

Indiscipline In Secondary Schools: A Cry To All Stakeholders In Education

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Abstract *The study examined factors responsible for indiscipline among secondary school students and the need for all stakeholders in education to find solutions to the problem of indiscipline in our school system. Survey research design was employed for the study; the study population was all government secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State estimated to be about 3,024. 200 students were used as sample using simple random sampling technique. The study was guided by four research questions. Instrument used for the study was "Students Indiscipline Questionnaire" (SIQ) with 12 items. The instrument was validated by experts and a reliability coefficient of 0.80 was established using test-retest reliability technique. Mean was used as a statistical tool to answer the four research questions. From the findings, parental attitude, government nonchalant attitude, teachers' influence and peer-group influence among others were found to be responsible for indiscipline among secondary school students. Recommendations were also made.*

Keywords: *Indiscipline, Secondary Schools, Cry, Stakeholders and Education*

Introduction

Most schools in the past were voluntary agency schools. As at then, there was high degree of discipline in school. There was harmony as principals, teachers and students demonstrated awareness of their responsibilities in the school. Moreso, parents and teachers shared the same view of students' desirable behaviours. The quality of school system as regards to discipline was very high up till the end of Nigerian civil war in January 1970.

After the civil war, things began to change. All forms of indiscipline were manifested by the students. Indiscipline is negative form of discipline, Zubaidia (2009) citing Dare, Hashim, Sweinan and Ofie (2004) defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. A behaviour that contradicts the above becomes indiscipline. According to Tunor (2002), if students cultivate the habit of discipline in schools, there will be a smooth running in the school system but reverse will be the case if students are not discipline.

Zubaida (2009) identifies various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other anti-social vices. According to Zubaida (2009) and Eyinade (1999), a number of these acts of indiscipline were directed against constituted authorities and established rules. An example of this is refusal to wear the right school uniform and going out of bounds without permission. The respect which teachers command among students had been seriously worn-off. And some teachers have not done much to help the situation by their actions. This problem has turned to a national issue.

Our leaders in the past have tried to remedy this situation but the problem proved not to be solved. One of the cardinal objectives of Education as spelt out in the National Policy on Education (2004) revised, is to inculcate right type of values and attitudes for the survival of the individual and Nigerian society. Onyije and

Ojedapo (2010) identify some factors that cause indiscipline among students such as government nonchalant attitudes to education, parental factors and teachers' attitude.

Therefore there is need to get at the root causes of indiscipline amongst the secondary school students with a view to finding a solution. In this light the researchers concern is to find out factors responsible for indiscipline among secondary school students. With a view to provide solutions in order to make our educational system what it ought to be.

Statement of the problem

The problem of indiscipline in schools has persisted over the years. These acts have either been carried out individually by the students or as a group which result to rioting or revolts. There is no doubt that students indiscipline generally militates against effective teaching and learning and production of useful acceptable members of the society. It is therefore, observed that some parents appear to have denied their parental roles or responsibilities towards their children.

If the teachers are frustrated and lack motivation in themselves, they are not likely to motivate other to learn or occupy their time in productive education. The Government contributes to indiscipline by not providing adequate facilities/equipment in the school. Community/Society influence contributes to indiscipline among secondary school students due to economic recession. Peer-group influence contributes to indiscipline among students in the form of uncomfortable environment where the students are scared of their parents.

Purpose of the study

The purpose of this study is centered on finding out whether:

- a. Parents attitude towards their children contributes to indiscipline among secondary school students.
- b. Teachers attitude towards the students contributes to indiscipline among secondary school students.
- c. Government activities contribute to indiscipline among secondary school students.
- d. Peer-group influence contributes to indiscipline among secondary school students.

Research Questions

The study attempts to proffer answers to the following questions based on the purpose of study.

- i. To what extent is parents influence contribute to indiscipline among secondary school students?
- ii. To what extent does teachers' attitude contribute to indiscipline among secondary school students?
- iii. To what extent does government activities contribute to indiscipline among secondary school students?
- iv. To what extent does peer group influence contribute to indiscipline among secondary school students?

Methodology

Design

This study is a survey study, therefore survey research design was adopted to investigate or appraise the opinion of the people.

The Study Population

The study population comprised of all Government Secondary School students in Ogba/Egbema/Ndoni Local Government Area with a population of Three thousand and Twenty-Four (3,024) students at the senior secondary level.

Study Sample/Technique

The sample was made up of two hundred (200) respondents which are purely students. Simple random sampling technique was used to select these respondents.

Research Instruments

A questionnaire titled "STUDENTS INDISCIPLINE QUESTIONNAIRE" (SIQ) was used for the work. The questionnaire contained twelve items.

Validity Of The Instrument

The questionnaire items were designed with the assistance of measurement and evaluation experts who ascertained face and construct validity of the instrument.

Reliability of the instrument

Test-retest reliability method was used for the reliability of the study. Reliability co-efficient of 0.80 was obtained using Pearson correlation technique.

Administration and Retrieval of Instrument

The instrument was administered directly to the respondents who were guided on how to complete the questionnaire items. All the copies of the questionnaire administered to the students were also retrieved by the researchers at the end of completion on same day.

Technique of Data Analysis

The data analysis technique used was "mean scores" the mean scores of the students in relation to the research questions was used to determine the causes of indiscipline among secondary school students. Any item with 2.5 and above was accepted.

Data Analysis and Results

Research Question One

To what extent does parents influence contribute to indiscipline among secondary school students?
This research question sought to know whether parental attitude towards their children contributes to indiscipline among secondary school students. It comprises of 3 items in the questionnaire as shown below.

Table 1: Summary of Questionnaire items that answer research question one

S/n	Questionnaire item	No. of respondents	Responses				Total		Decision
			SA	A	S	SD	Score	Mean	
1.	I don't go to school regularly because my parents do not provide necessary material for me.	200	320	240	76	2	638	3.19	Agreed
2.	When I do wrong my parents do not punish me	200	368	210	70	3	651	3.26	Agreed
3.	My parents often quarrel and fight at home.	200	280	240	90	5	615	3.08	Agreed

$$\text{Mean Score} = \frac{1904}{600} = 3.17 \text{ or } \frac{3.19 + 3.26 + 3.08}{3} = \frac{9.53}{3} = 3.17$$

The mean score of research question one = 3.17

From the table above, the mean score of the 3 items used to answer research question one is 3.17 which is greater than the cut-off point of 2.5, hence it is agreed that parental attitude as a factor is responsible for indiscipline among secondary school students.

Research Question Two

To what extent does teachers' attitude towards the students contribute to indiscipline among secondary students?

Research question two seeks to know whether teachers' attitude is a factor responsible for indiscipline among secondary school students. This comprises of 3 items of the questionnaire as shown in the table below:

Table 2: Summary of questionnaire items that answer research question two

S/n	Questionnaire item	No. of respondents	Responses				Total		Decision
			SA	A	S	SD	Score	Mean	
4.	My school authorities do not give due attention to welfare of students	200	200	300	90	1	591	2.96	Agreed
5	Little or no attention is paid to students problems by teachers in the school	200	248	300	70	3	621	3.11	Agreed
6	Teacher in my school often ignores students complaints	200	300	243	80	4	627	3.14	Agreed

$$\text{Mean Score} = \frac{1839}{600} = 3.07 \text{ or } \frac{2.96 + 3.11 + 3.14}{3} = \frac{9.21}{3} = 3.07$$

The mean score of research question two = 3.07

From the table above the mean score of the 3 items used to answer research question two is 3.07 which is greater than the cut-off point of 2.5, hence, it is agreed that teachers' attitude as a factor is responsible for indiscipline among secondary school students.

Research Question Three

To what extent does government activities contribute to indiscipline among secondary school students? This research question tends to know whether government activities contribute to indiscipline among secondary school students. This comprises of 3 items of the questionnaire as shown in the table below.

Table 3: Summary of the questionnaire items that answer research question three

S/n	Questionnaire item	No. of respondents	Responses				Total		Decision
			SA	A	D	SD	Score	Mean	
7.	Abolition of corporal punishment in school by government makes student to behave unruly	200	300	240	80	5	625	3.12	Agreed
8.	Lack of infrastructural facilities makes students to behave unruly	200	248	264	90	5	607	3.04	Agreed
9	Inadequate provision of laboratory and workshop equipment makes students to behave unruly.	200	260	234	100	7	601	3.01	Agreed

$$\text{Mean Score} = \frac{1833}{600} = 3.06 \text{ or } \frac{3.12 + 3.04 + 3.01}{3} = \frac{9.17}{3} = 3.06$$

The mean score of research question three = 3.06

From the table above the mean score of the 3 items used to answer research question three is 3.06 which is greater than cut-off point of 2.5, hence, it is agreed that government activities are responsible for indiscipline among secondary school students.

Research Question Four

To what extent does peer-group influence contribute to indiscipline among secondary school students? This research question seeks to know whether peer group influence contributes to indiscipline among secondary school students. It comprises of 3 items of the questionnaire as shown in the table below.

Table 4: Summary of the questionnaire items that answer research question four

S/n	Questionnaire item	No. of respondents	Responses				Total		Decision
			SA	A	D	SD	Score	Mean	
10.	My behaviour changed due to my friends influence	200	320	222	88	2	632	3.16	Agreed
11.	I and my school friends often decide to stay away from school	200	288	225	94	6	613	3.07	Agreed
12.	My friends and I often go to night parties at school	200	280	198	110	9	597	2.99	Agreed

$$\text{Mean Score} = \frac{1842}{600} = 3.07 \text{ or } \frac{3.16 + 3.07 + 2.99}{3} = \frac{9.22}{3} = 3.07$$

The mean score of research question four =3.07

From the table above the mean score of the 3 items used to answer research question four is 3.07 which is greater than cut-off point of 2.5 hence, it is agreed that peer-group influence is one of the factors responsible for indiscipline among secondary school students.

Discussion of findings

To ascertain if parental influence contributes to indiscipline among secondary school students, the questionnaire items 1 to 3 were analyzed in table one (1). The findings revealed that parental influence constituted a contributing factor to indiscipline among secondary school students. The finding also agreed with the remark of Coombs (2000), which state that the difference associated with different home background influences ones life which in turn influences ones behaviour.

To ascertain if teacher's attitude is a contributing factor to indiscipline among secondary school student, items 4 to 6 in the questionnaire were analyzed in table two (2). The findings revealed that teachers attitude is a contributing factor to indiscipline among secondary school students. This is accordance with Rogers (2003) who states that the child is naturally good, but it is the teacher that corrupt him. He also agreed that teachers ignores student's problems and complaints whether academic or otherwise. This prepares ground for indiscipline to the students.

To ascertain if government activities are contributing factors to indiscipline among secondary school students. Items 7 to 9 of the questionnaire were analyzed in table three (3). The findings revealed that government activities are contributing factors to indiscipline amongst secondary school students. Eynade (1999) referred to the issue of non-provision of facilities required to make learning environment conducive to students which in return makes them to be indiscipline.

Essen (1990), also stated the issue of ill equipped laboratories, large and crowded classes as a contributing factor to indiscipline in schools. Onyije and Ojedapo (2010), also point out government nonchalant attitude to provision of materials as cause of indiscipline among secondary school students.

To ascertain if peer group influence is a contributing factor to indiscipline among secondary school students, items 10 to 12 of the questionnaire were analyzed in table four (4). The findings revealed that peer-group influence is a contributing factor to indiscipline amongst the students. According to Iburun (2005), he stated that peer-group is of great importance as it affects young people's way of life. And this relates more to the adolescent stage where most of the respondents belong.

Conclusion

From the findings of the study, it is believed that indiscipline of students is as a result of parental influence, teachers' attitude, government activities and peer-group influence. Therefore, to curb indiscipline among the students, attention must be given to parental influence, teachers' attitude, government activities and peer-group influence.

Recommendations

The findings of the study have revealed that all the factors investigated are important in any attempt to curb indiscipline among secondary school students, hence, the following were recommended:

1. Both the home and school environment should be made exciting and conducive for learning to the children (students), and other educational requirement such as library, laboratory, workshop should be provided and equipped by parents, teachers, government and all stakeholders in education.
2. Cordial relationship should exist between parents and schools authorities through active membership of Parents' Teachers Association (PTA).
3. The mass and electronic media should be used to enlighten all stakeholders in the areas investigated on the effect of indiscipline in the society.
4. There should be reward for good conduct and punishment for bad conduct at home, school and society at large by parents, teachers and government.
5. All schools should have a competent professional Guidance Counselor.
6. Students should be taught on how to have good behaviour and respect by parents, teachers and all stakeholders that will be acceptable in the society.

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