Activities and Emerging Challenges of Indiscipline

Teachers are those who are professionally trained and equipped to guide the act of instruction. But when teachers are ill-equipped and lack the quality of instruction, they do little or no teaching. Infact, they cheat the students and the out come of such teaching are half-baked products and in the end they get involved in examination malpractices.Teaching personnel in schools today are not committed to the job. Rural schools are the greater victims of shortage of teachers because many teachers prefer to teach only in urban schools where there are better facilities. According to Ekpoh and Bassey (2011), indiscipline behaviors among teachers manifest in lateness, absenteeism of business engagement, non-attendance of lessons, selling of goods during school hours and so on. They emphasized that these negative attitudes by teachers defeats the

goals of education and impedes the quality of secondary education. These teachers attitude, have greatly contributed to students indiscipline in our schools. In the same vein, teacher's negative attitude could be deduced to negatively affect student's academic performance.

Lastly, many teachers lack adequate knowledge and skills of modern teaching methods for effective learning. Hence teachers' attitude is a major determinant of students' indiscipline act and a resultant factor for students' poor performance.

Effects of Emerging Challenges of Indiscipline in Schools

The secondary school is established to mould the character of the students. It is expected that students leave school more refined than they were before undergoing training. This is expected to impact positively on them as individuals and the larger society. However, indiscipline tends to thwart the purpose for which the school is established. Infact indiscipline is destructive and anti-progress. Indiscipline in school, breeds disorderliness and underdevelopment; it makes one to be irresponsible and results in low productivity. This is because indiscipline militates against effective teaching and learning. Indiscipline is a serious impediment to national and state development being that it does not encourage development. It's effect are in two folds, firstly to the students and secondly to the principals and teachers.

Considering the students; Azizi, Jamaludin, Shahrin, Mohd. Ali, Hamdan, Yusof & Raja Roslan (2010) maintains that truancy and absenteeism is detrimental to students' achievement, promotion, graduation, self-esteem and employment potential. Failure to graduate, in turn is associated with diminished earning potential in adulthood poor outcomes. According to Jimoh (2009) examination malpractice is a social evil that leads to a failed state; renders the goals of education invalid and also leads to irreversible loss of credibility as international cooperation. In support of this, Fasasi (2006) posited that those who engage in cheating, when they graduate into the society; their

previous attitudes easily lead them into corrupt practices. He maintains that people who possess certificates through cheating cannot use the certificates to secure jobs and even if they do, they cannot perform. Hence poor performance would lead to poor productivity. This agrees with the work of Dittimiya (1998) that opined that indiscipline affect the development of human resources needed for social and economic transformation of the society. According to Okubo (2000) taking hard drugs (marijuana, heroin and cocaine) will lead to respiratory arrest, cancer of the lungs and abnormal foetal development and still birth (in female). According to Nnachi (2003) cited in Egbochuku and Ekanem (2008) sexual misconduct is one of the most serious offences committed by the students. This is supported by Obiekezie-Ali (2003) stance with a United Nation's information on reproductive health (2000), which shows that many Nigerian girls start at early age because they seek information from their peers. The victims (girls) stops school and others are infested with venereal diseases and HIV. Those students that have killed fellow students in cultism or fighting live a regretful life and those that have slapped, flogged and fought with principals and teachers never make it in life because a curse is on their heads. Lastly, what the students would have achieved in five years, will take a longer years to achieve.

The principals and teachers have a feel of hopelessness because their lives are being threatened; they are stressful and worried. Also, they face challenges from political interference, parental interference, lack of support by superiors and restriction by law. The outcome of these is a health wise problems such as heart problems, high blood pressure, hypertension, diabetes, nervousness and so on.

School Location and Emerging Challenges of Indiscipline

Secondary school location is a determinant factors that increases its level of indiscipline problems among students. It is commonly believed that urban schools are more unruly places than

rural ones. It is no accident that urban secondary schools portraits rebellious secondary schools. According to Haller (1992) urban schools are more disorderly than rural public secondary schools. However, the reasons for these differences are not so clear. Do rural small schools have, for example, a lower incidence of vandalism, teacher assaults, truancy, absenteeism, and theft because they are rural or because they are small or both? Specifically, being located in an urban area than a rural area, with differences in attendance population, is surely to increase disorderliness and other indiscipline problems. Taking gangs involvement as an obvious case in point that use schools as focal points of their activities; the greater in population density and diversity leads to its greater crime rate. The malady of educational imbalance in Nigeria can only be broken if basic amenities are evenly provided in our secondary schools.

Government Activities and Emerging Challenges of Indiscipline

Education is the bedrock of any state wishing to develop and the agricultural sector will handle the stomach department of the state. The emphasized on the possession of certificates especially grammar school certificates at the neglect and commercial school certificates; is wrong which have driven the parents and children to indulge in indiscipline act especially examination malpractice. The inconsistencies in educational programme and systems which are changed from term to term without proper execution to core is also wrong that have resulted to half-baked students which are deeply involved in indiscipline acts in the school (Arong and Ogbadu, 2010). The government activities is a resultant factor to principals' ineffective leadership in the field. According to Ibukun, Oyewole and Abe (2011) posited that discipline in school is the offspring of effective leadership, while indiscipline is caused by absence of commitment on the part of some principals. Maintaining discipline toady in Delta and Ondo secondary schools, is putting principals' maturity into a great task-because indiscipline is the order of the day. Most of the principals are corrupt and this is one of the major factors that has resulted to indiscipline in our schools. Hence,

acts of dishonesty in the area of over enrollment of students through kickbacks, examination malpractices, embezzlement of government funds, and ghost workers are all forms of lack of integrity in our educational systems (Arong and Ogbadu 2010).

Other factors that government activities contribute to indiscipline is lack of adequate inspection and supervision of secondary schools. As for school inspectors and supervisors, the story of lack of integrity is the same. Some unscrupulous inspectors would merely go to the head of teachers/principal's office to ask for fat envelopes and food or bush allowance and go home without inspecting the schools. Lack of instructional materials, lack of library facilities and even lack of qualified teachers are government contribution to indiscipline in the schools (Idu and Olugbade, 2011). Most students hardly pay attention to learn in the classroom because of no instructional materials and no libraries to go and consult. Lastly, a teacher that is unqualified only cheats their students by giving them high marks or grade to the next class. The after outcome is that such students indulge in examination malpractice, an act of indiscipline.

Strategies of Curbing Indiscipline of Public Secondary Schools

Indiscipline problem is one of the greatest challenges facing the educational system because it constitutes a visible impediment to state or nation growth and development. The best approach is for every secondary school to identify its indiscipline problems and appropriate useful measures that will reduce its incidence. In the 1960's and 1970's, orientation programmes for fresh students in the secondary schools brought discipline to students that came from unruly homes. This vital school activity should not be over looked now, because this will make the fresh students to readjust to the school rules and regulations and develop a strong drive on how to cope with them. This will instill discipline on them, make them develop confidence and a high self-esteem to stay and complete

school. Gerald, Burhans, & Fair (2003) observed that relationship building, contacting parents regarding absenteeism, strong and clear attendance policies, family counselling, peer group counselling, intensive school interventions, rewards and incentives for attendance, school staff that are trained, committed and supported to provide high quality responsive services and keep at risk students in the educational mainstream and finally, rigorous evaluation to measure the impact of the program brought reduction to indiscipline problems especially truancy in the schoolsystem. This implies that this program will make the students to quit from indiscipline on their own will and will prefer to stay in class to accomplish their educational programme.

In another research, Eastman, Cooney, O'Connor, & Small (2007) suggested that the family, school, and communities need to work together to set rules for school attendance and to enforce the rule quickly and consistently so as to reduce indiscipline in the schoolsystem. In the same vein, Yeide and Kobin (2009) quipped that court alternatives, mentoring programs, law enforcement participation, increasing parental involvement, truancy awareness campaign and other strategies such as improving parent-teacher communication and drawing upon community resources have resulted to reduce indiscipline to the barest minimum in the U.S.A. school system. Also, Baker, Sigmon, & Nugent (2001) advocated that parental involvement, meaningful sanctions or consequences for indiscipline acts, meaningful incentives for school attendance, ongoing school based indiscipline reduction programs and involvement of communities resources will make indiscipline acts an unnecessary option to the students. Absenteeism, an act of indiscipline, which is increasing at an alarming rate is becoming the gate way to dropping out of schools. Hence, Butts (2009) quipped that despite the overwhelming challenges facing students with frequent absenteeism, proactive strategies can be put into place as to enable teachers to assist their students.

Jenny-Lynne (2008) posited that a collaborative effort between the Ministry of Education and media to highlight positive happenings at school, TV, radio, newspaper; functioning of student councils in all secondary schools by the beginning of new school term; organized developmental supervision in all schools particularly high risk schools and management evaluation committee involving representatives of the Ministry, PTA, and Principal's Association will curb indiscipline and violence in the schools system.

Ehigie (2008) posited that various stakeholders in the education industry, directly or indirectly have contributed to the malaise of indiscipline in the school system. He therefore suggested that the school head or principal should evolve an administrative style that will carry all his/her staff along in controlling discipline in the school. His self-discipline should not be in doubt and he should be fair, firm and open to all. It is his duty to control and direct by the way he behaves. The teacher should be good role model and have a personal stake in the school and not regarding the school merely as a place to get salaries. There must be a standing disciplinary committee in the school which should meet regularly to handle indiscipline matters.

The government should give more powers to school authorities to discipline students and erring teachers. Parents should take their parental responsibilities to their children more seriously. The power of school prefects to punish students for whatever infringement of school rules must be closely and properly monitored by the school authorities. The teachers should see to it that the junior students give due respect to the senior ones while bullying and unnecessary harassment by the senior students should not be condoned. The selection and appointment of prefects should be made and approved by the entire staff of the school. In no account should students be left alone to choose or select the school prefects. The government should make adequate provisions for guidance counselor in the school system because their role cannot be over emphasized. Harsh, unclear and enforceable rules should be avoided. Schools should not be established near beer

parlour, video and film houses, pool houses, hotels, markets and motor parks because they form easy attractions for students' hibernation. The inspectorate division of the State Ministries of Education should be reinvigorated and inspectors equipped to carry out frequent and proper inspection of schools. Adequate staffing and funding by government will arrest the shortage that lead to gross indiscipline in schools. There should be a reward system in the school to reward and give recognition for academic excellence and good conduct generally.

Schools should endeavour to establish school-community based management committees because it will help to reduce incidence of indiscipline in the school.

Government should make the teaching of moral and religious concepts compulsory in schools to re-orientate the conscience and outlook of students. The government should endeavour to fence round the schools for security purposes. This also will help check indiscipline in schools. The campaign against indiscipline acts e.g. cultism in schools should be intensified. The war against examination malpractice should be kept always on the front burner.

The Role of Parents in School Indiscipline

The parents are the head of the family and the family is referred to as the fundamental group of the society and it is the natural environment for the growth and well being of its members, particularly the children. However, marriage makes families and families are the foundation on which the state and the society are built (Ezugwu, 2009). Furthermore, Ajila and Olutola, (2007) asserted that the home has a great influence on the students psychological, emotional, social and economic state. The state of the home affects the individual since the parents are the first socializing agents in an individual's life. This assertion is traceable to the fact that the family background and context of a child, affect his /her reaction to life situations and his level of performance.

To this end, if parents should co-operate with the school authority to eradicate indiscipline in the schools, the society herself will be at rest. Parents should visit their wards in schools without notice because it will help to make that indisciplined child to be disciplined. Also, parents should spend time with their children before and after school periods. This will harmonized and strengthened the children moral up-bringing and academic performance. Likewise, parents should have time for periodical visit to their children's school visit to get necessary information about academic fairing. Similarly, at home, parents should endeavor to respect and love each other dearly, work hard for the good of their home and set good examples for their children to adjust quickly to the school rules and regulations. Additionally, parents should be worthy models for their future generations. Parents should exhibit adequate parental love and care for their children by providing them with their basic needs. Moreover, parents should avoid confronting and fighting themselves in the presence of their children and they should not use indecent words on their children. Also, they should not go to the school to challenge teachers for punishing their children since this would encourage the children to exhibit indiscipline acts.

The Role of the Principals in School Indiscipline

The key role principals play in school is documented and acknowledged. In fact, the principal is the index of discipline in any school and he must take interest in and assumes full responsibilities for everything that goes on in the school. The environment of discipline in the school is the major responsibility of the principals. It is the principals that creates the type of environment that would enable discipline to thrive by his/her own conduct and disposition because he/she must lead by example so as to earn the respect and confidence of his staff. In any secondary school, the principals and teachers are posted there to mould lives; so the teachers that has direct contact with the students must be disciplined themselves. The school principals and their staff should make a conscious effort to inculcate in the students good manners to support and reinforce whatever good

habits they have learnt at home. This is one of the important formative stages in the development of pupil's character. Siegrist (2000) posited that leadership is like beauty: it is hard to define, but you know it when you see it. The leadership style of the principal is the key to establishing positive school relationships in order to enhance the learning environment. All members of staff should work purposefully together to teach and inculcate virtues of discipline in and outside the school (Dittimiya, 1995) cited in (Peretomode, 1998).

The principals must possess problem-solving skills to handle the day to day dilemmas arising in the school setting. Principals should also be an inclusive leader who recognize the need for relationships of caring that are strengthened by collaboration and community building. Principals must be trustworthy because trust is the ingredient to developing a learning community. Without trust, the learning community cannot function (Speck, 1999). A disciplined principals will automatically produce a disciplined staff which in turn produces disciplined students. A principal who is a dictator therefore can be a direct or indirect cause of indiscipline in a school. Good leadership will reduce indiscipline.

Review of Related Empirical Studies

Several empirical studies have being carried out in the area of indiscipline problems and remedial measures in secondary schools in Nigeria and outside Nigeria. Asiyai, (2012) carried out a research on Indiscipline in Nigerian Secondary Schools: Types, Causes and Possible Solution. The study indicated that the common types of indiscipline in Nigerian secondary schools are cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. This finding confirm with the work of Ebontane (2006) in Asiyai (2012) who revealed that violence and insubordination to administrative staff, teachers and school prefects among secondary school students in Cameroon and Ken Reid (2000) who revealed high rates of

vandalism and insolence to staff in schools in Chicago, New York, Washington and Detroit. As regards the students based causes of indiscipline, the study indicated that constant negative labels on students by the teachers, students poor study habits, students' restlessness and inattention in class were the major factor. This negative labels can make the students to be deliberately rude to the teacher and will withdrawn from his lessons. The school based causes of indiscipline revealed in this study are teachers' lateness and absenteeism in class,, over-crowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership management by school administrators. This finding agrees with the work of Asiyai (2012) who reported that unconducive school environment engendered unrest and crippled academic activities, and Yaroson (2006) who revealed that unrealistic school rules were the causes of indiscipline. She posited that rules and regulations area meant to guide and control activities in school but when they become too much and enforceable, they tend to breed indiscipline. Also, the society based causes of indiscipline revealed in this study are parental over-protection of children, poor value system and injustice in the society indicated by the practice of favouritism, nepotism and corruption, unwholesome mass media, and unsatisfactory home condition. The poor value system in Nigerian society which no longer honour hard work and meritorious services are responsible for the breakdown of law and order. The poor home condition breeds children contributing to the formation of deviant at school. Some of the children become morally loose, have no respect for school rules and regulations and even exhibit absolute disrespect for school authority. This finding agrees with the work of Yaduma and Abdulhamid (2007) and Danso (2010) who noted that some of the programmes which students watch on TV promotes violence and pornography. In support of this, Oghuvbu, (1995) carried out a research on: The Causes of Indiscipline as Perceived by School Administrators, Teachers and Parents. The study indicated that the three groups used for the study agreed on the factors that cause indiscipline in secondary schools. The multiple regression analysis

also revealed that there is no significant difference between the perception of Principals and Teachers, Principals and Parents, and Teachers and Parents. The study also reveal that indisciplined behaviour by principals, teachers and parents coupled with societal negative attitude are the major causes of indiscipline in schools. This finding is in support of Dittimiya (1995).

Also, Ali, Dada, Isiaka & Salmon (2014) carried a research on Types, Causes and Management of Indiscipline Acts among secondary school students in Shomolu Local Government Area of Lagos State. The study indicated that the first null hypothesis which states that there will be no significant difference between the views of the stakeholders on the types of indiscipline acts prevalent among students in Shomolu Local Government was retained. The result obtained from this finding indicates that the administrator, teachers and students shared similar views with respect to the types of indiscipline acts that are common among students in Shomolu Local Government. Such acts of indiscipline include: bullying, truancy/ absenteeism, vandalism of school property, theft/stealing, fighting, etc. This finding therefore is in agreement with the report of Simatiwa (2012) who also find out similar forms of acts of indiscipline among secondary school students in Kenya, ken Reid (2000) also reported the case of vandalism in particular among students in Chicago, New York, Washington and Detroit. The second null hypothesis which states that there will be no significant difference between the stakeholders' opinions on the causes of indiscipline acts among secondary school students in Shomolu Local Government was rejected. The result obtained from this finding reveals that the respondents with respect to the causes of acts of indiscipline among secondary school students have varied opinions. While some of the respondents blame the school for the unruly behaviours among the student others put the blame on the society. This is therefore in consonance with the findings of Asiyai (2012) and

Yaroson (2004). On the part of Asiyai (2012) she reported the school based causes of indiscipline among other things are: teachers' lateness and absenteeism in class, overcrowded classrooms, uncondusive school environment, un-enforced school rules and regulations and poor teaching. But on the part of Yaroson (2004) she only reported unrealistic school rules as the school based act of indiscipline among students in secondary schools. Asiyai (2012) further revealed the society based causes of acts of indiscipline as parental over protection of children, poor value system and injustice in the society indicated by the practices of favouritism, nepotism, and corruption, unwholesome mass media and unsatisfactory home conditions. The poor value systems in Nigerian society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. Hard work is jettisoned while favouritism and nepotism become the order of the day. Unsatisfactory home conditions breed in children a feeling of insecurity and frustration, thus contributing to the formation of deviant and unruly behaviours which they manifest at schools. Some parents are too busy to keep their eyes on their children. Their children go out at will and return anytime they like. They bother not about the type of friends their children keep. The children as a result become morally loose and such children show no respect for school rules and regulations and even exhibit absolute disrespect for school authority. The third null hypothesis which states that the management styles of the school authorities will not significantly affect the prevalence of acts of indiscipline among secondary school student in Shomolu Local Government was also rejected. The results of this finding revealed that the management styles of the school authorities in the study area chosen for this study have significant effect on the prevalent of acts of indiscipline in the area, this is because the principals and the vice principals employ a democratic style of leadership whereby other

stakeholders were incorporated and co-opted in their management of entire school activities. This finding therefore concurs with the finding of Kiprop (2012) who stated as reflected by his study that for effective management of discipline among secondary school students, the cooperation of the heads of the schools, staff, student, parents and even the entire community is very essential.

The fourth null hypothesis which states that reduction strategies of the schools will not significantly affect the prevalence of acts of indiscipline among student in Shomolu Local Government was upheld. This finding therefore shows that most strategies and methods employed by the schools in the study area of this work are not effective as reduction strategies of act of indiscipline in the area, such strategies among others include: expulsion, corporal punishment by the teachers, verbal reprimand, smacking, etc. This report therefore agrees with the report of Simatiwa (2012) among school in Bungoma County in Kenya. He therefore concluded that the methods of establishing and maintaining discipline in schools could not be applied wholesale, but they were contingent upon the environment. Thus, the effectiveness of each method depended on the traditional and ethos of schools and their immediate environment.

Furthermore, Osakwe, (2010) carried out a research on School Violence among Secondary School Students; Principals and Teachers perception. The study indicated that the principals and teachers perceive violence from the same perspective. The reason is that the principals and teachers interact with the students on daily basis and share in the students' experiences and fears. This findings confirms the existing studies of Perstein (2000), and Baudi (2002) which also revealed the types of violence.

Also, Anho, (2011) carried out a research on Moral conducts of Students inSecondary School in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control. The

study indicated that the exponential growth of cases of students misconduct is that school regulation are not founded in the cultural strategies for disciplining children. It also reveals that the bureaucracy involved in the suspension and exclusion of indisciplined students takes too long for desired outcome to be achieved. The study also revealed that the corporal punishment, suspension and expulsion regulations taken from teachers have strips off their rightful authority over students. This finding agrees with that of Nwideeduh, (2003). Similarly, Omeje & Eze, (2007) carried out a research on Value Incultation and Corrupt Practices among in-School Adolescent: Implication for Counselling. The study indicated that values such as truthfulness, Morality chastity and economy among others are being inculcated in the in-school adolescents. These findings are in consonance with earlier studies which found violence, laxity, sexual immorality crave for material wealth among others have plagued our present day value system. Adolescents no longer have value for respect of others and group in the society. Rather they take delight in unwanton destruction of school property, examination malpractices robbery, cultism which threaten the social fabric of the Nigerian society. This finding agrees with the work of Arumala, (2005), Odoemelam & Okafor (2005) and Olawonirejuaro, (2005). In line with this, Idu, & Ojedapo, (2011) carried out a research on Indiscipline in Secondary School: A cry to all stakeholders in Education. The study indicated that parental influence constituted a contributing factors to indiscipline among secondary school students. The finding also agrees with the remark of Coombs (2000), which state that the difference associated with different home background influences ones life which in turn influences ones behaviour. The findings revealed that teacher's attitude is a contributing factor to indiscipline among secondary school students. The findings also revealed that the child is naturally good, but it is the teacher that corrupt him. The findings also revealed that government activities are contributing factors to indiscipline amongst secondary school students. Also, the findings revealed

that peer-group influence is a contributing factors to indiscipline amongst secondary school students.

In support of this, Uwaifo, (2008) carried out a research on The Effects of Family Structure and Parenthood on the Academic Performance of Nigeria students. The study indicated that there is a significant difference between the academic performance of students from single parent family and students from two-parent family. The finding agrees with the conclusion of Nzewunwah (1995) that there is a significant difference between student from single parent families and those from two-parent families in terms of attitude to examination malpractices, attitude to studies and academic performance. The study also revealed that children raised in two-parent family structure are often stable emotionally thereby making them less anxious in the pursuit of their academic work. This finding agrees with the work of Apia & Olutola, (2007). Supporting this, Oghuvbu, (2007) carried out a research on Family History: a Tool for Adequate Management of Pupils and Students in Schools. The study indicated that family history could enhance the management of pupils and students in schools. Family history facilitates the provision of guidance and counselling, the promotion of a cordial relationship between the school and parent, the identification of pupils and student problems and guide school administration in making decision and discipline of pupils and students. This finding agrees with the work of Badu, (1996). Also, the findings revealed that the perception of school heads and teachers does not vary from each other significantly on ways in which family history could enhance the management of pupils and students in schools. This is an indication that the school academic personnel are in agreement on the important role of family history on the effective and efficient management of pupils in schools.

Also, Ekpoh & Bassey, (2011) carried out a research on School Location and Principal's Management of Teachers Indiscipline in Akwa Ibom State Secondary Schools, Nigeria. The study indicated that Urban and Rural principals differ in the management of indiscipline in teaching

activities, school attendance and school related ethics. The intensity of these indiscipline problems was higher in urban areas because of the effect of civilization and development, whose attendant effect made teachers to behave in undesirable ways. The finding agrees with the work of Anam, (2003) who reported that urban teacher were more prone to indiscipline behaviour such as truancy and higher absentee tendency than their counterparts in rural areas largely due to distractions created by the urban environment. The study observed that such distractions include opportunities for further studies, money making opportunities and other forms of urban attractions. Arong, & Ogbadu, (2010) carried out a research on “Major Causes of Declining Quality of Education in Nigeria from Administrative Perspective”. The study indicated that the outcome of lack of adequate inspection and supervision, lack of qualified teachers, lack of instruction materials, lack of library facilities, poor remuneration for teachers, pupils attitude towards learning, lack of parental responsibility, government activities and corruption or lack of integrity among some educational stakeholders/workers have contributed to indiscipline among students and has resulted to low educational quality. In the same vein, Alutu, & Aluede, (2006) carried out a research on Secondary Schools Student’s Perception of Examination Malpractices and Examination Ethics. The study indicated that majority of the students believe that examination malpractice is a common feature in the Nigeria school system. Their indulgence in it has the support of some parents, teachers and school principals. This is not surprising because most times lazy teachers who have not taught would at all cost want their student to pass examination since it is seen as a measure of good teaching. On the part of school principals they arrange corporate cheating for their schools believing that when their students do very well in any given external examination, it will attract other students who may not believe in working hard for their grades through indulgence in examination malpractice. All these may not be far from the total breakdown in our value system. In the past, success was achieved through hard work. But today, the reverse is the case. Success is measures by how much

you can acquire certificates and good grades at school without bothering about the process. That's while parents and school teachers aid and abet examination malpractices to enable students get undeserved grades. Similarly, Alutu & Alutu (2003) noted that examination malpractice is a socially undesirable behaviour exhibited by students and should be sternly discouraged. It renders the objectives of examination invalid and affects the psyche and integrity of students who are hardworking and have resolved not to indulge in any form of cheating.

In support of this, Oniye, & Alawaye, (2008) carried out a research on Female Students Perceived Causes of and Solution to Examination Malpractice in Asa Local Government: Implication for Counselling. The study indicated that societal preference for paper qualification, inadequate preparation for exams, lack of self-confidence, ill-equipped schools and lack of good study habits are the reasons advanced by female students for the incidence of examination malpractice. This finding agrees with the causes listed by Fatai (2005). On the way to combat the menace of examination malpractice, female student felt that examination malpractice could be curbed through restoring discipline in all facet of national life, thorough invigilation of examination, employing functional counsellors in each school, expulsion of culprits from schools, enforcing of penalty for cheating and the use of continuous assessment. Similarly, Adeyemi, (2010) carried out a research on Examination Malpractice among Secondary Schools Students in Ondo State, Nigeria: Perceived Causes and Possible Solutions. The study indicated that one important cause of examination malpractices in secondary schools was the non-implementation of the examination malpractices acts by government. This shows that since there had been no penalty imposed on culprits in the past, many students continued to get involved in examination malpractices. This implies that since there is no punishment given to offenders to serve as a deterrent to others, examination malpractices among student remained uncurbed in the schools. This finding negate the findings of the work of Cromwell (2000). Another cause as perceived by the teachers was the strong desire among the

students to pass the examination at all cost. This implies that the attitude towards achieving paper qualification at all cost has assumed a great dimension in the educational system at the expense of commitment to serious academic work. This finding agrees with work of Oderinde (2003). The perception of teachers indicating that examination malpractices were more prevalent in private schools than in public schools tends to buttress the finding that there was a significant difference in teachers perception of examination malpractices in public and private secondary schools in the state. This finding agreed in the work of Athanasou & Olasehinde (2002). The finding also revealed that examination malpractices were higher in rural schools than in urban schools.

Moreover, Egbochuku, & Ekanem, (2008) carried out a research on Attitude of Nigerian Secondary School Adolescent toward Sexual Practices: Implicating for a Counselling Practices. The study indicated that the sample of Nigerian adolescents studied is open to the normal adolescents sex drive since they are at that stage in life when their passion is at a peak. The finding also revealed that the adolescent are aware of and familiar with the various environmental stimulation that come to them through films and pictures, advertisements and through peers. The peer pressure should not be overlooked in any attempt to bring about adjustment in the adolescents sexual behaviour. This findings confirms the work of Egbochuku & Imogie (2002); Eruesegbefe (2005) who reported that the campaigns for the use of contraceptives to avoid disease and unwanted pregnancy seem to encourage young people indirectly to become promiscuous.

Likewise, Ikoya, (2009) carried out a research on Gender Difference in the Application of Preventive Discipline Practices among Principals of Secondary Schools in Nigeria. The study indicated that educator's social and clinical psychologists may not be able to develop an antidote to completely eliminate school violence and other forms of indiscipline in the complexity of the human organism. Hence several structures and developed models for effective management of indiscipline in school. This finding agrees with the work of Chiam & Chan (2004); and Ikoya (2005).The study

revealed that the level of application of preventive discipline practices is very low(25%), while sampled principals (39%) use the corrective approach for the management of school discipline and the other (36%) sampled principals adopted the supportive model. The study also revealed that the female principals use the preventive approach in dealing with violent situation while the male principals prefer to use supportive approach to handle violent situation. Also, Ugboko, & Adediwura, (2012) carried out a research on A Study of Principal Supervisory Strategies and Secondary School Discipline. The study indicated that the different supervisory strategies of principals which are directing and controlling, stimulating and initiating, designing and implementing analyzing and appraising were used to maintain discipline. This finding disagrees with the study of Wurtz (1997) who reported that most of the principals in the U.K. used stimulating and initiating strategy while the school administrators in Osun State used the directing and controlling strategy to instill discipline on the students because they felt it was the most appropriate strategy to prevent discipline problems in the school. The finding also revealed that there is a significant relationship between supervisory strategies used by school principals and students' discipline problems.

Similarly, Ngwokabuenui, (2015) carried out a research on Students Indiscipline: Types, Causes and Possible Solutions: The case of secondary schools in Cameroon. The result of the study revealed that the common types of indiscipline in Cameroon secondary schools as cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. The most common cases of indiscipline relating to the collective of 50 behavior students such as the vandalization of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of pidgin English, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniforms and examination malpractice. The findings of the study on disobedience to school authority like assault on teachers corroborates the reports of Ebontane (2006) who reported

violence and insubordination to administrative staff, teachers and school prefects among secondary school students in Cameroon. In addition, this study has the support of Ken Reid (2000) who reported high rates of vandalism and insolence to staff in schools in Chicago, New York, Washington and Detroit. As regards the students based causes of indiscipline, the result of the study showed that constant negative labels on students, abuse of seniority by school prefects, students poor study habits and students restlessness and inattention in class were the major factors. The excess energy accumulated by children kept passive and inactive for long tends to make them inattentive in class and restless. In addition, students may become restless and inattentive when lessons are boring due to acute shortage of instructional facilities and problems of curriculum. The use of constant negative labels on students by the teachers can make them to begin to build low self-concept by developing a negative frame of mind. Such student may begin to see himself as one who cannot perform well whenever the teacher is in the class, become deliberately rude to the teacher and may be withdrawn from activities. The school based causes of indiscipline revealed by this study are teachers' lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators. This finding has the supports of Asiyai (2012). She reported that unconducive school environment characterized by an acute shortage of facilities for teaching, games and sports, engendered unrest and crippled academic activities. In addition, Yaroson (2006) reported that unrealistic school rules were the causes of indiscipline. Rules and regulations are meant to guide and control activities in school but when they become too much and unenforceable, they tend to breed indiscipline.

The results further revealed the society based causes of indiscipline as parental overprotection of children, poor value system, and injustice in the society indicated by the practice of favouritism, nepotism and corruption, unwholesome mass media and unsatisfactory home condition. The poor

value system in Cameroon society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. Hard work is jettisoned while favouritism and nepotism become the order of the day.

Unsatisfactory home condition breeds in children, a feeling of insecurity and frustration and thus contributing to the formation of deviant behavior which they manifest at school. Some parents are too busy to keep their eyes on their children. Their children go out at will and return home any time they like. They do not even bother about the type of friends their children keep. Their children become morally loose. In school, such children have no respect for school rules and regulations and even they exhibit absolute disrespect for school authority. In agreement with this findings Yaduma & Abdulhamid (2007) stated that the dynamic explosion of the mass media system through television, magazines and computer have contributed to the inculcation of deviant practices among most students in Cameroon. The finding also is in line with Danso (2010) who noted that some programmes which pupils watch on television promotes violence and pornography.

The findings on the possible solutions to indiscipline revealed provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching games and sports, establishment of effective and functional Parent-Teacher Association (PTA), reduction in class size, schools emphasizing extracurricular activities, involving students in making rules policies that affect them, positive teacher-students relationships, provision of ICTs and internet connectivity, high parental and school supervision and counseling and enforceable school rules and regulations. School administrators should devise means of involving students in formulating rules and policies that affect them. Involvement of students in evaluation and improvement of instruction programme, involvement in the planning and implementation of co-curricular programmes, involvement in the control of students' behavior and in deciding the consequences of flaunting the school rules will help to curb indiscipline among students. Positive teacher-students relationship

is attainable when teachers take cognizance of the child socially, psychologically and physically. Teachers must appreciate, understand and accept today's students. As a result, the social distance between the students and teachers should be reduced. In addition, with the provision of ICTs and internet connectivity in schools, students will spend most of their extra time searching for information and expanding knowledge rather than loitering about during such free periods. The results for the hypotheses revealed that there was no significant difference among the respondents in their views on the identified causes of indiscipline and possible solutions to indiscipline in Cameroon secondary schools.

In support of this, Munn, Johnstone, Sharp & Browns (2007) carried out a Research on Violence in Schools: Perceptions of Secondary Teachers and Head Teachers Over Time. The study indicated that talking out of turn, work avoidance, pupils hindering others from working, persistent infringement of rules, unruliness, physical aggression, verbal aggression, bullying and students having social emotional and behavioural difficulties are on the increase. The study shows that both the teacher and head teacher perceiving difficulty in dealing effectively with these behaviours. This findings agrees with the work of Infantino & Little (2005), Lloyd (2005b) and Mc Cluskey (2005). In the same vein Malete, (2007) carried out a research on Aggressive and Antisocial Behaviour among Secondary School Student in Botswana: The Influence of Family and School based factors. The finding from this study provide support for the association between the family environment and student aggressive and antisocial behaviours. The prevalence of aggression and other problem behaviours among the students in Botswana confirms the expressed concern among educators about the growing indiscipline in the school system. It also serves as confirmation that the problem has a global dimension to it. The study further revealed that the home environment in Botswana is less involved in the disciplining of children when compared to the school. So the case with parental monitoring, a negative relationship with parents was a strong predictor of incidence of problem

behaviours such as aggression, use of alcohol and drugs, carrying and using weapons or observing others using or carrying weapons and drugs were higher for students who did not get along very well with parents or guardians than those who got along very well with their parents or guardians. This finding agrees with those of Orpinas, Murray & Kelder (1999) and Orpinas & Frankowski (2001) who revealed gender differences on aggression and antisocial behaviour.

In like manner, Azizi, Jamaludin, Shahrin, Mohd.Ali, Raja Roslan & Noordin (2009) carried out a research on Discipline Problems among Secondary School, Students in Johor Bahru, Malaysia. The study indicated that not all the problematic students at school could not have good academic performance because some of the students are clever but they did not put their effort in studying. The findings also showed that peer group influence was the dominant factor attributing to discipline problems among students. They also tend to be influenced by bad things from the outside world such as murder, robbing, vandalism, fight, extortion, cultism, aggression, and others. If they resist, the students fear of something bad will happen to them. This finding agrees with the work of Azizi, Yusof, & Shahrin (2005); Shoba (2007); and Slavin (2003). Also, Azizi, Jamaludin, Shahrin, Mohd.Ali, Hamdan, Yusof & Raja Roslan (2010) carried out a research on The Effects of Various Modes of Absenteeism Problem in School on The Academic Performance of Students in Secondary Schools. The study indicated that doing homework is at an average level. This finding agrees with the work of Azizi, Shahrin, Jamaludin, Yusof & Abdul Rahim (2007) who cited that the influence of peers, drug abuse, bully, bored, dislike of some of the teachers, trying to skip from exam and unstable family, all contributes to absenteeism problems in school. This is very similar to the report of Azizi & Jamaludin (2009) who noticed that missing from the class and truant in school comprises the highest percentage of student's misconduct among the student. Ajowi, & Simatwa, (2010) carried out a research on The Role of Guidance and Counselling in Promoting Students Discipline in Secondary Schools in Kenya. The study indicated that guidance and counselling has not been effectively used to

promote student discipline in secondary schools in the district. This trend is the same with schools in Delta and Ondo States because not all the schools have guidance counsellors. This was evidence in the disciplinary cases that were found in the school. The findings revealed that students with low levels of academic drive were the ones who lead strikes, hence the authors maintained that lack of serious guidance programs in schools is the major cases of dismal academic performance and indiscipline cases in learning institution.

Lastly, Moseki, (2004) carried out a research on The Nature of Truancy and the life world of truants in secondary schools. The study indicated that the learned who play truant often engage in various activities that are likely to have negative consequences for parents, the school and the community at larger. This finding agrees with the work of Wiche (2000) who reported that truancy is a major problem for schools and society and the powerful predictor is juvenile delinquent behaviours.

At the end of this research, there will be an available proper documentation for researcher in indiscipline matters of public secondary schools in Delta and Ondo States, and Nigeria at large.

Appraisal of Reviewed Literature

From the reviewed literature, the concept of indiscipline was clearly explained by different authors. The literature reviewed showed that the causes of indiscipline of public secondary schools emanated from many factors,-the poverty of parents, society, peer group, government activities,school location, teachers and principals activities, to name a few have resulted to the different types of indiscipline seen in the secondary schools. Suffice to say here, that a lot of investigation shows that several studies have been done on indiscipline in secondary schools. In conclusion, none of the study revealed dwelt on the emerging challenges of indiscipline in public secondary schools. This study intends to bridge this gap by focusing on the new indiscipline in the

21st century-emerging challenges of indiscipline and remedial measures in public secondary schools in Delta and Ondo States. Hence, there is need for this study.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURES

This chapter describes the research methods and procedures adopted in this study. It is discussed under the following sub-headings:

Research Design

Population of the Study

Sample and Sampling Techniques

Research Instrument

Validation of the Instrument

Reliability of the Instrument

Administration and Collection of the Instrument

Methods of Data Analysis

Research Design

The study adopted the *ex post facto* design in descriptive method research. It was aimed at investigating emerging challenges of indiscipline and remedial measures among principals, teachers and students of public secondary schools in Delta and Ondo States. In *ex post facto* design, both the effect and alleged causal factors have already occurred and are studied retrospectively. Kerlinger (1986) points out that the independent variables have already occurred and in which the researcher starts with the observation of a dependent variable. Gay (1981) points out that the independent variables in *ex post facto* research cannot be manipulated. This study specifically used the *ex post facto* design to collect data from the sampled population in order to examine the

present state of the population in relation of the stated hypotheses. The independent variables will not be manipulated because the researcher will present the situation as it is after determining the research questions on the emerging challenges of indiscipline and remedial measures among principals, teachers and students of public secondary schools in Delta and Ondo States.

Population of the Study

The target population will comprise 438 secondary schools from Delta and 304 from Ondo which makes a total of 742 secondary schools in Delta and Ondo States in the 2014/2015 academic session. The population of principals cadre from Salary Grade Level (SGL 12 and above) is 6930 for Delta and 5671 for Ondo, making a total of 12601 for principals in Delta and Ondo States in the 2014/2015 academic session. The population of teachers cadre from Salary Grade Level (SGL 7-10) is 7973 for Delta and 4754 for Ondo, making a total of 12727 for teachers in Delta and Ondo States in the 2014/2015 academic session. The total number of students is 200542 for Delta and 250156 for Ondo, making a total of 450698 for students in Delta and Ondo States in the 2014/2015 academic session shown in Appendix A and B.

Sample and Sampling Techniques

The stratified random sampling technique will be used. In order to determine the sample size, the recommendation made by Roscoe(1975) in Peretomode and Ibeh (1995) that for descriptive research a sample of 10% of the population is considered acceptable minimum for very large population will be used. On this basis, the sample for this study consists of 10% of the Local Government Areas in each Senatorial Districts of Delta and Ondo States. For Delta States, this gives us 2.5 approximately (3) Local Government Areas in each of the Senatorial Districts in Delta North, Delta Central and Delta South Senatorial Districts. Also for Ondo States, with the 10%, this gives us 1.8 approximately (2) Local Government Area in Ondo North Senatorial District, 2 (two) Local

Government Area in Ondo Central and 2 Local Government Area in Ondo South Senatorial District respectively.

Also 10% will be used for the principals cadre, teachers and students. For the public secondary schools in Delta and Ondo States, 10 randomly selected sample will be taken as shown in tables 1, 2 and 3 below for clarification.

Table 1: 10% of Sampled Local Government Area, 10 Secondary Schools, 10% of Principals Cadre, 10% of Teachers and 10% of Students Statistics as at December, 2014/2015 academic session in Delta and Ondo State Public Mixed Secondary Schools

SN	Senatorial Districts of Delta State	10% of Local Government Areas	10 Secondary Schools	10% of Principals of SGL 12-17	10% of Teachers of SGL 7-10	10% of Students Enrolment
1.	Delta North	1) Aniocha N 2) Ika N. E. 3) Oshimili S	10 10 10	10 22 58	17 23 75	268 525 1087
2	Delta Central	4) Okpe 5) Ughelli N 6) Uvwie	10 10 10	11 17 40	18 18 34	339 515 1035
3.	Delta South	7) Isoko North 8) Isoko South 9) Warri South	10 10 10	9 11 36	17 15 28	197 376 1000
4.	Ondo North	10) Akoko N.W. 11) Owo	10 10	9 17	14 20	459 900
5.	Ondo Central	12) Akure South 13) Ondo West	10 10	45 30	33 16	1581 941
6.	Ondo South	14) Odigbo 15) Okitipupa	10 10	17 20	9 13	921 787
	TOTAL	15 LGAS	150	352	350	10931

The sample size for this study will be 11,633

Table 2: 10% of Sampled Local Government Area, 10 Secondary Schools, 10% of Principals Cadre, 10% of Teachers and 10% of Students Statistics as at December, 2014/2015 academic session in Delta State Public Mixed Secondary Schools

SN	Senatorial Districts of Delta State	10% of Local Government Areas	10 Secondary Schools	10% of Principals of SGL 12-17	10% of Teachers of SGL 7-10	10% of Students enrolment
1.	Delta North	1) Aniocha N 2) Ika N. E. 3) Oshimili S	10 10 10	10 22 58	17 23 75	268 525 1087
2	Delta Central	4) Okpe 5) Ughelli N 6) Uvwie	10 10 10	11 17 40	18 18 34	339 515 1035
3.	Delta South	7) Isoko North 8) Isoko South 9) Warri South	10 10 10	9 11 36	17 15 28	197 376 1000
	Total	9 LGAS	90	214	245	5342

Table 3: 10% of Sampled Local Government Area, 10 Secondary Schools, 10% of Principals, 10% of Teachers and 10% of Students Statistics as at December, 2014/2015 academic session in Ondo State Public Mixed Secondary Schools

	Senatorial Districts of Ondo State	10% of Local Government Areas	10 Secondary Schools	10% of Principals of SGL 12 - 17	10% of Teacher of SGL 7-10	10% of Students enrolment
1.	Ondo North	1) Akoko N, W. 2) Owo	10 10	9 17	14 20	459 900
2	Ondo Central	3) Akure South 4) Ondo West	10 10	45 30	33 16	1581 941

3.	Ondo South	5) Odigbo	10	17	9	921
		6) Okitipupa	10	20	13	787
	Total	6 LGAS	60	138	105	5589

The Research Instrument

The instrument for data collection will be a 60 items questionnaire, patterned after the Likert 4 point scale. The questionnaire was titled, “Emerging Challenges of Indiscipline and Remedial Measures Questionnaire” (ECIRMQ) to elicit information on the indiscipline problems among the students. The questionnaire was made up of two sections, A and B. Section A comprised demographic characteristics from the students, teachers and principals while section B consisted questionnaire to seek information from the respondents on the cases of Emerging Challenges of Indiscipline and Remedial Measures of public secondary schools in Delta and Ondo States.

Validation of the Research Instrument

The instrument designed for this study were subjected to scrutiny by researcher’s supervisors and two other experts in the Department of Educational Administration and Policy Studies of the Faculty of Education, Delta State University, Abraka. The corrections and suggestions for improvement by these experts ascertained the face and content validity of the instrument. The construct validity of the instrument was established through Internal Consistency Evidence using Cronbach’s Alpha, a value of 0.989 was obtained which indicates that the instrument have construct validity through Internal Consistency Evidence. The computation was partly done using SPSS Version 16. See Appendix F.

Reliability of the Research Instrument

The reliability of the instruments was established through test-re-test procedure. The questionnaire was administered to 90 (Ninety) randomly sampled respondents - 30 principals, 30

teachers, and 30 students – who were outside the population of research study. The instrument was re-administered to the same persons after a two weeks interval. The result was gathered and computed using the Pearson's Product Moment Correlation Technique (r). The reliability coefficient obtained was 0.991. This is an indication that there was a high correlation between the scores of the first and second administration of the questionnaire. The test-re-test technique used reveals strong stability of the instrument. Due to the complexity of human beings, the reliability of the instruments was also established through Internal Consistency via SPLIT-HALF using Spearman-Brown Prophecy Formula and Flanagan-Rulon Formula. Computations were done using SPSS Version 16 and Spearman-Brown and Flanagan-Rulon Calculator. See Appendices G, H & I for Computation.

Administration and Collection of the Instrument

The researcher and three research assistants who were carefully trained for the exercise will visit the sampled public secondary schools to administer the instrument to the respondents. The completed questionnaire were collected immediately and appointment were however booked with those who wanted extra time to complete the questionnaire. Eleven thousand and six hundred and thrity three (11,633) questionnaires will be distributed among the respondents located in the public mixed secondary schools in SSS 1-3 in the six senatorial districts of Delta and Ondo States.

Method of Data Analysis

In this study, the data collected will be analyzed using several statistical methods. The research questions will be answered by using the mean rating of the responses to the questionnaire items. A mean rating of 2.5 and above will be regarded as agreed (or as a challenge) while mean rating below 2.5 will be regarded as disagreed (or not a challenge). The corresponding null hypotheses will be tested using inferential statistics of independent sample t-test, One-Way ANOVA and Multiple Regression Analyses. Where the F value calculated (F_{cal}) is

greater than the table value (F- critical), means that there is a significant difference between the groups. So the Scheffe Multiple Comparison Post hoc test will be used to ascertain the direction and magnitude of the significance. The level of significance chosen for this study is 0.05.

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APPENDIX A

The Distribution of Public Secondary Schools According to Senatorial Districts in Delta State as at 2014/2015 Academic Session.

S/N	Senatorial Districts of Delta State	Local Government Areas	No. of Secondary Schools	Number of Principals at SGL 12 and above	No. of Teachers at SGL (7-10)	No. of Students Enrolment
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1.	Delta North	1) Aniocha North	18	186	312	4823
		2) Aniocha South	19	234	292	7100
		3) Ika North East	18	400	409	9444
		4) Ika South	18	511	382	6513
		5) Ndokwa East	25	115	138	5359
		6) Ndokwa West	20	192	180	8381
		7) Oshimili North	13	236	347	3271
		8) Oshimili South	10	581	750	10866
		9) Ukwuani	13	189	183	6349
2.	Delta Central	10) Ethiope East	25	279	444	10106
		11) Ethiope West	22	198	271	8429
		12) Okpe	16	169	280	5419
		13) Sapele	17	466	430	13370
		14) Udu	14	327	363	11760
		15) Ughelli North	42	693	758	21643
		16) Ughelli South	24	218	294	7263
		17) Uvwie	16	638	551	16565
3.	Delta South	18) Bomadi	9	53	86	2376
		19) Burutu	19	71	119	7039
		20) Isoko North	18	165	307	3540
		21) Isoko South	19	206	288	7148
		22) Patani	9	55	71	2233
		23) Warri North	10	55	137	2020
		24) Warri South	18	652	505	18007
		25) Warri South West	6	41	76	1518
	Total	25	438	6930	7973	200542

SOURCE: Planning, Research and Statistics Department, Post Primary Education Board, Asaba (April, 2015).

APPENDIX B

The Distribution of Public Secondary Schools According to Senatorial Districts in Ondo State as at 2014/2015 Academic Session.

S/N	Senatorial Districts of Edo State	Local Government Areas	No. of Secondary Schools	Number of Principals at SGL 12 and above	No. of Teachers at SGL (7-10)	No. of Students Enrolment
1.	Ondo North	1) Akoko North East	16	211	310	11750
		2) Akoko North West	20	179	288	9188
		3) Akoko South East	8	75	107	3472
		4) Akoko South West	17	246	329	13114
		5) Ose	12	120	121	7753
		6) Owo	18	305	352	16216
2.	Ondo Central	7) Akure North	10	142	199	7163
		8) Akure South	28	1263	927	44266
		9) Idanre	10	162	201	9371
		10) Ifedore	13	206	224	6013
		11) Ondo East	12	123	181	5315
		12) Ondo West	32	961	509	30112
3.	Ondo South	13) Ese-Odo	13	130	88	8930
		14) Ilaje	21	176	152	24135
		15) Ile/Oluji-Okeigbo	23	367	219	11148
		16) Irele	10	244	79	7505
		17) Odigbo	18	302	165	16593
		18) Okitupupa	23	459	303	18112
	Total	18	304	5671	4754	250156

SOURCE: ONDO: MOE/PR&S/R&S/EMIS (APRIL, 2015).

APPENDIX C

EMERGING CHALLENGES OF INDISCIPLINE AND REMEDIAL MEASURES QUESTIONNAIRE

This questionnaire is designed for the purpose of collecting information on the Emerging Challenges of Indiscipline and Remedial Measures in Secondary Schools in Delta and Ondo States. The purpose is for the effective management of indiscipline matters in the secondary schools. Every information in this questionnaire would be treated with utmost confidentiality.

Will you please spend few minutes of your time to complete the attached questionnaire? I would greatly appreciate your co-operation.

Remember:

- i Answer the questions frankly and truthfully. Never give an untrue answer.
- ii. Do not skip any question

Thank you for your time and Co-operation.

The Researcher

OYEM, J. A.

Instruction: Read the following statement carefully and tick the responses which best described you on the columns provided.

A) STUDENTS DEMOGRAPHIC INVENTORY

1. Name of State: _____
2. Location of school: Urban{ } Rural { }

TEACHER'S AND PRINCIPAL'S DEMOGRAPHIC INVENTORY

1. Name of State: _____
2. Location of school: Urban{ } Rural { }

SECTION B

QUESTIONNAIRE FOR PRINCIPALS, TEACHERS AND STUDENTS

Below are 60 items designs to find out your views on the Emerging Challenges of Students Indiscipline in Public Secondary Schools.

Please tick (✓) for appropriately options provided below under Strongly Agree, Agreed, Disagreed and Strongly Disagreed. Tick only one option.

A	The identified emerging challenges of indiscipline variables among students in public secondary schools are as follows:	4	3	2	1
		SA	A	D	SD
1.	Kidnapping of teacher				
2.	Flogging teachers				
3.	Slapping teachers				
4.	Loitering around during school hours				
5.	Kidnapping of students				
6.	Vandalizing school properties/Stealing				
7.	Indecent dressing				
8.	Cheating in examination				
9.	Using dangerous weapon in a fight with teachers/students: Battle axe, Knives, Cutlass, Bangers, Acid baths, grinded dry pepper				
10	Sexual Assaults/Drug or Alcohol abuse				

11.	Gang involvement				
12.	Cultism				
B	The identified emerging challenges of indiscipline variables among Teachers in the public secondary schools are as follows:	SA	A	D	SD
13.	Taking drugs in school				
14.	Aggressiveness				
15.	Smoking in school				
16.	Teachers lateness to school/class				
17.	Using foul language in class/school				
18.	Consumption of alcohol in school				
19	Buying and selling in school				
C	The most identified emerging challenges of indiscipline variables among Principals are as follows:	SA	A	D	SD
20	Taking drugs in schools				
21	Lateness to school				
22	Consumption of alcohol in school				
23	Bullying staff and students				
24	Aggressiveness				
25	Smoking in school				
26	Engaging teachers with irrelevant work that prevent teaching and learning				
D	The identified Causes of emerging challenges of indiscipline among Students are as follows :	SA	A	D	SD

27.	Broken Homes				
28.	Peer group influences				
29.	Negative Mass Media				
30.	Lack of finances				
31.	Parental rejection of children				
32.	Injustice and Corruption				
33.	Poverty of Parents				
E	The identified Causes of emerging challenges of indiscipline among Teachers are as follows:	SA	A	D	SD
34.	Poor Professional Training				
35.	Improper Placement of Teachers				
36.	Irregularity in the Promotion of Teachers				
37.	Poor Condition of Service				
38.	Poor home background				
39.	Teacher relationship with school head and social status				
40.	Injustice and corruption				
F	The identified Causes of emerging challenges of indiscipline among Principals are as follows:				
41.	Lack of Proper Attention to School work				
42.	Poor Value System				
43.	Lack of Integrity				
44.	Poor Management of disciplinary cases by the principals				
45.	Injustice and Corruption				
46.	Improper placement of principal				
47.	Irregularity in the promotion of principals				
G	The identified strategies to improve emerging challenges of				

	indiscipline among students, teachers and principals in public secondary schools are as follows:				
48.	More pupil involvement in leadership				
49.	More counseling for pupils whose behavior is often difficult				
50.	More parental involvement				
51.	More co-curricular activities (drama, music, sports)				
52.	Firmer communication by senior staff about rules and regulation				
53.	Frequent school inspection and supervision				
		SA	A	D	SD
54.	Frequent seminars on value orientation				
55.	Provision of adequate teaching materials				
56.	More classroom assistance				
57.	Provision of ICTs and Internet in school				
58.	Establishing smaller classes				
59.	Exhibition of good morals by school authority				
60.	Frequent PTA meetings				

S

