

Research Article

ASSESSMENT OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOL : IMPLICATION FOR COUNSELLING

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ABSTRACT

The study examined assessment of students' indiscipline in secondary schools: implication for counselling. Four research questions were formulated in line with the objective of the study. Survey research design was employed for the study; the study population was all government secondary school students in Edo South Senatorial District of Edo State. The school population was 8,429. 400 students were used as sample using simple random sampling technique. 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. The study reveals that parental attitude, government nonchalant attitude, teachers' influence and peer-group influence among others were found to be responsible for indiscipline among secondary school students. The study Recommended among others in the home parent should live up to their responsibility as the first caregivers of the students by being more concern in what they do and how they do them by combining this with others of their house hold assignment. This will enable them to discover on time any negative behaviour that may lead to indiscipline later on.

Keywords: Indiscipline, Secondary Schools, parental attitude, government attitude, teachers' influence, peer-group influence and counseling implication.

INTRODUCTION

Most schools in the ancient time were voluntary agency schools. As at then, there was high degree of discipline in school. Discipline is among the basic ingredient that plays a crucial role in school system (Amogne 2014). Discipline is one of the basic requirements for successful teaching-learning process in schools and it is one of the subjects of concern for teachers as well as the stakeholder (Asiyai, 2012). It is a means of molding the behaviour of a person and a process of making a student to show acceptable behaviour as a member of the community. Predominantly, discipline problems occur when a student refuses to obey rules of the classroom or school (Temitayo, Nayaya, & Lukman 2013). Lack of discipline in school makes it difficult to teach effectively. (Bradshaw, Korh, Bevans, Lalongo & Leaf 2014) added that students misbehavior is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes (Ajibola & Ali 2014). One of the effects of student indiscipline on teaching learning process is poor performance. The approach taken to the disciplinary action often determines its effectiveness. (Alemayehu 2012) agrees that many traditional approaches to discipline are negative, punitive and reactive, which result in bad feelings for all parties involved (Idu & Ojedapo 2011). A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. (John 2013) avow that the basic theory behind the positive discipline approach is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student

is more likely to respond positively and correct the problem. Since much time is spent on discipline cases, less time on teaching, and this means that the contents are not completed hence students' inadequate preparation for the examinations and learning (Nakpodia 2010; Alemayehu 2012 & Oluremi 2013). Indiscipline is ranked a major problem among secondary school students in Nigeria, therefore schools face a number of challenges related to disruptive and anti social students' behavior (Nakpodia 2010) Discipline is of crucial relevance to all that the school has to offer students including meaningful teaching/learning, satisfactory school climate and effective school management as precursor of success in all school curricular and co-curricular activities (Simatwa, 2012 & Kamandi, 2011) A behaviour that contradicts the above becomes indiscipline. According to (Kamandi 2011), 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. Mgboro (2013) 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 antisocial vices. According to (Maphosa, & Mannan 2011; Simatwa 2012 and Idu & Ojedapo 2011) 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, is to inculcate right type of values and attitudes for the survival of the individual and Nigerian society (Mgboro & Eke 2013). Onyije and Ojedapo (2010) identify some factors that cause indiscipline among students such as government nonchalant attitudes to education,

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parental factors and teachers' attitude. 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 student in discipline 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 them, 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. The study put forth five questions (i) To what extent is parents influence contribute to indiscipline among secondary school students? (ii.) How does teachers' attitude contribute to indiscipline among secondary school students? (iii.) What are government activities toward indiscipline among secondary school students? and (iv.) To what extent does peer group influence contribute to indiscipline among secondary school students? It is against this backdrop, the study examines assessment of students' indiscipline in secondary schools: implication for counselling

LITERATURE REVIEW AND METHODOLOGY

Concept of Discipline

Success does not just happen ordinarily. Individuals want to get somewhere in life and in business. The one common theme that does come up when conversing with successful people is discipline (Asiyai 2012). Whether it is a business person growing an organization or an athlete wanting to medal in competition, discipline is the one element they all have in common. Discipline is a fundamental element in obtaining goals, dreams and desire and very important school factor (Masekoameng 2010). Discipline has been described in various forms. Discipline is the display of behavior that is socially agreed upon as appropriate at a given situation or time. It connotes submission to rules or some kind of order (Oluremi 2013). Similarly, (John 2013) defined discipline as an educative order that is trying to teach the right rules for its intrinsic values. According to Mgboro and Eke (2013), discipline is teaching students to observe school laws and regulations and to respect authorities. Discipline involves submission to rules which structure what one has to learn, whether these rules are of a subject, language, games or living in a society (Asiyai, 2012). However, to Simatwa (2012), discipline is training, not only of the mind, but also in self control and confidence, to produce an orderly behaviour or character in an individual. From the different definitions of discipline, inference can be drawn that discipline is a constructive life style of a human being involving the maintaining of human relationship with others. It involves training that develops good character, orderliness, and promotes efficiency and maximum profitability.

Issues in Disciplinary Measures

School is an institution with a specific purpose, to nurture the youngster in such a way that he will be useful to himself and society. Most of them is behaviours of students in Nigerian secondary schools result from a complexity of factors that reside both within the child and forces outside him. This could be examined under common disciplinary problems and severe disciplinary problems. (Maphosa & Mannan 2011) distinguishes the following ten types of disciplinary

problems which may lead to a learner's suspension, namely; defiance of school authority; not reporting to after-school detention or Saturday school; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission. The other common types of disciplinary problems experienced in secondary schools as mentioned by Osher, Bear, Sprague & Doyle (2010) include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration. Emphasizing that the types of disciplinary problems mentioned above are the ones being experienced in Nigerian secondary schools. Ajibola and Ali (2014) lists several types of misbehavior which make the work of educators difficult. These include; repeatedly asking to go to the toilet; missing lessons, absconding; smoking in the toilets; pushing past the educator; playing with matches in class; making rude remarks to the educator; talking when the learner is supposed to be writing; being abusive to the educator; fighting in class; chasing one another around the classroom; packing up early, as if to leave; taking the educator's property; wearing bizarre clothing and makeup; threatening the educator; leaving class early; and commenting on the work.

Severe Disciplinary Problems

Oluremi (2013) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other. (Temitayo, Nayaya, & Lukman 2013) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- Verbal violence (name-calling, creating disorder, bullying);
- More serious behaviour, including vandalism, theft, blackmail;
- Extortions, or using a weapon on the school premises;
- Planned violence, which includes physical violence with weapons in or outside the school; and
- The sexual harassment of girls.

Causes of Disciplinary Problems

There is every reason to know the causes of these ugly actions and reactions in our institute of learning. In Nigeria for instance, the ills and vices that go on in the society have their effects in schools. Students, teachers and even school managers are involved in one form of indiscipline or the other. Generally speaking, some of the causes are;

Parental/Home Factor

Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Bradshaw *et al.*, (2014), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Kamandi (2011) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Maphosa *et al.*, (2011) affirmed that they have never seen a problem child, only problem parents. Simatwa (2012) also points out that those learners who behave badly at school do not receive proper discipline at home. When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Oluremi (2013) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents

show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a laissez-faire approach towards their children. Some other factors related to the lack of parental involvement in schools that influence discipline are, single parent homes; a lack of parental control at home; the negative influence of television; neighborhood and community problems that influence the home; and values differences between the home and the school.

Political, Social and Economic Factors

Alemayehu (2012) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners’ rights, and of being accused of misconduct. Saying that the over-emphasis placed on learners’ rights may cause a “don’t-care attitude” and a lack of regard for the educators’ role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from others are often misbehaved. According to Ajibola *et al.*, (2014), this situation arises within most families where children feel rejected. They indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to Mgboro, (2013), “These feelings experienced by the child may ultimately develop into what is referred to as „psychological pains“, which may cause problems such as physical assault, gang violence, substance abuse, and many others”. The political situation in Nigeria is also blamed for children’s misbehavior. (Onyije *et al.*, 2010) states that the involvement of the youth in the political stability during national elections caused them to develop arrogance towards adults, that is, both educators and parents”.

School Environment

Every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day. Simatwa (2012) posits that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school community students, staff and parents must know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Kamandi 2011). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment. According to Nakpodia, (2010), “The school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential”. However,

a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members and engage in protest which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco (Idu *et al.*, 2011)

Methodology and Design

The survey research design was adopted to investigate or appraise the opinion of the people. The study population comprised of all Government Secondary School students in Edo south senatorial district Government Area with a population of Eight thousand four hundred and Twenty-nine (8,429) students at the senior secondary level. The sample was made up of four hundred (400) 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. 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 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 Responses	Respondents				Total		Decision
			SA	A	D	SD	Score	Mean	
1	My parents do not bother me on what I watch on TV and social media	400	480	640	152	8	1280	3.20	Agreed
2	My parents do not always punish me when I do wrong	400	668	430	110	6	1214	3.03	Agreed
3	My parents often quarrel when I am being corrected either at home or in school.	400	620	540	100	15	1275	3.18	Agreed

$$\text{Mean Score} = \frac{3769}{1200} = 3.14$$

From the table above, the mean score of the 3 items used to answer research question one is 3.14 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

How does teachers' attitude towards the students contribute to indiscipline among secondary students? Research question two 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 Responses	Respondents				Total		Decision
			SA	A	D	SD	Score	Mean	
1	The school authorities do not give due attention to students grievances	400	692	313	95	21	1121	2.80	Agreed
2	Partiality in decision by teachers on students in the school	400	749	453	123	12	1337	3.34	Agreed
3	High level of handedness by Teachers' on students'	400	701	542	73	17	1333	3.33	Agreed

$$\text{Mean Score} = \frac{3791}{1200} = 3.15$$

From the table above the mean score of the 3 items used to answer research question two is 3.15 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

What are government activities in contributing to indiscipline among secondary school students? This research question 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 Responses	Respondents				Total		Decision
			SA	A	D	SD	Score	Mean	
1	Abolition of corporal punishment in school by government makes student to behave unruly	400	600	487	115	26	1228	3.07	Agreed
2	Insincerity on the government political leaders in keeping their promise on education matters makes students to behave unruly	400	529	753	83	22	1387	3.46	Agreed
3	Inadequate provision of laboratory and workshop equipment makes students to behave unruly	400	646	753	95	33	1527	3.81	Agreed

$$\text{Mean Score} = \frac{4142}{1200} = 3.45$$

From the table above the mean score of the 3 items used to answer research question three is 3.45 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 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 Responses	Respondents				Total		Decision
			SA	A	D	SD	Score	Mean	
1	Evil communication corrupt good manner	400	328	746	55	33	1162	2.91	Agreed
2	My association with school friends has often make me stay away from school	400	629	653	93	32	1407	3.51	Agreed
3	The company of friends has contributed to most of the bad decision I made	400	789	353	135	6	1283	3.21	Agreed

$$\text{Mean Score} = \frac{3852}{1200} = 3.21$$

From the table above the mean score of the 3 items used to answer research question four is 3.21 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

The results from the four hypothesis tested in the study which are: parental influence, teacher's attitude, government activities and peer group influence reveals that they all contribute to indiscipline among secondary school students. These findings were collaborated in the study done by (Idu *et al.*, 2011; Ajibola *et al.*, 2014.)

Implication for Counselling

Decreasing indiscipline behaviour in secondary schools is surely the target of every concerned citizen. The role of the counsellor in achieving this is very paramount. Counsellors should engage in aggressive enlightenment crusade in our schools and pursue the campaign with all inclusive approach from the concerned as a way of inculcating positive behaviour across our schools and implementation of programs that will be useful to reducing as well as eliminating indiscipline behaviour in our secondary school. The enlightenment should include (a) supporting social competence and academic achievement (b) supporting staff behaviour (c) supporting decision making (d) supporting student behaviour.

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. In the home parent should live up to their responsibility as the first caregiver of the students by being more concerned in what they do and how they do them by combining this with others of their household assignment. This will enable them to discover on time any negative behavior that may lead to indiscipline later on.
2. The teachers should create an atmosphere that will enhance cordial relationships exist between students and them. This will help to ease the measures put in place to correct these students when they sometime do wrong and not to see the measures as hatred but out of love for their betterment in the future.
3. The government should encourage, assist and enlighten the all those concerned about the need to discipline any erring students because they are the next generation that will take over from the present. Any society that does not uphold sound values will surely have people of questionable characters, leaders that are not sincere and a society of backwardness.
4. Students should be taught on how to be well behaved, avoid bad peer-group influence with the assistance of competent professional Guidance Counselor

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