

**IMPACT OF STUDENTS' INDISCIPLINE ON THE MANAGEMENT OF
SECONDARY SCHOOLS IN KOGI-EAST SENATORIAL DISTRICT, KOGI
STATE, NIGERIA**

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Abstract

Indiscipline is a disaster that can affect educational standard. The main purpose of the study is to investigate the impact of indiscipline on the management of Secondary Schools in Kogi-East senatorial district. Five research questions and five hypotheses were formulated to guide the study at 0.05 level of significance. Survey design was adopted and a total of 450 respondents were used as sample and were selected using proportionate stratified random sampling. Four Likert point rating scale was used for data collection. Percentages, mean, standard deviation and chi-square (X^2) test were used to analyze the research questions and test of hypotheses respectively. The findings of the study indicate that truancy, stealing, examination malpractice, sexual immorality and drug abuse have significant effects on the management of secondary schools. Among the recommendations proffered are Ministry of Education should expel and handover erring students to security agencies; and government, parents, teachers and students should work towards the eradication of examination malpractice in schools.

Keywords: Indiscipline, Truancy, Stealing, Examination malpractice, Sexual immorality, Secondary schools, Management

1.0 Introduction

Events surrounding our present day educational system with particular reference to the secondary schools indicate a lot of disciplinary problems like truancy, stealing, examination malpractice, sexual immorality, drug abuse and so on are facing secondary school education in Nigeria with particular reference to the study area.

To fully understand the concept of indiscipline, it is expedient to look at the meaning of discipline. Discipline according to Idoko (2005) is defined as readiness or ability to learn to respect authority and observe conventional or established laws of an organization or society. Idoko went further to define the opposite "indiscipline" which is the researcher's concern in this study as the absence of discipline; it is the lack of self-control, absence of spirit of commitment and dedication.

The word indiscipline is an opposite word for discipline. If discipline is a conscious effort made by an individual to comply with societal rules and regulations, indiscipline is a deliberate calculation made by an individual, persons to disrespect societal rules and regulations.

Indiscipline is a societal evil that has found its way into our society with the educational sector not counted out with particular reference to secondary school which is the focus of this study. In Kogi East Senatorial District, students are found to exhibit nonchalant attitudes like lateness and truancy. Idoko (2005) stated that, some students go to school by 9:00am and close by 11:00am and sometimes move aimlessly on our streets and when examination approaches such students will like to pass at all cost and therefore device machineries that enhance their passing examination.

Lawlessness and disrespect for constituted authorities have become the order of the day. Most young girls and boys in these secondary schools have resorted in indiscriminate sexual activities as well as wrong use of drug known as drug abuse. Looking at the situation above, the researcher

assumes that these may have a telling impact on the management of secondary schools in Kogi East Senatorial District. Lucey (1997) opined that management has to do with making decisions about the work of the organization and what it should be, how it should be divided and organized and how the task will be coordinated. Skinner (1994) stated that management involves, planning, organizing, leading, controlling, budgeting with the aim of achieving the objectives of the organization.

Akpakwu (2008) defines management as process of planning, co-ordinating, leading, controlling, organizing the efforts of organization members and using other organizational resources to achieve set goals. Adesina cited by Orhungur (2003), views indiscipline as lack of readiness or inability to respect authority and observe conventional or established law of the society or any organization. Throwing more light on the concept of indiscipline. Orhungur, (2003:35) refers to indiscipline, "as the manifestation of behaviours that are contrary to school rules and regulations. According to him, cases of students' indiscipline range from disregard for school regulations, disrespect of school authority, poor habits of the students to collective misbehaviour. Acts of undesirable attributes committed by students often include the following: truancy, absenteeism, lateness, disobedience, apathy and stubbornness, alcoholism, sexual immorality or sex offences, improper dressing etc. Above shows a catalogue of disciplinary problems and some of those featuring prominently in this study are also part of the list.

There are many types of indiscipline behaviours exhibited by students in secondary schools. For instance, Hamza in Odiba (2006:37), identified basically three types of indiscipline in schools which include Anti social act; Act of defiance and Act of negligence. Anti social act refers to the destruction of public properties and rioting, hooliganism, stealing and bullying. Act of defiance can usually be directed against established rules of the school for instance, going out without permission, avoidance of wearing school uniform, smoking, drinking of alcohol and abuse of drugs, sexual immorality and failure to serve punishment and carry out lawful duties while acts of negligence are many and can include acts like; lateness to school and careless handling of school. Orhungur (2003:35) pointed out that:

Indiscipline may take the form of disregard for school regulations, disrespect for school authority, poor habits of the students to collective misbehaviour, truancy, absenteeism, lateness, disobedience, apathy and stubbornness, alcoholism and drug abuse, cruelty, verbal assaults, bullying, dishonesty. Fighting, vandalism, sexual immorality or sex offences, improper dressing, negligence and laziness.

Many factors are responsible for the problem of indiscipline in secondary schools. This segment will be sampling various authors' views as they relate to rudimentary causes of indiscipline in schools. Alfa (2005:66) enumerated the causes of indiscipline to include:

Lack of interest in other staff and student. On the part of the principal, some teacher's lesson create boredom, habit formation, lack of proper home training (negligence on the part of parents to provide their children/wards with basic requirements) societal influence etc.

Also, Adesina in Orhungur (2003) traces indiscipline behaviour to factors within the school management and administration. This factors when broken down includes lack of facilities, effective teaching, learning and other curricular activities. In the same vein, Odiba (2006:41), sees indiscipline in secondary schools to include:

Arbitrary imposed authoritarian method (lack of effective planning of school programme) disorderly classrooms, (lack of appropriate school materials for children) (lack of control by parents) (lack of dedication on the part of teachers)

undue rules and regulations by school authorities (non involvement of students in school affairs) communication gap and lack of stability in school staffing.

Looking furthermore on the major causes of indiscipline in secondary schools, Nworgu, (1991:28) stated that “indiscipline in secondary schools includes causes from the principal, staff” students, parents as well as community”. He went further to state that problems emanating from the principal includes his failure to recognize and appreciate the problem of his staff and students and lack of interest in their welfare, disregard for opinion and failure to provide for staff participation in formation of policies through regular staff meeting.

1.1 Statement of the Problem

The focus of this research is the effect of indiscipline on the management of secondary schools in Kogi East Senatorial District. The prevailing situation of indiscipline in our secondary schools has posed a serious threat to the government, parents, students, the school management and the society at large. It has reached a point that students in most of our secondary schools have resorted to easy way to pass examination in what, is popularly known as examination malpractices. Many students have failed in their responsibilities especially as it has to do with attending normal school activities, involvement in cultism, drug abuse, sexual immorality to mention but a few. These ugly trends have found its way into the fabric of educational institutions, secondary school is not an exception which is perhaps my area of concern and looking at this, such problems are bound to develop and have adverse effects on learning and the entire management of secondary schools.

It is against the background that the researcher has set up to find the effect of indiscipline on the management of secondary schools in Kogi East Senatorial District. In pursuance of this, the researcher intends to find the effect of truancy among students on the management of secondary school, effects of stealing, sexual immorality, drug abuse and examination malpractices on the management of secondary schools and raise useful suggestions on how to overcome these challenges of indiscipline and bring our secondary school system to the right track of maintaining sound and healthy disciplinary atmosphere in our schools.

1.2 Purpose of the Study

The main purpose of this study is to investigate the effects of students’ indiscipline on the management of secondary schools in Kogi East Senatorial District. Specifically, the study sought to:

- i. find out the impact of truancy among students on the management of secondary schools.
- ii. examine the impact of stealing in schools on the management of secondary schools.
- iii. determine the impact of examination malpractice on the management of secondary schools.
- iv. find out the impact of sexual immorality in school on the quality of academic work by students.
- v. find out the impact of drug abuse on students performance in external examinations.

1.3 Research Questions

The study was guided by the following questions;

- i. How does truancy among students have impact on the management of secondary school?
- ii. How does stealing in schools have impact on the management of secondary schools?
- iii. How does examination malpractice have impact on the management of secondary schools?
- iv. In what ways does sexual immorality in secondary schools impact on the quality of students’ academic work/management?

- v. In what ways does drug abuse among students impact on their performance in external examinations?

1.4 Research Hypotheses

These hypotheses were formulated and tested at 0.05 level of significance.

- i. Truancy has no significant effect on the management of secondary schools.
- ii. Stealing in schools has no significant effect on the management of secondary schools.
- iii. Examination malpractices has no significant effect on the results/certificates of secondary school students.
- iiii. Sexual immorality in schools by students has no significant effect on the quality of academic work.

2.0 Brief Literature Review

For the purpose of the study, literatures are review on the following headings: causes of indiscipline secondary schools; impart of truancy in secondary schools, effect of stealing in secondary schools; impart of examination malpractice in secondary schools; impact of sexual immorality in secondary schools.

2.1 Causes of Indiscipline in Secondary Schools

Muum (1999), stated that the issue of indiscipline is not a recent phenomenon: The young people (students) of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Students nowadays are really tyrants; they no longer stand up when their elders come into the room where they are sitting. Timothy (1996), identified some causes of students indiscipline as parents poor control of the children, families, inadequate housing, low income level etc lack of normal and spiritual values, lack of special attention for academically retarded, gifted and talented students.

2.2 Impact of Truancy in Secondary Schools

Truancy is one of the major disciplinary problems found among secondary school students. Truancy is the unauthorized absence of students from school or habitual absenteeism from school or its functions. Truancy can result from prolonged phobia of laziness. Lovell cited by Inaju (2005:35), sees truants "as maladjusted children who more frequently, have a poor standard of work at school. Inconsistent home discipline and juvenile appearance". Also Shaibu (2006:67) opined that truancy "causes dislocation in the normal learning/teaching process". Most dropout cases among students in our schools can be traced to such habit of absenteeism which dull the spirit of competition in an individual. Hurloal (2004), also stated that, truancy refers to a child that absents himself or herself from school and goes where he or she can do what pleases him or her without being seen by his parents, teachers or neighbours. He further argued that a truant feels that his teacher dislikes him or treats him unfairly.

2.3 Effects of Stealing in Secondary Schools.

Stealing is one of the problems encountered in the administration of secondary school. Stealing means taking away of another person's property without permission or legal right especially secretly. Canter (1997), opined that stealing to obtain something by trick or cleverness is clear that many school children in Nigeria are experiencing poverty. Sometimes children resort to stealing to meet their immediate needs and some steal to fulfill deep lying emotional needs or because of unfortunate emotional conditionings which accompany stealing. While some steal to revenge

themselves on parents or companions or they may steal because of buried conflicts and tensions that are relieved by the act. Most students steal to gratify desires, they are too weak to resist or too young to think that they should resist anything they see that they want.

2.2 Impact of Examination Malpractice in Secondary Schools

Muun (1999:51), stated that “examination malpractice is any improper action carried out before, during and after examination with the intention to have undue or irrationally favoured advantages over others”. Any form of fraudulent practices, that is, aimed at better result at the expense of hard work lead to examination malpractice.

Shonekan in James (2008:3) sees examination malpractice as “a premeditated irregularities by the candidates and their agents with the intention of gaining undue advantage in an examination”. This definition considers examination malpractice as not a spontaneous reaction but a well planned and executed act. The first known leakage of papers according to James (2008), was in 1914 during the Cambridge Certificate Examination Papers, also in 1948 a candidate was caught in Lagos center copying directly from his history textbook in the Cambridge School Certificate Examination. Following history of examination malpractice the same author continued by saying that as early as 1963, it was discovered that examination malpractice was no longer an individual affair but a mass participation.

2.5 Impact of Sexual Immorality in Secondary Schools

There is sexual immorality among students in secondary schools. Sex is the union of the male and the female reproductive organ. Sexual immorality is common and practiced in secondary schools and this was affirmed by Inaju (2005:59) who stated that “Some students especially girls go out abandoning their studies in the day only to come back in the night, thereby abandoning their studies for sexual pleasures that ends up destroying their futures”. He further lamented on this issue by saying that there are too much sexual pervasiveness/promiscuity and perversion in the present generation.

This implies that sexual activities is prevalent among secondary school students. Writing on the issue of activities among secondary school students, Makinwa (1992:20), stated that “out of more than 500 urban youths aged 12 – 24 years that is 41% have experienced sexual intercourse”. He asserted that 19.92% of these were female and 72% male.

3.0 Methodology

Specifically, the methodology used is discussed under the following: research procedure, and instrumentation

3.1 Research Procedure

Survey design was used for the study. The area of study comprised of all the nine (9) local governments in Kogi East. The population of the study comprised of all the 450,000 students from the Ninety-six (96) secondary schools in Kogi East Senatorial District (Source: Ministry of Education, Kogi State (2014)). A sample size of 450 respondents representing 1% of the population of 45,000 students were randomly selected as sample. According to McMillan and Schumacher, (1997) as the size of the population increases, the researcher can take progressively smaller percentage of the subject from the population and in view of this that the decision of picking 450 respondents arrived. The sample was drawn by means of simple random sampling technique.

3.2 Instrumentation

The instrument for data collection was structured questionnaire designed to elicit information from the respondent. The instrument is tagged Impact of Indiscipline on School Management Questionnaire (IISMAQ) which comprises of two section. Section A is the personal Bio-data of respondent while section B comprises of a twenty five items designed to solicit information on the variables of the study. Four likert rating scale with a response mode of Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D) was employed. The numerical values assigned to the rating are as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1.

The face and content validity of the instrument was carried out by experts in the field of research methods and educational management from the Department of Educational Foundations, Benue State University, Makurdi. These experts including my supervisor carefully examined, corrected, reformed and moderated the questionnaire to ensure that it measured what it was supposed to measure. After the corrections were made, the supervisor approved it for the purpose of data collection.

4.0 Data Analysis and Results

Chi-square (X^2) test was applied to test the hypotheses at 0.05 level of significance and a total of four hundred and fifty (450) respondents were used for the analysis.

4.1 Truancy in Secondary Schools

Hypothesis One:

Truancy has no significant impact on the management of secondary schools.

Table 1: Chi-square test of the impact of truancy on school management

Opinions	Observed frequency	Expected frequency	df	$X^{2,Cal}$	X^{2-tab}	Sig	Decision
No effect	54 (12%)	225 (50%)	1	371.6	3.84	0.001	Significant
Effect	396 (88%)	225 (50%)					

Value in parentheses are percentages ($X^2 = 371.6$, $df = 1$, $p = 0.05 > 0.001$)

Table 1 show that the chi-square calculated value of 371.6 is greater than the chi-square table value of 3.84 checked at 0.05 level of significance and 1 degrees of freedom. The null hypothesis which states that truancy will have no significant effect on the management of secondary schools was rejected. This implies that the alternative, hypothesis which stated that truancy have significant impact on the management of secondary schools is accepted.

4.2 Stealing in Secondary Schools

Hypothesis Two:

Stealing in schools has no significant impact on the management of secondary schools.

Table 2: Chi-square test of the impact of stealing on school management

Opinions	Observed frequency	Expected frequency	df	X^{2-Cal}	X^{2-tab}	Sig	Decision
No effect	81 (18%)	225 (50%)	1	719.4	3.84	0.001	Significant
Effect	369 (82%)	225 (50%)					

Value in parentheses are percentages ($X^2 = 719.4$, $df = 1$, $p = 0.05 > 0.001$)

Table 2 shows that the chi-square calculated value of 719.4 is greater than the chi-square table value of 3.84 checked at 0.05 level of significance and 1 degrees of freedom. The null hypothesis which states that stealing in schools will have no significant impact on the management of secondary schools is rejected while the alternative hypotheses which states that stealing in schools have significant impact on the management of secondary schools is accepted.

4.3 Examination Malpractice in Secondary Schools

Hypothesis Three:

Examination Malpractice has no significant impact on the results/certificates of secondary school students.

Table 3: Chi-square test of the impact of examination malpractice on school management

Opinions	Observed frequency	Expected frequency	df	X^2	X^{2-tab}	Sig	Decision
No effect	135 (30%)	225 (50%)	1	531.7	3.84	0.001	Significant
Effect	315 (70%)	225 (50%)					

Value in parentheses are percentages ($X^2 = 531.7$, $df = 1$, $p = 0.05 > 0.001$)

Table 3 shows that the chi-square calculated value of 531.7 is greater than the chi-square table value of 3.84 checked at 0.05 level of significance at 1 degree of freedom. The null hypothesis which states that examination malpractices have no significant effect on the management of secondary schools was rejected. This implies that the alternative hypothesis which states that examination malpractice have significant impact on the management of secondary schools was accepted.

4.4 Sexual Immorality in Secondary Schools

Hypothesis Four:

Sexual immorality in schools by students has no significant impact on the quality of academic work.

Table 4: Chi-square test of the impact of sexual immorality on the quality of academic works

Opinions	Observed frequency	Expected frequency	df	X ²	X ^{2-tab}	Sig	Decision
No effect	150 (33%)	225 (50%)	1	458.5	3.84	0.001	Significant
Effect	300 (67%)	225 (50%)					

Value in parentheses are percentages ($X^2 = 458.5$, $df = 1$, $p = 0.05 > 0.001$)

Table 4 shows that the chi-square calculated value of 458.5 is greater than the chi-square table value of 3.84 checked at 1 degrees of freedom. The null hypothesis which states that sexual immorality in schools by students have no significant effect on the quality of academic work was rejected. This implies that the alternative hypothesis which states that sexual immorality in schools by students have significant impact on the quality of academic work was accepted.

4.5 Drug Abuse in Secondary Schools Hypothesis Five:

Drug abuse has no significant impact on the performance of secondary schools in external examination.

Table 5: Chi-square test of the impact of drug abuse on the performance of secondary school students in external examination

Opinions	Observed frequency	Expected frequency	Df	X ²	X ^{2-tab}	Sig	Decision
No effect	50 (11%)	225 (50%)	1	331.4	3.84	0.001	Significant
Effect	400 (89%)	225 (50%)					

Value in parentheses are percentages ($X^2 = 331.4$, $df = 1$, $p = 0.05 > 0.001$)

Table 5 shows that the chi-square calculated value of 331.4 is greater than the chi-square table value of 3.84 checked at 1 degree of freedom. The null hypothesis which states that drug abuse on the performance of secondary school students have no significant effect in external examination was rejected. This implies that the alternative hypothesis which states that drug abuse on the performance of secondary school students have significant impact in external examination was accepted.

5.0 Discussion of Findings

The results of the study are discussed according to each hypothesis treated earlier.

The finding of this first hypothesis shows that truancy significantly impact school management in Kogi East Senatorial District. Findings revealed that calculated value of 371.6 is greater than the chi-square table value of 3.84 checked at 0.05 level of significance and 1 degrees of freedom. This finding agrees with Shaibu (2006), who also found out that, truancy and students' absenteeism from school seriously affects their academic performance and hence affects school management in the smooth running of the academic calendar. As such truancy causes dislocation in the normal learning/teaching process. Some school management will have to organize extra-lesson classes for

such students to meet-up or make-up thereby over stretching the resource of the school management.

The finding of this second hypothesis, indicate that stealing in schools will have significant impact on the management of secondary schools. Shows that the chi-square calculated value of 719.4 is greater than the table value of 3.84. This finding is corroborative of earlier report by Weihrich and Koontz (2002), who pointed out that inadequate provision of school materials leads to stealing, picking pockets among the school children. As these cases of stealing will definitely affect the standard of the students. Some times they are suspended or expelled from school.

The finding of this third hypothesis, indicate that examination malpractice will have significant impact on the results/certificates of secondary school students. The result of the findings indicates that chi-square calculated value of 531.7 is chi-square table of 3.84. This finding is in line with Onyechere (2003), who stated that looking at the evil of examination malpractice observed that any educational system bedeviled with a high level of examination malpractice is nothing but a factory of quacks and mediocre. Denga and Denga (1998), shows that examination malpractices in its various forms should be allowed in any educational setting, since its bring forth quacks and half bake products into the society. Akpakwu, (2008), also asserted that examination malpractices are a monster which must be stamped out our educational institutions in order to restore the integrity of certificates and products of schools in the state.

The finding of the fourth hypothesis indicates that sexual immorality in schools by students will have significant impact on the quality of academic works. The finding shows that chi-square calculated value of 458.5 is greater than the chi-square table value of 3.84. This finding is in line with Inaju (2005), who noted that some students especially girls go out abandoning their studies in the day only to come back late in the night, thereby abandoning their studies for sexual pleasures that ends up destroying their futures.

The finding of this fifth hypothesis, indicate the drug abuse has significant impact on the performance of secondary school students in external examination. The finding also indicates that, chi-square calculated value of 331.4 is greater than the chi-square table value of 3.84 checked at 1 degree of freedom.

The finding is in line with the views of Jimba (2005), who found out that the abuse of drug is prevalent among students and the teachers should caution students on the adequate use of drugs.

6.0 Recommendations

Based on the findings of the study the following recommendations are made.

- The Federal, States and Local Governments should enforce policies in school to eradicate truancy among students and staff to enhance efficient and effective management of schools.
- The Government through the Ministry of Education should enforce existing and rules policies in schools to identify, apprehend and apply appropriate punishment on students discovered to be involved in stealing in schools.
- Government at all levels, parents, teachers, students and stakeholders should work towards the total eradication of examination malpractice in schools in order to restore discipline in schools in order to enhance the dignity and integrity of our school.
- Seminars, and workshops should be organized periodically against truancy, stealing in school, examination malpractices, sexual immorality and drug abuse.
- Sex education should taught in all secondary schools in the state to curb the rate of sexual immorality.

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