

DEVISING PRODUCTIVE MEASURES FOR CURBING INDISCIPLINE IN NIGERIAN SECONDARY SCHOOLS

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Abstract

Act of indiscipline among secondary school students in Nigeria has become unbearable and this ranges from lateness to school, bullying, drug abuse, cultism to mention but a few. This menace no doubt, has been affecting the realization of school goals. This paper x-rayed the curbing of the act of indiscipline among secondary school students. The current measures being taken to curb the menace, the loopholes in the current measures, the productive measures to be taken and the most productive of those measured were all looked into. Four research questions raised and interview was employed as the instrument to collect data. Purpose sampling technique was used to select all the 334 secondary school principals who served as respondents. The findings revealed that counseling and parental involvement were the current measures of curbing indiscipline in secondary school. It also revealed that parent negative reaction to students' discipline was the major loophole in the current measures of curbing indiscipline, while counseling was discovered to be the most productive measures of curbing indiscipline. It was therefore concluded that counseling and parental involvement were the productive measures of curbing indiscipline in Nigerian secondary schools. Recommendations were made among others that the current measure of curbing indiscipline be sustained while parent should change their negative attitude toward curbing indiscipline

Keywords: Productive, Measures, Curbing, Indiscipline and Devising.

Introduction

School remains a preparatory ground to empower and certify the requirements for human development. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the help of good teaching atmosphere (Fafunwa, 2004; Farrant, 2004; Wasagu, 2009). By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of the school climate (Loukas, 2007).

The issue of discipline in Nigerian secondary school system is of great concern to educational administrators, because it affects the students' education and moral wellbeing. After all, Asiyai (2012) posited that education is a critical tool for the transformation of the individual and the society. Secondary education in Nigeria, according to the National Education Policy (2013) is aimed at preparing the individual for useful living within the society and preparation for higher education and for the individual to be able to live a useful life in his society and contribute maximally towards socio-economic and political development of the nation in which he/she belongs. Relevant skills, values, attitudes, knowledge and competencies that will make him to be discipline must be impacted.

Discipline of course, is closely related to the achievements of the objectives of the education. The upshot is that indiscipline among secondary school students is negatively affecting academic performance. In Nigeria today, acts of indiscipline among secondary school students have become major problem in schools and society at large (Korb, 2011). These problems are manifested in the form of destruction of school and public properties, cheating in examinations, alcoholisms, drug addiction, sexual offences, stealing, truancy, rudeness, fighting and bullying. Students' misbehavior is a prevailing problem affecting schools not only in Nigeria but also across many nations around the world. Students' misconduct interferes with teaching and learning and is thought to be precursor later school dropout and similar negative social outcomes.

In secondary school, the situation is worse because the learners as adolescents now become aware of their rights namely: to privacy, to freedom to religion, belief, opinion, and expression among others. According to Pager (1994), educators at one school in the Southwest Nigeria reported high levels of absenteeism, truancy, laziness, substance abuse and subversion of assessment of achievements by learners. Petersen & Rosser (2008) contend that serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs. The problem now is rather alarming and jeopardizing the administration of the secondary school Eke (2018) observed that, indiscipline amongst students is as a result of the breakdown of traditional culture. He further stressed that, this is as a result of unguarded acceptance of modern technology which has affected and twisted our values. Gutuza and Mapoliza (2015) stated that the prevalence of indiscipline in secondary school is caused by the external social environment which students are exposed to through social media. Waithaka (2017) opined that, the problem of indiscipline has persisted over the years. These acts have been carried out either individually by the students or as a group which results to rioting or revolts. There is no doubt that the school 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 them, they are not likely to motivate others to learn. These acts of indiscipline negatively influence the learning and teaching process as they undermine the purpose of education. Indiscipline in secondary schools is caused by an interaction of different factors. Home factors include history of drug and alcohol abuse and violence and socio-economic status of the family. School factors such as unsafe school environment, inappropriate classroom management, teachers humiliating remarks and teacher-pupil relations that are too strict also encourage indiscipline among secondary school students. 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. There is an urgent need to devise productive 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. Recent occurrences of act of indiscipline in secondary schools have proven that the current measures of curbing indiscipline are not yielding positive results. School administrators employ the use of corporal punishment like flogging, crawling on hard surface, carrying of heavy objects and the likes. With all these, the rate of indiscipline act has been on increase in schools. Students engage in all sorts of vices like raping, stealing of school properties, cyber crime, flagrant disobedience to school rules etc. This therefore, calls for alternative measure of curbing indiscipline among secondary school students in view of the fact that the existing measures have proven abortive.

Statement of the Problem

Indiscipline continues to be a growing problem in our schools, these acts include students' absenteeism from school, lackadaisical attitude to duties, persistent lateness to schools, rioting, raping and gang raping, cultism, absenteeism from classes without reason or permission, direct disobedience to school regulations and so on. This trend has affected the attitude of students to study and their perception of school as a whole (Udom, 2010).

Students' indiscipline generally militates against effective teaching, learning and production of useful members of society. Hence, it has significantly affected the production of useful, acceptable and responsible members of the society, which is the primary responsibility of the school. The deplorable state of schools has raised a lot of questions on the role of principals in maintaining school effectiveness. It is therefore necessary to examine productive measures for curbing indiscipline in Nigerian secondary schools

Purpose of the Study

This paper aims at achieving the following purposes;

1. find out the current measures of curbing indiscipline in Nigerian secondary school.
2. to identify loopholes in the current measures of curbing indiscipline in Nigeria secondary schools.
3. to assess the productive measures of curbing indiscipline in Nigerian secondary schools.
4. to establish the identified measures is highly productive.

Research Questions

The following research questions were raised in the course of the study:

1. What are the current measures of curbing indiscipline in Nigerian secondary school?
2. What are the identified loopholes in the current measures of curbing indiscipline in Nigeria secondary schools?
3. What are the productive measures of curbing indiscipline in Nigerian secondary schools?
4. Which of the identified measures is highly productive?

Methodology

This study aimed at devising productive measures of curbing indiscipline in secondary schools. The population of this study comprised all the 344 public secondary school principals in Kwara State. Purposive sampling technique was used to select all the secondary principals in the state at March, 2019. The principals were selected being the administrative heads of their various schools saddled with the responsibilities of maintaining discipline. The study being a qualitative research, unstructured interview was employed as instrument of the study. All the secondary school principals were interviewed with the help of four research assistants and their responses were presented having aligned those responses that are similar.

The validity of the instrument titled Measures for Curbing Indiscipline Interview (MCII) was established by ensuring that the interview was within the content of the purpose of the study. And to ensure the reliability of the study, the interview was first conducted on some principals who were part of the respondents and the interview was re-administered after three weeks and their responses were compared to determine its consistency. Statistical method of Thematic Analysis was used to analyze the data collected from the interview conducted.

Results

Answering Research Questions

Research Question 1: What are the current measures of curbing indiscipline in Nigerian secondary school?

To answer the above research question, responses from the interviewees on the current measures of curbing indiscipline in Nigerian secondary schools were discussed.

The interview conducted in the sample secondary schools on the current measures of curbing indiscipline in Nigerian secondary schools revealed that majority of the interviewees were of the opinions that establishment of guidance and counseling unit in the Nigerian secondary schools and parental involvement were some of the current measures of curbing indiscipline. Based on the responses from the interview conducted among the principals on the aforementioned research question, it was evidenced from the responses derived from their opinions that parent involvement, guidance and counseling and corporal punishment were some of the major current measures of curbing indiscipline in Nigeria secondary schools, but majority of the respondents were of the opinion that parental involvement and establishment of guidance and counseling were the current measures of curbing indiscipline in Nigerian secondary schools. This is therefore in consonance with the findings of Paul (2006) who asserted that indiscipline in Nigerian schools has reached an alarming stage and there is need to involve parents of students for successful

curbing of the menace. He further called for possibility of constant counseling of students on the need to be discipline. In contrary, Charles (2002) stated that many of the discipline measures we have relied on are ineffective especially those that involve demanding, bossing, scolding, warming, belittling and punishing as these tactics can keep behaviour partially under control only for a while. He added that they can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible.

Research Question 2: What are the identified loopholes in the current measures of curbing indiscipline in Nigeria secondary schools?

To answer the above research question, responses from the interviewees on the identified loopholes in the current measures of curbing indiscipline in Nigeria secondary schools were analysis.

Responses to the research question on what are the loopholes in the current measures of curbing indiscipline in Nigeria secondary schools as expressed by the interviewees indicated that parent negative reactions to discipline, lack of proper guidance and counseling and untrained teachers were considered as some of the loopholes. However, majority of the interviewees were of the opinion that parent negative reaction to discipline was found to be the major loopholes identified from the current measures of curbing indiscipline in Nigerian secondary schools. This is therefore in consonance with the findings of Asiyai (2005) who revealed from his research findings that the society based causes of acts of indiscipline include: parental over protection of children, poor value system and injustice in the society indicated by the practices of favouritism, nepotism, and corruption, unwholesome mass media and unsatisfactory home conditions. The poor value systems in Nigerian society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. Hard work is jettisoned while favouritism and nepotism become the order of the day. Unsatisfactory home conditions breed in children a feeling of insecurity and frustration, thus contributing to the formation of deviant and unruly behaviours which they manifest in schools.

Research Question 3: What are the productive measures of curbing indiscipline in Nigerian secondary schools?

To answer the above research question, responses from the interviewees on the productive measures of curbing indiscipline in Nigerian secondary schools were presented.

Responses on the productive measures of curbing indiscipline in Nigerian secondary schools revealed that proper guidance and counseling, parental involvement and strict code of conduct were some of the major productive measures of curbing indiscipline in Nigeria secondary schools as being identified by the interviewees but it was evidenced from all those productive measures that majority of the respondents express the view that proper guidance and counseling and parental involvement were most the most productive measures of curbing indiscipline in Nigerian secondary schools. This finding therefore concurs with the findings of Kiprop (2012) who in his findings revealed that discipline can be sustained through the cooperation of the heads of the schools, staff, student, parents and even the entire

community. He further stressed that counseling from both parents and school teachers will be productive in maintaining discipline in schools.

Research Question 4: Which of the identified measures is highly productive?

To answer the above research question, responses from the interviewers on which of the identified measures is highly productive were analysis.

Interviewees were of the opinion that on the parental involvement and guidance and counseling were highly productive in maintaining discipline in Nigerian secondary school. Majority of the respondents expressed the views that involving parents in curbing indiscipline has been found to be highly productive. Incorporating parents they expressed, has been helping in reducing the rate of indiscipline among secondary school students. They further stressed that counseling has also been found to be highly productive as well. However, parental involvement was considered to be the most productive measure in curbing indiscipline in secondary school. This opinion agrees with the report of Timothy (2008) who stated that, discipline which is said to be the willingness of students to respect the constituted authority, observe and obey school rules and regulations can only be achieved when all hands are on deck i.e. the cooperation and working together of the teachers and parents are needed in achieving high level of discipline in Nigerian schools particularly secondary schools.

Conclusions

Based on the findings of the study which stemmed from the data collected and presented the following conclusions were drawn.

1. Parental involvement and proper counseling were the current measures of curbing indiscipline in Nigerian secondary schools.
2. Parent negative reaction to discipline was found to be the major loopholes identified from the current measures of curbing indiscipline in Nigerian secondary schools.
3. Proper guidance and counseling and parent involvement were the most productive measures of curbing indiscipline in Nigerian secondary schools.
4. Parent involvement was the highly productive measures of curbing indiscipline in Nigerian secondary schools because homes play a lot in the advancement and proper upbringing of the child.

Recommendations

From the findings and conclusions of this study, the following recommendations were made:

1. Corporal punishment and expulsion should be discouraged among the teachers because of their negative psychological effects on the students as established by the scholars.
2. Parents should continue to be involved in efforts taken to curb indiscipline among secondary school students.
3. Parents should always be advised to change their negative attitudes towards their children discipline both at home and in school. They should be counseled to be supportive to the school efforts in curbing indiscipline.
3. School authorities should always employ counseling as a means of curbing indiscipline among secondary school students.

4. Each school should have a set of rules and regulations that will guide all actions and in-actions of the students during school hours and should be constantly read to the hearing of all students.
5. 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.
6. Cordial relationship should exist between parents and schools authorities through active membership of Parents' Teachers Association (PTA).

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