

**THE CAUSES AND EFFECT OF INDISCIPLINE IN PUBLIC SECONDARY  
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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AND POLITICAL SCIENCES**

**OCTOBER, 2023**

**CERTIFICATION**

I, **IGBINEWEKA FAITH OSAWONAMEN**, Matriculation Number **EDU1804017**, hereby certify that apart from the references made to other people's work as duly acknowledged herein, this entire project is the product of my personal research, and has neither in part nor in whole been presented for another degree elsewhere.

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## **DEDICATION**

This project work is dedicated to God Almighty and my late father MR Felix Igbineweka.

## ACKNOWLEDGEMENTS

My profound gratitude goes to God for giving me life and sustaining me throughout the course of this project work and my first degree programme in the University of Benin. I also want to acknowledge and appreciate the efforts of the following persons who made this project work a success story. Firstly, I wish to appreciate my project supervisor in the person of Mrs B.O. Owah for her guidance and patience all through the writing of this project work; the project coordinator, Dr (Miss) Nkechi Obinweluzor, the head of department, Dr. (Mrs) Momoh, and all lecturers in the Department of Educational Management(DEM) as well as the entire faculty of Education. My deepest appreciation goes to my mother Mrs Itohan igbineweka for her motherly love,prayers,care and support all through my educational pursuit and my Guardians Mr and Mrs Sylvester Iyamu for their parental support since the demise of my father, God bless you ma and sir for raising me.I will also love to appreciate my immediate and extended family members the IGBINEWEKA'S AND OGBEWI'S for their love and support all through my educational pursuit, to my Grandma's Mrs Dora igbineweka and Mrs ogbewi thank you for love and prayers, and to my ever supportive siblings, Gift, success,becky,Faith,Sandra,queen, peculiar, favour,Ella, Daniella,and my adorable twins Elsa and Elysa thank you and God bless you all. My sincere gratitude also goes to my spiritual family, first my pastors, Rev and pastor Mrs Dave Arouna, my Father and mentor Pastor Andrew Amadin, pastor Great Asibor, pastor Gift Edegbe, Apostle God's power Erhabor, pastor Paul madu,

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## **ABSTRACT**

The purpose of this study is to investigate the causes and effects of indiscipline among secondary school students in Egor Local Government Area Edo state. The incessant occurrence of chaotic and sometime criminal behaviour not only by the audit population but also the students of this country in recent times has since began to give cause for concern, particularly to parents, governments and school administrators.

Questionnaires form 5 different public secondary school in Edo State consisting of 100 respondents selected randomly from Egor local government area using Simple Random Sampling Technique varying from students to teachers were analyzed. Among other things, it was found that peer groups to a large extent have influence on their fellow students; also the parents of the students are not left out as they too in one way or the other contribute positively and negatively to the behaviour of a child.

In the findings, it was noted that parental influence and support in cheating practice can contribute to children engaging in acts of indiscipline.

It was also noted in the findings that indiscipline can affect the good classroom functioning and academic performance of students.

Measures were also suggested on how to curb the act of indiscipline in secondary school among secondary school students.

## **CHAPTER ONE**

### **INTRODUCTION**

Children are described as the pride and wealth of any nation, for this reason, the future of any nation depends largely on the young ones who constitute the human and potential resources needed for the continued existence of the society. To achieve sustainable development of any nation, the young generation must not only be preserved but disciplined. Indiscipline is seen as the absence of discipline. Therefore, anywhere indiscipline reigns, discipline is absent. The stability and continued existence of that in the society is the question because where discipline is not installed, life and property become insecure and the continued existence of that society becomes precarious. The success of teaching and learning is however, reflected by the academic performance of the students; and this goal can never be achieved without school discipline.

Adesina (2010) discipline is the readiness or ability to respect authority and observe conventional or established laws of the society or of any other organization. Mbiti (2007:83) defines discipline as the moral capacity or disposition which when ingrained in the human capacity, becomes a powerful habit for self-control. Discipline therefore involves the development of an informed conscience within the individual person as part of his or her personality. The Oxford Advanced Learner's Dictionary defined indiscipline as a lack of control in the behaviour of a group of people. Tulihi and Bello (1980) asserts that indiscipline is the breaking of rule and regulation of

institutions. indiscipline is a state of disorder caused by lack of training and control to this end, Indiscipline can simply be seen as a mode of life not in conformity with norms, rules and regulation capable of obstructing the smooth and orderly, functioning in the school system.

Indiscipline is one of the problems facing the effectiveness of work in the public and private secondary schools today. Indiscipline among teenager's has attracted serious attention of scholars and administrators. These scholars and administrators attribute indiscipline among public secondary school students in their state of development. They opined that when students notice certain biological changes signaling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations.

The causes of indiscipline are based on the acts of indiscipline among students in public secondary schools ranges from deviation from simple norms and instruction of heinous crime infact the list is inexhaustible. Ozula (1985) listed some act of indiscipline which include disobedience, vandalisation, quarreling, fighting, rioting, wickedness, absenteeism, violence, dishonesty, arson, idleness, disorderliness, laziness, smuggling, jealousy, gossip, drunkenness, greed, selfishness, discrimination, corruption, bribery, drug abuse, pre-marital sex, and raping. Other are, absenteeism, truancy, unwanted destruction of properties, cheating and examination malpractice in the society. It is also sad to note that student indiscipline has had a lot of negative effect on the school system and learning, many academic calendar are being

disrupted, closing down of school because of riots by students, suspension or dismissal of students involved and mass transfer of teachers in such schools. More so the academic performance of student will not be on the high side, it may lead to low grade, mass failure of students and the goal of school will not be achieved, apart from the effect indiscipline has on students academic performance, in disciplinary acts of students also affect the secondary school administrative system thereby creating negative image to the society that public secondary schools is an environment for breeding hoodlums and indisciplined children.

Considering this effects of indiscipline in public secondary schools some measures put in place to cub or reduce indiscipline include, good teacher- learner relationship, clear rules and regulations should be set up in Schools and punishments should be attached if students break the rules , functional guidance and counseling unit should be established in the school to counsel and orient students on good moral behavior and the benefits of maintaining discipline behavior .

The main reason for attending school is to receive good education. Sound education can only be provided when there is discipline in schools. Discipline is the number one topic among others in education. Soet (2005:1), quoting Charles (1981), on attitude towards Education, stated that, teachers, parents, students and the public all place discipline at the top of their concern, with teachers ranking it at the top because it affects learning, their emotional lives and it outweighs all other factors combined in determining a teacher's success. Jeng (2011) advises that students should

understand that discipline is one of the most fundamental characteristics of a human being in school, in our homes and indeed everywhere in the world. Stakeholders concur that ensuring discipline in schools is top on the agenda because one cannot acquire knowledge without character. It is the one thing in learning that everyone expects and wants. Most educators agree that discipline is the one thing that can make or break a school, for without it, a teacher's finest efforts may go to zero. Hence the researcher deem it fit to carry out this research to find out the cause and effect of indiscipline in public secondary schools in Egor local government.

#### **STATEMENT OF PROBLEM**

Discipline in school is vital to helping students achieve academic goals, yet this is one area where many schools fall short. Boarding school discipline codes are one of the benefits of choosing a boarding school, when it comes to schools keeping students on-task and safe, discipline is a key component. Effective school discipline practices help students make wise decisions and stay focused on their studies, discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014).

According to Gitome et al., where there is good discipline, there is improved academic performance. in other words discipline is vital for students' academic

performance (Njoroge & Nyabuto, 2014). Furthermore, it is necessary for effective school management and accomplishment of its goals (Nakpodi, 2010). However it has been observed that even with this numerous benefits of discipline , public secondary school still suffers set back in their performances due to the lack of discipline , infact most educational scholars have opined that one of the major growing problems in public secondary schools has always been lack of discipline among students.

Most students have been found involved in many acts against rules of the school and thereby causing unrest in most public schools. So many students intentional abscond from school without the fear of been probed or disciplined. Indiscipline has drastically aected the academic performances of students in public secondary schools. Students are no longer acting in schools as expected but as they desired. Most students get to school very late and it has been observed that no disciplinary measures to taken into cub such act of absenteeism and truancy has been a norm among students of public secondary schools.

These problems make it obvious that there is a need to carry out a study on the effects and causes of indiscipline among students in public secondary schools, using Egor local government area as a case study.

## **OBJECTIVES OF THE STUDY**

1. The general objective of the research is to carry out a study on the effects and causes of indiscipline among students in public secondary schools, using Egor LGA as a case study. The specific objectives are:
2. To find out the nature of indiscipline among students in public secondary schools in Egor local government.
3. To ascertain the factors responsible for indiscipline among students in public secondary schools in Egor local government.
4. To know the effects of indiscipline among students in public secondary schools in Egor local government.
5. To assess the positive measures/strategies being put in place to arrest indiscipline among students in public secondary schools in Egor local government.

## **RESEARCH QUESTIONS**

The following shall stand as the basis of the research questions/hypothesis:

- a) What is the nature /kind of indiscipline found among student in public secondary school in Egor local government?
- b) What are the factors responsible for indiscipline among student in public secondary school in Egor local government?
- c) What are the effect of indiscipline in public secondary school in Egor local government?

- d) What are the positive method/strategies been put in place to curb indiscipline in public secondary school in Egor local government?

### **SIGNIFICANCE OF STUDY**

The significance of this study is to identify the causes and solutions of indiscipline among schools. These findings will go long way in exposing teachers and other school workers to the major cause of indiscipline in schools. And these will help the teachers in curbing indisciplinary behaviour in schools again, as a result of this research work, principals see their shortcomings and evolve a more effective approach to teaching and school management.

Lastly, the findings of the study would help parents, teachers, school administrators, students, ministry of education, and society in general in knowing the various part they should play which could lead to indiscipline.

### **SCOPE OF STUDY**

This study is to be carried out within the 20 public secondary schools in Egor local government but limited to 5 secondary schools within ugbowo axis of Egor local government due to , lack of finance : the fact that there is no money to run the research work both in a way of visiting schools to collect data in terms of buying adequate vital role for the research like foolscap sheet and other materials the researcher processes effectively because of time.

## **DEFINITION OF TERMS**

Some terms use in this study need clarification for the purpose of good understanding of the work some of those terms are:

**Discipline:** Is a form control that is gained by requiring that rules or orders be obeyed and punishing bad behaviour, it can also be defined a way of behaving that shows a willingness to obey rules.

**Nepotism:** The act of using your power or inflection to get good jobs or unfair advantage's for members of your own family.

**Hooliganism:** The behavior of a violent person who fights and cause damages in public places.

**Truancy:** The problem or situation of students straining away from school during school hours.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

A literature review is a summary of previous research on a topic, the focus of this chapter is to review existing literature and scholarly contribution on the research topic carried out on the following subheadings.

1. Theoretical framework
2. The concept of discipline /indiscipline.
3. The causes of indiscipline in public secondary schools.
4. The effect of indiscipline in public secondary schools.
5. The strategies for minimizing or eliminating indiscipline.
6. Summary of review of related literature

#### **THEORITICAL FRAMEWORK**

There is no single theory that wholly explains why student's sometimes behave in a destructive manner, However the theories presented below are to give a background theoretical basis on students indiscipline ,These theories are within the context of this study .

##### **Bandura Social Learning Theory (1849-1936)**

Social learning theory, proposed by Albert Bandura, emphasizes the importance of observing, modeling and imitating the behaviour, attitude and emotional reaction of others. The major assumptions of this theory is that all behaviours whether adaptive

or maladaptive, social or anti-social ,deviant or non-deviant ,praise worthy or condemnable are learnt and can be unlearned ,it could therefore be said that all manners of indiscipline act that pervade our school environment today or that are prominent among student in all level of education is as a result of poor learning experience.(Joseph, 2003).

Teenagers today learn blindly they take after behaviour and practices without taking into consideration the consequences of these behaviour and practices .in summary behaviours whether acceptable or not are learnt hence indiscipline behaviours are learnt, just as they are learnt they can also be unlearned.

### **B.F Skinner Operant Conditioning theory (1938)**

The main assumption of this theory is that, reward and punishment makes people behave in certain ways. This means that behaviour which is reinforced tends to be repeated (strengthen) and behaviours which is not reinforced tends to die (weakened) ,That is roughly changing a behaviour by the use of reinforcement which is given after a desired response or punishment which is given after a unpleasant or undesired response .

For instance if a student tried smoking at school and the main consequences is the he gets the opportunity to hang out with the group of friends he always wanted to be with ,then he is likely to repeat the act but if on the other hand , he was caught ,canned suspended from school and the parents become involved he most likely will never want to smoke again in school ,in summary teachers and school

administration needs to understand student background and information to be able to reinforce student behaviour either positively or negatively to attain desired result.

### **Concept of Discipline/Indiscipline**

Discipline according to the advance learner dictionary of current English is the training of the mind and character, to produce self-control and habit of obedience.

Discipline is synonymous with punishment. According to this concept, discipline is used only where a child violates the rules and regulations set down by parents, teachers or adult in charge of the affairs of the community in which he lives. Used correctly discipline is dubious as said, a process of training and learning that fosters growth and development. It comes from the same world as discipline. Bandura and Allinstituta (1969) Discipline is a state of order maintained by training and control of a particular system of regulation for conduct, instruction and exercise designed to train to proper conduct or action, systematic training inflicted by way of correction and training inflicted by way of correction and training inflicted by way of correction and training. Akinboye (1980) Discipline is also the training of Moral character to produce self-control and habit of obedience. It is essential in every organized community. Discipline has right to question authority of the teachers. He must obey and try to understand the object. Adesina (1990) Discipline has been observed as the readiness or ability to respect authority and observe conventional or established laws of the society or any other organization. He later said that discipline implies self-control, restrain, respect for self and respect for others. Alexander (1945) said that

discipline in heavens first “law” this is also the first law in any school. Life is a preparatory stage for the future well-being and the much that is required that carries one through life. If one is ill-treated during his delicate stage, it will be realized that one ends up as a threat to community. This paper is concerned mainly with the meanings given above because discipline is very important feature by which the quality of a school is judged.

Indiscipline According to the Oxford Advance Learners Dictionary 5th edition of current English, Indiscipline is defined as absence of discipline. Indiscipline can also be seen as any action considered to be wrong and not generally accepted as proper in a set up or society. This is direct opposite of discipline, which is a state of order obtained by training and control punishment inflicted by way of correcting training. Indiscipline as defined by Akinboye (1980) is also misbehaviour. In other words, indiscipline is any act or behavior or an individual or group of people that is not in conformity with the general accepted pattern of standard, norms in the society of mind character in a person to produce self-control or habits of obedience. It involves lack of obedience to constituted authority or law of a nation. It is also lack discipline or restrain.

Indiscipline can be seen as any action considered to be wrong and not generally accepted as proper behavior in a society (Omote 2015) , Indiscipline according to Richard, (2007) implies lack of self-control and disobedience resulting in blatant violation of rules and regulations which in turn creates mayhem and commotion. He

further quoted that, acts of indiscipline results from lack of self discipline. According to him, it accounts for moral decadence, displeasure and voracity which in turn lead to stealing, robbery and other related crimes. Indiscipline in the view of Ayertery (2012) is a kind of behavior that deviates from the generally accepted norms as seen in almost all facet of the society at home, in school, government, and religious places. The concept of indiscipline has been defined by different scholars and in several ways. According to Asiyi, (2012), the trouble with the term indiscipline is that every individual may know what it means when they talk about indiscipline but individual meaning can still differ in a sense. Thus the concept of indiscipline used herein is within the context of the school system.

According to Eden (2016) indiscipline is the violation of school rules and regulations which are capable of obstructing the smooth and orderly functioning of the school system. Zubaida (2009) defined indiscipline in school as an act of disrespect for school laws and regulations, and the non-maintenance of an established standard of behavior, self -control, restraint, respect for one self and others.

Akpan (2013) sees indiscipline as those forms of disobedience within the school system. It connotes willful disobedience of constituted authority. According to Akpan it could be done by one person or a group of people. The author called this individual or collective misbehavior. Indiscipline as an act is deemed educationally and socially harmful, and specifically defined and forbidden by school rules and regulations , indiscipline refers to deviant behavior , it's is a situation whereby

students set aside the school rules and regulations and do what they like and leave undone what they are expected to do. Esina, (2010) argues that indiscipline is coined from a Latin word “discipulus” meaning to learn. It therefore calls for the submission of one’s impulses and powers to a regulation which prevents chaos and brings efficiency without which there would otherwise be ineffectiveness and waste. In other words, indiscipline is a breach of social order, good moral behavior, self-accepted and self-maintained social values of life.

Indiscipline is one of the problems facing the effectiveness of work in the public and private secondary schools today. It has led to nepotism, hooliganism, absenteeism, truancy, unwanted destruction of properties, cheating and examination malpractice in the society. Indiscipline is seen as the absence of discipline. Therefore, anywhere indiscipline reigns, discipline is absent. The stability and continued existence of that in the society is the question because where discipline is not installed, life and property become insecure and the continued existence of that society becomes precarious.

Edem, (2016) states that indiscipline as a violation of school rules and regulations is capable of obstructing the smooth and orderly functioning of school system and should consequently be avoided through perfect orientation of students and imposition of positive sanction in case of obvious violation of the order. On the whole, these authors said the common thing about discipline is obedience to authority, respect for self and others, indiscipline means the opposite (disobedience

to authority, lack of respect for self and others). This common view is undisputable because it underscores the fact that discipline is an undisputable aspect of school effective. In this study, indiscipline is conceptualized as behavior from a student that breaches rules and regulations and undermines school effectiveness.

To this end, indiscipline can simply be seen as a model of life not in conformity with rules and non-subjection to control. By extension the term connotes violation of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. To cap it all indiscipline can be defined as any act, habit or behavior exhibited by the learner or students within a school premises and outside the school, which attract condemnation (instead of praise) by the public and / or the school staff.

In summary, one can say that, indiscipline is an act of wrong doing either inside or outside school premises which is not in conformity to lay down rules and regulation of the school; an act, habit or behavior which is a disregard to lay down standard of behaviors. Indiscipline among students manifest mainly in many unruly behaviors exhibited by students inside and outside school. It includes untoward behavior such as violence, street fighting, hooliganism, and truancy at school, improper dressing, moral laxity, gambling and other immoral acts (Students Diary, 2013).

Lewis, (1991) as cited in Morongwa, (2010) observed three type of misbehaviors which are regarded as disciplinary problems for the educator in the classroom; misbehavior that inhabit learner's own learning, misbehavior by one learner which is

destructive to the learning of another and misbehaviors which is disrespectful, deviate or abusive to the educator. He added that this misbehavior can be committed intentionally or unintentionally. He further stated that, these misbehaviors impact negatively on the students. He listed them as follows;

- a. A learner consistently come to class late and destructs the flow of class.
- b. He or she talks whiles the teacher is addressing the class.
- c. He or she writes graffiti on school property
- d. Another one continuously call out of class
- e. Another one is not listening and ask questions that has already been asked
- f. Another one defies the teacher and refuses to fellow instructions and
- g. Another one moves around the class to the point of becoming a nuisance.

Rosen, (1997) also identifies ten types of disciplinary problems among learners which may lead to suspension as ways of punishing anylearner who perpetrate such act, among these are;

1. Defiance to school authority
2. Class destruction
3. Truancy
4. Fighting
5. The use of profanity
6. Damaging school property
7. Violation of school dress code

8. Theft or stealing
9. Leaving the school environment without permission and
10. Not reporting after being granted permission to leave school.

### **Causes of Indiscipline in Public Secondary Schools**

According to Kohlberg, (1968) as cited by Chukwuka, (2013), students were not born with the problem of indiscipline, they did not inherit it from anybody, neither is it genetic. Everybody is born pure without spots or wrinkles. Children become hard when they start socializing with their peer groups. Hence the home and environment of the school may influence them. The system of our education centered on the child and what the child will become in the community. So the home, the school and the community must join hands and interact with the child in such a manner that they should inculcate discipline in children.

Determining the major factor of indiscipline in the society is indeed not an easy task. According to some authors, there's no single cause of indiscipline .Magnuson, K. (2007). To them it is a group of factors that determine whether or not a given student will engage in indiscipline behavior. However for the purpose of this study the following factors will be considered.

- a. Home/parental influence
- b. peer group influence
- c. Teacher's attitude
- d. school management

1. Home/parental influence: The family is the first agent of socialization to the individual so it is the primary duty of the parents of the child to inculcate the right values, norms and pattern of behavior acceptable in the society to the child. However, if the parents fail in such duty to the child there will be disunity in the family and such child might not be able to acquire good moral behavior, which will lead to the child developing deviant behavior.

Ayertey, (2002) traced the cause of indiscipline in school to students home background. He emphasized that, those negligent parents who are not concerned with their children behavioral changes from early adolescent to late adolescent, have tendency of causing in discipline, especially when they are always found absent from home.

Sekyere, (2015) contends that, indiscipline arises among children mainly because parents these days have neglected their role of instilling good moral behavior in their children. Parents have abandoned their role to teachers and on the whole spend less time with their children, sometimes they always fail to allocate quality time and resources for their children. Parents are always too busy trying to fight with the economic hardship which faces them.

In the view of Adaromun and Ehiamentalor in the past children were under the watchful eyes of their parents, but this situation as changed with the recent working pattern in the society, Asiyi (2012) , said that it is within the family that the child receives his primary socialization ,the child response to the school and other

socializing setting like his place of work will be higher dependent on the attitude and behavior he developed in the home at the initial stage of the socializing process .

In the view of Monroe, (2005) indiscipline could be attributed to broken homes, single parenting and bad extemporary lives led by parents, conspicuous consumption of alcohol and drug abuse, nepotism, racism, tribalism, favouritism, bribery and corruption, reckless spending by parents and many more. Parents who also insult teachers in the presence of their children contribute to indiscipline, some parents even go to the extent of visiting schools to assault teachers who attempt to discipline their children. This sets bad precedence and encourages children to disrespect school authorities.

Alidzulwi, (2000) points out that many parents are not involved in the education of their children, causing poor results, high dropout rates and absence of indiscipline in schools. Bowman, (2004) is of the opinion that parents failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools.

In an address to principal of secondary schools on issue of indiscipline in Nigeria school, according to him when parents have no patience or self-control and are not discipline there's bound to be a broken home and this will invariably lead to indiscipline among the children who would be deprived parental care and supervision . This means that children from good parental background tends to be morally disciplined in school and society while children from broken homes or

whose parents are socially maladjusted are the ones exhibiting the in disciplinary act in schools and in society at large (Carlson 2010).

**b. Peer group influence:** The peer group influence is the second causative factor of indiscipline in secondary schools as student spend a great deal of time with their own age groups and attitude of their own particular set of friends within the peer group it become an important influence on their behavior .

Ndakwa, (2013) opines that peer influence could cause indiscipline among students. Student of the same range tend to emulate one another behavior easily. Peers of good behavior promote the same among their peers and vice-versa. Carter and McGoldrick, (2005) state that children lose trust and have reduced interaction with their parents, they develop more trust in their friends as they are able to flow well among themselves. Gavira and Raphael, (2009) indicated that peer groups are so powerful and members are willing to deviate from the norms of the society in order to protect the interest, value, norms and expectations of their group thus members are under pressure to conform to peer sub - culture because the group consist of friends and people that they value highly and depends on getting along in life.

In another way, Adeola, (2013) posit that formation of peer group may occur from each extensive interaction with others, initiate relationship and develop interaction and by these contacts important attitudes and values are formed. The attitude may influence the child's academic performance negatively or positively ,the negatives aspect which could be detrimental to student's academic work and school success are

cases of group behavior such as truancy, juvenile delinquency, stealing, absenteeism from school, disobedience, disregarding school rules and regulations etc.

c. **Teachers Attitude:** According to Yara, (2009) teacher attitude and his method of teaching can greatly influence the student's attitude. The importance of teacher in the meaningful education at all levels is reflected in the national policy on education (2004) as it declares that no educational system may rise above the quality of its teachers. This declaration in the policy document underscores the need for teacher effectiveness in our school. It conceptualizes teacher's effectiveness as managerial skills essential for enhanced classroom control and discipline. Also Kate (2021) posit that the relationship between the teacher and student can deeply affect the success of the school either good or bad, the teachers function more than just an employee of the school board . The teacher is the school parents of their student both the well behaved ones and the misbehaved ones. When a teacher relates with his student and fail to play fatherly or motherly role and allow his or herself to be drifted by indulging in mean lifestyle such as harassing the students, quarreling with students, throwing abusive words on students, embarrassing them publicly and sexually harassing student etc. Children of rich family not been punished whenever they misbehave for fear of what their parents will do. And also when teacher is too harsh on the students, they will not be free to meet the teacher whenever they have problem and it can lead them to involve in indiscipline act. The teacher's attitude and relationship with students can cause Indiscipline in the school environment.

d. School management: organizational conflict has been defined by Jakha (1999) as people's striving for their own preferred outcome which if attained could prevent others from achieving their own preferred outcome. The important of this definition is that conflicts can results to a breakdown of human relations. Kalagbor (2003) has noted that Conflict in schools is form from the existence of incompatible activities and action between school authorities and the students. According to him, principal and teachers often see themselves as a member of a higher class while the students are perceived to belong to the lower class. Such stance often result in unequal relations between the two competing group and this usually engenders disciplinary problems .also poor management of school population and class size also causes indiscipline in school. Munyasia

(2008) asserts that the larger the school, the more complex the task to be accomplished, and the more complex the task of maintaining the students discipline. This is collaborated by stock and Mayberry (2012) who argued that behavior problem are so much greater in large schools that any possible virtue of larger size is cancelled out by the difficulties of maintaining an orderly learning environment in large school than in small schools. In a smaller school it is possible for an administrator to know all the students by name as well as have face to face contact with all the students and support staff regularly. This personal contact creates an opportunity to have a strong grip of the personnel and the whole school at large, this yields obedience which is a strong virtue of discipline. Makinde (2011) opined that

to build positive classroom discipline, teachers should model appropriate behavior and use appropriate classroom management methods. McIntyre (2005) opines that a lot of indiscipline act in the classroom are born out of the fact that the class is too large for the teacher to manage.

Apart from the above causes other scholars also gave their own view of the cause of indiscipline which are Rhalmi, (2010) identifies seven causes of indiscipline, which includes;

- a. favoritism
- b. Rules not being enforced
- c. Lack of communication
- d. Teacher student relationship
- e. poor leadership style
- f. Lack of motivation
- g. Bad habit

Haller blames the prevalence of indiscipline on large school size. She argues that it is very difficult to control a school that is over populated and this lead to students' misbehavior. It is also argued that, failure of the school curriculum to meet moral aspiration of society in which it is found, lack of good moral training by parents, the lack of good leadership in society, idleness in school, wrong ideas learnt from peers and electronic media, justice/ corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African schools (Yarosan, 2004).

MacDaniel, (2005) argued that, indiscipline among teachers and non-teaching staff in schools also contributes to gross misconduct by students as students often think that what they are doing is right after all, if teachers can do it why can't they do it. For example, when teachers go on industrial action, absent themselves from school, insult each other in front of students, fall in love with students and steal school funds, this usually is copied by students resulting in indiscipline among students.

Mills, (1986) cited by Chukwuka, (2013), these variety of punishment reduces indiscipline tendencies when seen by others. Some parent/ guardians merely uses primitive inconsistent and unreasoning standard. The kind of punishment and reward require in training of a child which should be consisted important for resistance of indiscipline is the punishment or the one that is similar to that on the part of the teacher or parents belonging to type of discipline which with physical punishment like flogging, knocking and pulling of ears etc, capacitates the student. Mills further said that, a child who is always met with unsympathetic in which his personality is not respected will probably grow up with the same autocratic attitude because he thinks it is the only way.

From what has been discussed, one will realized that, the causes of student indiscipline are many but looking at the literature from most scholars, one can confidently say that, students are influenced by two environments; the environment out there (out of school) and the environment within (in the school). Hence

indiscipline in our schools today is seen to emerge from both internal and external causes.

### **The Effect of Indiscipline in Public Secondary School**

According to Ovell, (2001) discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to healthy classroom environment that in turn promote respect for education and a desire for education.

Mumo, (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individual is of no use to the individuals, the families and the society. The society invests heavily on the education of its citizens. A positive correlation between discipline and academic performance was found in her study showing that students that are well discipline perform well academically.

According to Finn, Fish & Scott (2008) and Oliver (2011) as cited by Simuforosa & Rosemary (2014) are of the view that, when students misbehave they learn less and keep their peers from learning. Teaching contact time is reduced as more time is devoted to managing misbehavior rather than teaching. Finn et al (2009) assert that this create stress for teachers when they are detracted from academic time. Finn et al, (2009) cite a survey of 805 members of American Federation of Teachers Union and report that 17% of teachers lost about 4 hours a week to destructive behavior, while

an additional 19% of teachers lost between 2 and 3 hours per week to destructive behavior. This time and energy needed to cope with some destructive students can be physically draining and emotionally exhausting.

Indiscipline has done more harm than good to education in the country. It has resulted to poor academic performance in schools. As a result of indiscipline, many students have neglected their studies and this makes them involved in examination malpractices and other academic vices (Students Dairy, 2013). Indiscipline students waste a lot of time which affects their studies and performance. Following students' indiscipline, resource materials and facilities are wasted, student teacher relationships are stained and the climate for mutual respect necessary for learning compromised. A survey conducted by the Ministry of Education, Kenya, listed lack of assistance in doing homework, shortage of teachers, teachers' academic qualifications, students' absenteeism and indiscipline as the causes of poor examination results in secondary schools (MOE, 2001) The effects of students' indiscipline on teaching and learning process are poor performance (Matsimoto, 2000). This is because much time is spent on discipline cases, less time on teaching and this result in syllabus not being completed hence students' inadequate preparation for examinations. According to Him, school discipline has great effects on school academic performance. The school infrastructure or any other resources / materials are damage because of negative behavior. They end up messing the culture of the school. Teaching becomes a problem and the overall performance goes well

below the least expected. Indiscipline poses a problem since it leads to poor results. Usually indiscipline students' perform badly academically. Elughe (2014) maintained that playing truancy as form of indiscipline makes student fail test and exams as well as inactive participation in the learning process. Students who resort to taking drugs abuse may result in mental retardation, missing classes and eventual expulsion from school .

In addition to the above effect of indiscipline some specific act of indiscipline will be listed and how they have affected the school system

**Rioting:** An upsurge of student violence on our secondary schools throughout the world has become a central issue in the emergence of students personal services. (Denga 1982) According to him, students unrest has come to be regarded as basic academic or disorderly protest involving disruptions violence and terrorism. Many students today seek to participate actively and even aggressive in societal reconstruction and often violently in order to try and change the societal norms. Denga, (1982) says that if one could take a hard look on student violence as well he suggested that one of the popular explanations of students activities during recent years has been what he would call the warm out phrase generation gap, one of the student's unrest. Denga, also stated that the apparent increase in the students unrest is becoming both increasingly difficult to ignore. According to Akinboye, (1987) Adolescents have a lot of problems getting adjusted to moral codes, rules of the society and authority because a lot of inconsistencies become noticeable even among

the peers in terms of what they hold as sacred; some peers may like to have uncontrolled sex affair while others may not want to do so, some peer may want to engage in cheating behaviour in school, at home or in the society while others will not. Hence the problem of moral value and what rules to uphold compounded by those inconsistencies, hence discipline in the form of rioting may arise as a result of conflicts, frustrations, inhabitations, urgent need and worries.

**Sexual Assaults:** Sexual harassment according to Mackinnon, (1979) is an unwanted imposition of sexual requirement in the context of a relationship of unequal power. Oyemelue Anchor in Ekpo, (1996) talks about sex behaviour as a form of indiscipline among students identified, masturbation, homosexuality and lesbianism, they also saw rape and prostitutions as a form of indiscipline behavior. There is no denying the fact that today many of our females in the secondary schools in an attempt to cater for their needs go into prostitution, running after sugar daddies. The boys are no exception as some of them mostly of adolescent age break into people's houses in the night even in broad day light and after disposing people wives and daughters involved in forced wives sex (rape) and other forms of sexual assaults.

**Stealing and Lying:** Stealing in whatever form; shoplifting, pilfering, armed robbery etc. in an antisocial behavior. It is not just anti-social but also a grievous sin insight of God Almighty. This is why we have the Holy Scripture talks against it e.g. "thou shall not steal" (Exodus 20:15). This is one of the ten commandments of God given to mankind. Thus this behavior whether in adult or in youths should not be taken

lightly, we should rather be the agencies for character molding and behavior modification. Students proper as ranging from provision up to school fees are stolen at school by fellow students. People properties in the homes are taken away even in broad daylight and some time the owners are killed in the process, cars are snatched from owners at gun point even on busy roads, stealing constitutes about 60% of the total offences among secondary school students. A research conducted by Gribbes and Peg, (1982) revealed that stealing if not treated early enough in a child life can grow to the stage where the individual can turn it into a profession.

**Drug Abuse:** The consumption and trafficking in drugs have assumed alarming proportion to the embarrassment of friends, parents and even the government. Adesina in Ekpo, (1996) Says that secondary school students take drugs for various reasons. To him the boys, take drugs for “kick” and “action” while girls take them to feel good and to reduce tension in the Nigerian observer of May 1st 1985, Adamson gave reasons why secondary school students abuse drugs. His reasons include peer group pressure, social and personality type. Another area of problem with the students in secondary school is drinking habits. They may not be known as alcoholics but rather problems drinkers. When with peers most of them see drinking as a pre-requisite for acceptance, inability to drink well or total abstinence is often seen as a threat to the group.

**Secret Cults:** Is another social menace that is seriously disturbing by the Nigerian society in decades. Alarming is the rate at which this menace is spreading in our

secondary schools. This unfortunate situation was lamented over by Obateru in Ekpo, (1966) He pointed out that the infiltrations of secrete cults into our secondary schools were causing school heads nightmares. Student's indiscipline has led to the loss of many lives either through drug addictions, riots and many violence demonstration, abortion or robbers. Many of our students today engage in one or more of these activities. Indiscipline among secondary school students has a lot of negative effects on our educational system and learning. Many academic calendar have been disrupted, school properties worth thousands of naira are been destroyed as a result of these anti-social behavior exhibited by our students in our secondary schools now form themselves into gangs (mafia groups). This becomes a means whereby students are exposed to drug use and later become addicted, leading subsequently to their initiation into secrete cults. The students go out to achieve their evil goals.

In summary, the above outline the effects of indiscipline on academic performance. These effects can be categories into short term, medium term and long term. In the short term, there is dropping off in concentration in classroom because there is no classroom policy for effective teaching and learning to take place. In the medium term, learning rarely takes place and teachers time and energy is wasted in dealing with trouble makers and this result in syllabus not been completed and students involving themselves in examination malpractices and the chief effect is poor academic performance. In the long term, standards really go down in an indiscipline

school. There is huge increase in fighting, bullying, vandalism, crime, drug related cases.

### **The Strategies for Minimizing or Eliminating Indiscipline**

Different strategies can be used to deal with indiscipline case in schools. Notable among them may include;

1. Detention and withdrawal of privileges Dadisman, King, Manahan & Quade (1990), to them detention and revocation of privileges like recess approach are more enlightened and constructive than beating learners. Evertson, Emmer & Warsham (2003), writes about withholding a privilege in order to lessen unproductive social behavior. The privilege can any popular or desired activity and it could be restored provided an appropriate behavior is displayed again.

2. Clear guidelines/ rules, according to Deaukee (2010) as cited by Ali, Dada, Isiaka & Salmon (2014), one of the most basic and common part of traditional discipline system is the setting of rules.

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

### **3. Classroom control and management**

Disruptive pupils in classroom have long been a problem Fontana (1994) as cited by Njoroge & Nyabuto, (2014). He writes about classroom control and strategies for guiding and reshaping problem behavior. He refers to attempts made in the U.S.A and UK to improve behavior. The suggestion for behavior modification approach takes its starting point from the recognition that behavior which is acceptable tends to be rewarded while those type of behavior that receive no reward tend to be eliminated.

Fontana, (1994) writes about the cognitive approach to the problem of disruptive behavior. This approach deals with the question of motivation, interest and life goals. If the level of motivation and interest are high, then learning readily takes place. Although individuals may vary, in most cases where children are allowed or given the chance to manage themselves by for example, choosing own leaders to monitor noise level and task completion, they will behave better.

### **4. Positive teacher-learner relationships**

According to Paul (2006) as cited by Ali, Dada, Isiaka & Solmon, (2014), this have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere devoid of unruly behaviors in the entire school environment and this will determine whether a learner will benefit from a teaching learning situation. Hood & Hood, (2001) concluded in their studies that, teachers

should be aware of the need for positive loving relationship if learning is to take place.

However, if trust is lacking in the relationship between educator and learner, then the educator is in the position of power instead of authority (Oosthinsen, Wolhuter & Du Tiot, 2003). Ali et al, (2014) observed that behaving consistently and being open and approachable will ensure a healthy relationship.

**5. Role Modeling:** Wolfgang (1999) teacher should at all times be exemplary in being responsible and committed to people around him or her. This is based on the fact that learners or children in general worship their heroes and imitates those they appreciate and admires. A teacher who approaches his class with honesty, trustworthiness, and being exemplary in turn will be received with warmth and eagerness by learners. Field & Fields (2006), claim that, teacher and parental examples are productive methods of guidance and discipline. They added that, sometimes the cause of inappropriate behavior is that children have learned from inappropriate role models.

## **6. Guiding and counseling students**

Sherzer & Stone (1966) cited by Samoei (2012) describe guidance and counseling as a preventive force. To them optimum development of the individual comes through providing an emotional climate and environment that assist positive healthy attitudes and feelings. This means that people with healthy attitudes and feelings are not likely to involve themselves in behavior that is not acceptable. Guidance and counseling

motivate students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they are obligated or fear the consequences, it enable the student to possess vision and discernment which involve sensitivity, judgment and understanding and lead to decisive action.

According to Okumbe (2001) strategies for managing indiscipline acts in schools can be categories into two, thus preventive and corrective. He further explained that, preventive discipline entails the educational manager taking an administrative action to encourage employees and students to fellow the standards rules and regulations which prevent infractions. The principle is to instill self-discipline in organizational participants. In order to encourage preventive discipline, educational managers should provide an enabling organizational climate in which expected standards are stated positively. Corrective discipline according to Him is an administrative action which fellow an infraction of rule. It aims at discouraging further infringement of rule.

Normally, the administration action meted out is a disciplinary action. He further pointed out that, educational managers should strive to minimize corrective discipline by strengthening preventive discipline.

## **SUMMARY OF LITERATURE REVIEWED**

In the review, the concept of school indiscipline was examined, causes of students I disciplinary acts in school were identified such as home/parental influence, teacher's

attitude and school management was discussed, effect of indiscipline were analyzed and finally possible solution to students indiscipline was also identified.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is designed to give a description of the method and procedures that was used in carrying out this research. This was done under the following sub headings.

1. Research Design
2. Population of study
3. Sample and sampling procedure
4. Research instrument
5. Validity of the instrument
6. Reliability of the instrument
7. Method of Data collection
8. Method of data analysis

#### **Research Design**

The researcher used descriptive research survey design, this is considered appropriate because of its advantage of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to establish the causes and effects of indiscipline among students in public secondary schools through a selection of respondents.

## **Population Of Study**

The population of this study is comprises of school heads, teachers and students of all (20) public secondary schools in Egor local government.

## **Sampling And Sampling Procedure**

The simple random sampling technique was used to select the sample size.

The sample for this Study is (5) school within ugbowor axis of egor local government.while simple random wan used to select (1) principal, 9teachers and 10 students from each school making (20) respondent for each school , there by making a total of (100) respondent in all (5) schools.

## **Research Instrument**

The instrument used for this study will be a structured questioner titled "The cause and effect of indiscipline among public secondary schools (CEIAPSS).

The questionnaire was divided into two sections, section A and section B. Section A was designed to enable researcher gather information on the demographic characteristics of the respondent. While section B was designed to enable the researcher gather information relating to the research questions raised in the study. It consists of 20 items that addresses the 5 research questions.

A four points with scale assigned value was used to rate the responses to the questionnaire items are as follows: Strongly Agree (SA), Agree (A), Disagree (D),

Strongly Disagree (SD). The items on the questionnaire are unambiguous, so the respondent can easily understand and answer.

### **Validity of Instrument**

In order to ensure that the questionnaire was relevant and adequate in content and quality, the items in the questionnaire were scrutinized by the project supervisor, an expert and lecturer of the Faculty of Education, University of Benin. After scrutinizing the instrument, her suggestions, corrections and contributions were effected in the final drafting of the instrument which improved the quality of the instrument.

### **Reliability Of Instrument**

The test re test method was used to determine the reliability of the instrument. In doing this the researcher administered 10 copies of the instrument to 10 respondents who are not part of the sample and in two weeks time administered 10 instruments again to 10 respondents under the same condition in order to ascertain the reliability of the instruments, the total score of each group was tested for reliability using the Pearson product moment correlation formula.

### **Method Of Data Collection**

The researcher personally administered the questionnaire to the respondents with a visit to the selected public secondary schools in Egor local government area of Edo

state. To ensure adequate distribution and collection of questionnaire , the completed questionnaire were collected on the spot from the respondent by the reseacher.

### **Method Of Data Analysis**

In analysing the data, the researcher made use of frequency count and simple percentage to compute the findings from the research.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of the data collected. The purpose of this research was to find out the occupationally-related challenges experienced by caregivers in crèche in Benin city. The questionnaire was distributed to one hundred (100) respondents.

#### RESPONDENTS DEMOGRAPHICS

The Demographic variables of respondents examined in this study are gender and school size.

**TABLE 4.1**

Items	Frequency	Percent (%)
<b>GENDER OF RESPONDENTS</b>		
Male	34	34
Female	66	66
Total	100	100
<b>SCHOOL TYPE</b>		
Single	9	45
Mixed	11	55
Total	20	100

It can be deduced from the table that thirty four (34) males and sixty six females (66) making it a total of a hundred (100) respondents that participated in this research work, it can also be seen that nine (9) schools were single and eleven (11) schools were mixed making it a total of twenty (20) schools that we're used in this study.

## DATA PRESENTATION

### SECTION B:

**Table 4.2:** Analysis Showing the Responses of the Respondents On the nature/kind of indiscipline found among students in public secondary school. Strongly Agree (SA), Agree (A), Disagree is (D), while strongly Disagree is (SD).

#### S/NO ITEMS/RESPONSES

	(SA)	MEAN	(A)	MEAN	(D)	MEAN	(SD)	MEAN	TOTAL
1. Disobedience to school rules is form of indiscipline.	70	0.70	30	0.30	0	0	0	0	100
2. Fighting among students is a form of indiscipline that is common.	65	0.65	35	0.35	0	0	0	0	100
3. Student who are indiscipline steal money from home and bring to school to squander	30	0.30	61	0.61	8	0.08	1	0.01	100

4.Absenteeism/truancy is very common in public secondary school	38	0.38	32	0.32	15	0.15	15	0.15	100
5.Examination malpractice is a form of indiscipline common in public secondary schools	70	0.70	20	0.20	9	0.09	1	0.01	100

From the table above it can be seen in item 1 that 0.70 percent of the respondents strongly agreed while 0.30 per cent was also in agreement that disobedience to school rules is a form of indiscipline. In item 2, the respondents were also in agreement with the fact that fighting among students is a form of indiscipline that is common. In item 3, 0.30 and 0.61 percent were in agreement that students who are in discipline steal money from home and bring to school to squander while 0.08 and 0.01 per cent were not in agreement. In item 4, 0.38 and 0.32 per cent of respondents agreed that absenteeism/truancy is very common in public secondary school, while 0.15 and 0.15 per cent disagreed. In item 5, 0.70 and 0.20 percent were in agreement that examination malpractice is a form of indiscipline and is common in public secondary schools while 0.09 and 0.01 percent disagreed.

**Table 4.3** Analysis Showing The Responses Of The Respondents On the factors responsible for indiscipline among students in public secondary schools. Strongly Agree (SA), Agree (A), Disagree is (D), while strongly Disagree is (SD).

**S/NO ITEMS/RESPONSES**

	(SA)	MEAN	(A)	MEAN	(D)	MEAN	(SD)	MEAN	TOTAL
1. Poor teacher-student relationship can be a cause of indiscipline	5	0.05	4	0.04	45	0.45	46	0.46	100
2.Lack of proper system to enforce school rules and regulation is a cause of indiscipline among students	65	0.65	35	0.35	0	0	0	0	100
3.Peer group influence is one of the major causes of indiscipline in public secondary school	45	0.45	35	0.35	8	0.08	12	0.12	100
4.Parental influence contribute to indiscipline among student in public secondary school	58	0.58	32	0.32	9	0.09	1	0.01	100
5.Overcrowded classroom can cause indiscipline in public secondary schools	28	0.28	22	0.22	35	0.35	15	0.15	100

From the table above, it can be seen that 0.05 and 0.04 per cent of the respondents agreed that poor teacher student relationship can be a cause of indiscipline while 0.45 and 0.46 per cent disagreed. In item 2, 0.65 and 0.35 percent agreed that lack of proper system to enforce school rules and regulations is a cause of in discipline among students that is all the respondents agreed. In item 3, 0.45 and 0.35 respondents agreed that peer group influence is one of the major causes of in discipline in public secondary school while 0.08 and 0.012 per cent disagreed. In item 4, 0.58 and 0.32 percent of the respondents agree that parental influence contribute to in discipline among student in public secondary school while 0.09 and 0.01 disagreed. In item 5, 0.28 and 0.22 percent of the respondents agreed that overcrowded classroom can cause in discipline in public secondary schools while 0.35 and 0.15 disagreed.

**Table 4.4:** Analysis Showing the Responses of the Respondents on the effect of indiscipline in public secondary schools. Strongly Agree (SA), Agree (A), Disagree is (D), while strongly Disagree is (SD).

**S/NO ITEMS/RESPONSES**

	(SA)	MEAN	(A)	MEAN	(D)	MEAN	(SD)	MEAN	TOTAL
1. indiscipline can lead to teacher spending instructional hours in controlling students behaviour	47	0.47	33	0.33	10	0.10	10	0.10	100
2. Indiscipline can lead to high failure rate among students in external exams such as WAEC, NECO etc	10	0.10	30	0.30	25	0.25	35	0.35	100
3. Indiscipline can lead to students being suspended and expelled from school	45	0.45	35	0.35	8	0.08	12	0.12	100
4. Indiscipline can lead to poor academic performance of students in public secondary schools	78	0.78	22	0.22	0	0	0	0	100
5. Indiscipline can lead to close down of schools ,thereby distorting the academic calendar	17	0.17	13	0.13	42	0.42	28	0.28	100

From the table above, it can be seen that 0.47 and 0.33 percent of the respondents agree that in discipline can lead to teacher spending instructional hours in controlling students behaviour while 0.10 and 0.10 disagreed. In item 2, 0.10 and 0.30 percent of the respondents agreed that in discipline can lead to high failure rate among students in external exams such as waec and neco while 0.25 and 0.35 disagreed. In item 3, 0.45 and 0.35 per cent of the respondents agreed that in discipline can lead to students being suspended and expelled from school while 0.08 and 0.12 percent disagreed. In item 4, 0.78 and 0.22 percent of the respondents that is all the respondents agreed that in discipline can lead to poor academic performance of students in public secondary schools. In item 5, 0.17 and 0.13 per cent of the respondents agreed to the fact that in discipline can lead to close down of schools thereby distorting the academic calendar while 0.42 and 0.28 disagreed.

**Table 4.5:** Analysis Showing The Responses Of The Respondents On the positive measures/strategies that can be put in place to curb indiscipline in public secondary schools. Strongly Agree (**SA**), Agree (**A**), Disagree is (**D**), while strongly Disagree is (**SD**).

**S/NO ITEMS/RESPONSES**

	(SA)	MEAN	(A)	MEAN	(D)	MEAN	(SD)	MEAN	TOTAL
1. Positive role modeling by parents and teachers.	72	0.72	28	0.28	0	0	0	0	100
2. Detention and withdrawal of privilege’.	62	0.62	38	0.38	0	0	0	0	100
Clear guidelines and rules should be put in place.	38	0.38	54	0.54	8	0.08	0	0	100
Guidance and counseling should be administered to students regularly.	73	0.73	27	0.27	0	0	0	0	100

Teachers should enhance positive teacher-learner relationship.	70	0.70	20	0.20	9	0.09	1	0.01	100
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From the table above, 0.72 and 0.28 per cent of the respondents that is all the respondents agreed that positive role modeling by parents and teachers. In item 2, all the respondents agreed to detention and withdrawal of privileged. In item 3, 0.38 and 0.54 agreed that clear guidelines and rules should be put in place while 0.08 disagreed. In item 4, all the respondents agreed that guidance and counseling should be administered to students regularly. In item 5, 0.70 and 0.20 percent of the respondents agreed that teachers should enhance positive teacher-learner relationship while 0.09 and 0.01 disagreed.

### **Discussion of Findings**

This research work deals with the causes and effect of indiscipline in public secondary schools, egor local government area, edo state.

The first finding, of this study revealed the nature /kind of indiscipline found among student in public secondary school in Egor local government and is in agreement with Lewis (1991) as quoted by Morongwa (2010 : 11) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the

classroom include: misbehaviors that inhibit the learner's own learning, misbehaviors by one learner which is destructive to the learning of another and misbehaviors which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviors can be committed intentionally or unintentionally. He further stated in a clear term some of these behaviors 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.

The second finding of this study revealed the factors responsible for indiscipline among student in public secondary school in Egor local government, and this finding is in agreement with the views of Morongwa (2010), who stated eight factors that 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.

The third finding of this study revealed the effect of indiscipline in public secondary school in Egor local government, this finding is in agreement with Amado and Freire (2009) who believed that the major situations are framed in what they point out as the first level of indiscipline and which are those incidents of disruptive nature whose disturbance affects the good classroom functioning, the incidents that might be framed in the second and third levels are conflicts among peers and conflicts within teacher – student relationship which might be taken on proportions of violence and even delinquency. It is also in agreement with the views of Idu & Ojedapo (2011), Tunor (2002) who opined that acts of indiscipline if allowed to incubate under current favorable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate.

The fourth finding revealed the positive method/strategies been put in place to curb indiscipline in public secondary school in Egor local government, this finding is in agreement with Charles (2002) who stated that many of the discipline techniques we have relied on are ineffective especially those that involve demanding, bossing, scolding, warning, belittling and punishing as these tactics can keep behaviour partially under control only for a while. It is also in agreement with Kruger and Van Schalkwyl (1997) as cited by Paul (2006) who observed that behaving consistently and being open and approachable will ensure a healthy relationship. Robertson (1996) also 268 *Journal of Studies in Social Sciences* supported this when he contended that using humor, friendly greetings and nonverbal supportive behavior may help

improve such relations, but the teachers should avoid humor targeted at the learners  
(Spaulding, 1992) from Paul (2006).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The project examines the causes and effects of indiscipline in public secondary schools in Egor Local Government Area, Edo State. It seeks to understand why students display disruptive behavior and the impacts, safety, and the overall reputation of schools. The research aims to identify key contributing factors, such as resource limitations, poor infrastructure, teacher quality, socioeconomic disparities, and parental involvement, and their influence on indiscipline. By addressing these issues through increased funding, teacher training, parental engagement, and community support, the project aims to create a more disciplined and conducive learning environment in the schools. The foregoing and current issues make school indiscipline a very important matter in our educational life. It is therefore pertinent at this juncture to provide therapeutic measures to students' involvement in armed robbery, rape, cultism, examination fraud and many other unruly behaviours which make headlines in our print and electronic media (Vanguard, 2006; Ogwuda 2006; Komolafe and Ajao 2006). Other misdemeanors may not be so widely reported yet their occurrences are at higher frequencies in our schools. The problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school. Cases of violence though less common, occur more often outside than on school premises.

## **Conclusion**

In conclusion, the study on the causes and effects of indiscipline in public secondary schools in Egor Local Government Area, Edo State, sheds light on critical issues affecting the education system. It has revealed that inadequate resources, poor infrastructure, low teacher quality, socioeconomic disparities, and limited parental involvement are significant contributors to indiscipline among students.

The consequences of indiscipline, including declining academic performance, disruptions in the learning process, safety concerns, long-term consequences for students, and harm to the reputation of schools, highlight the urgency of addressing these issues.

To mitigate indiscipline in these schools, it is imperative to implement comprehensive solutions. These solutions should encompass increased funding for resources, teacher training programs, enhanced parental engagement, and stronger community support. By doing so, we can work towards creating a disciplined and nurturing learning environment that benefits both students and the educational system in Egor Local Government Area, Edo State.

The future of Nigeria as a country is at stake if the problem of indiscipline is left unsolved among secondary school students by nipping it at bud through all necessary means possible, since the youths are believed to be leaders of tomorrow. The problem of indiscipline according to Yaroson (2004) permeates all facets of the life of man and has brought man down to the knees. School discipline according to

Gaustard (2005) has two main objectives. The first is to ensure the safety of staff and students and the second to create an environment conducive to learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education.

### **Recommendations**

Based on the findings regarding the causes and effects of indiscipline in public secondary schools in Egor Local Government Area, Edo State, here are some key recommendations:

1. **Increase Funding:** Allocate more financial resources to schools in the area to address infrastructure deficiencies, provide up-to-date learning materials, and enhance extracurricular activities. Adequate funding can create a more conducive learning environment.
2. **Teacher Training:** Invest in continuous professional development for teachers to improve classroom management skills and maintain a high standard of teaching. Well-trained teachers are better equipped to handle disciplinary issues effectively.
3. **Parental Involvement:** Encourage parents and guardians to actively participate in their children's education. Parent-teacher associations and

regular communication between schools and parents can help create a support system that reinforces discipline at home and in school.

4. **Community Engagement:** Involve the local community in supporting the schools. Community leaders and organizations can contribute to improving school infrastructure and safety.
5. **Mentoring Programs:** Implement mentorship programs that pair at-risk students with responsible and caring individuals. Such programs can provide guidance and support to students facing disciplinary challenges.
6. **Conflict Resolution Training:** Offer conflict resolution and anger management programs for both students and teachers to address interpersonal issues peacefully.
7. **Behavioral Counseling:** Establish counseling services within schools to provide students with a safe space to discuss their challenges and emotions. Professional counselors can help identify underlying causes of indiscipline and provide guidance.
8. **Anti-Bullying Initiatives:** Implement anti-bullying campaigns and programs to create a safer and more inclusive school environment.
9. **Discipline Policies:** Develop and enforce clear and consistent discipline policies in schools. These policies should be communicated to both students and parents, emphasizing consequences for disruptive behavior.

10. Monitoring and Evaluation: Continuously assess the effectiveness of disciplinary measures and intervention programs to make data-driven improvements.

By implementing these recommendations, it is possible to address the root causes of indiscipline and create a more disciplined, safe, and conducive learning environment in public secondary schools in Egor Local Government Area, Edo State.

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**APPENDIX**  
**QUESTIONNAIRE**

Faculty of Education,  
University of Benin,  
Benin City,  
Edo State.  
July, 2023.

Dear Sir/Madam,

The researcher is a final year student in the Department of Educational Management, Faculty of Education, University of Benin. Carrying out a study on The causes and effect of of indiscipline in public secondary school in Egor local government area Edo state. (CEIAPSS). Please kindly provide the necessary information as your response will be highly appreciated, treated with utmost confidentiality and will be used for academic purposes only. Thanks for your cooperation.

Yours Faithfully,

**IGBINWEKA OSAWONAMEN FAITH**  
**Researcher**

**QUESTIONNAIRE ON THE CAUSES AND EFFECT OF INDISCIPLINE IN  
PUBLIC SECONDARY SCHOOLS.**

**DEPARTMENT OF EDUCATIONAL MAMAGEMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**SECTION A (Bio-Data)**

Please fill or tick [  ] as appropriate

Name of school:

Gender:

Type of school: Single [  ], Mixed [  ]

**SECTION B**

INSTRUCTION: Please tick [  ] the option in the column that is best for your choice

[SA] Means strongly agree, [A] agree, [SD] strongly disagree, [D] disagree.

Only one answer is required for each question.

S/N	ITEMS	SA	A	D	SD
	<b>WHAT ARE THE NATURE\KIND OF INDISCIPLINE FOUND AMONG STUDENTS IN PUBLIC SECONDARY SCHOOL?</b>				
1	Disobedience to school rules is a form of indiscipline				
2	Fighting among students is a form of indiscipline that is common				
3	Student who are indiscipline steal money from home and bring to school to squander				
4	Absenteeism/truancy is very common in public secondary school				
5	Examination malpractice is a form of indiscipline common in public secondary schools				
	<b>WHAT ARE THE FACTORS RESPONSIBLE</b>				

<b>FOR INDISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS</b>					
6	Poor teacher-student relationship can be a cause of indiscipline				
7	Lack of proper system to enforce school rules and regulation is a cause of indiscipline among students				
8	Peer group influence is one of the major causes of indiscipline in public secondary school				
9	Parental influence contribute to indiscipline among student in public secondary school				
10	Overcrowded classroom can cause indiscipline in public secondary schools				
<b>WHAT ARE THE EFFECT OF INDISCIPLINE IN PUBLIC SECONDARY SCHOOLS</b>					
11	indiscipline can lead to teacher spending instructional hours in controlling students behavior				
12	Indiscipline can lead to high failure rate among students in external exams such as WAEC, NECO etc.				
13	Indiscipline can lead to students been suspended and expelled from school				
14	Indiscipline can lead to poor academic performance of students in public secondary schools				
15	Indiscipline can lead to close down of schools ,thereby disturbing the academic calendar				
<b>WHAT ARE THE POSITIVE MEASURES/SRATEGIES THAT CAN BE PUT IN PLACE TO CUB INDISCIPLINE IN PUBLIC SECONDARY SCHOOLS</b>					
16	Positive role modeling by parents and teachers				
17	Detention and withdrawal of privileges				
18	Clear guidelines and rules should be put in place				

19	Guidance and counseling should be administered to students regularly				
20	Teachers should enhance positive teacher-learner relationship				