# STUDENTS' PERCEPTION OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

**UKALA**, **Chinyere Catherine (Ph.D)**
kateukala@gmail.com
Department of Educational Management
Faculty of Education
University of Port Harcourt

## ABSTRACT

This study examined students' perception of discipline in secondary schools in River State, Nigeria. Two research questions and two hypotheses guided the study. The study was an analytical survey involving the administration of a five-point self-administered questionnaire with 67 items on 2980 SSIII students in 5 local government areas of River State. The response rate was 72%. A 4-point likert-scale was used to elicit response from respondents. Data collected were analysed using comparison of mean, standard deviation, t-test and analysis of variance. The instrument was validated by cross-matching the questionnaire with research questions and hypotheses and scrutinized by some expert in the related areas of interest. A test-re-test of the instrument was carried out on some SSIII students who did not form part of the study. The findings revealed among others that students' perception of what constitutes disciplinary offences are: stealing, impersonation, smoking, late coming to school, truancy and examination-malpractice. Their perception of discipline is not influenced by their gender or type of school they attend. It also identified their perception of inhibitors of discipline as lack of proper upbringing, lack of career prospects, de-boarding of the school system and eradication of corporal punishment. The study also revealed that there was no significant difference in their perception of inhibitors when classified under gender and type of school. Based on these findings the following recommendations were made. Orientation programmes should be organized so that the students would be well informed of what constitutes discipline in the secondary school system. Teachers and students should come up with appropriate disciplinary actions to be metered out to erring students. Career awareness programmes on occupational prospects should be a regular feature in their academic programme. Government should renovate the dilapidated school dormitories, equip the school properly and boarding made compulsory for students.

## INTRODUCTION

The high incidence of bad behaviours in schools today may be attributed to lack of discipline both in the home and at schools. Discipline may be defined as the act of imposing order upon others to gain compliance. According to Webster's Ninth New collegiate Dictionary, discipline is the training that corrects moulds or perfects the mental faculties or moral character. It also defines it as control gained by enforcing obedience or order, orderly or prescribed self-control, a rule or system of rules governing conduct or activity. As a social system, schools are people, goal oriented, normative and sanction bearing. Schools are confronted with students discipline and mandatory participation which could accentuate the problem of student control. Control is a serious problem pervading and permeating all organisations, especially schools.

In every organisation be it schools or otherwise, there are written laws, rules or regulations that guide the behaviours of the individuals. In the larger society we have the constitution

while in the schools we have the rules and regulations binding the students and everybody within the system. The rules and regulations differ slightly from one institution to another and also in the distribution of powers among them. Most times, it is the legal frame work of reference for the machinery of the school system and reference is made to it when any individual or group of individuals go against the ethics of the system or feel that their rights have been trampled upon.

The school as a government institution is managed by the state school board. States school board are quasi corporate bodies created by the state to exercise certain delegate power on other local schools. On the other hands the national policy on education stipulates that the aim of secondary education will include the preparation of the individual for useful living within the society and preparation for higher education. For this aim to be achieved, therefore, discipline has to be instilled into the students. The complexities of the society have made it imperative that young people contend with many problems. Therefore, principals and teachers need to exhibit disciplined behaviour to enable the younger ones emulate. Everyone should recognize that if political, economic, and technological advancement can be attained, the society has to be disciplined in all ramification. Being educated in the proper sense involve showing an ability to reach some level of conduct which society arbitrarily sets up and expects, (Ukeje, 1979) in Ireyefoju (2015).

The school board as a government agent for public education has the power to regulate and establish the disciplinary codes of conduct in schools. These codes of conducts are to help teachers and school administrators maintain discipline in order to create and maintain a conducive atmosphere for teaching and learning to take place. In their quest to ensure that students acquire good disciplinary behaviour, often run into conflict with students and probably result into serious problems.

However, what we should all have in mind is that this stage of the student is the adolescence age. It is the age of fantasy, a period of turbulence, a period to explore and most times live dangerously. At this point their perception is based on their level of physical and cognitive development. And they feel they know it all. According to Lovel, (1968), the adolescence relationship with adults, whether parents, teachers or others are frequent source of difficulties.

This stage in students' life is a stage of narcissism. In other words they are more interested in immediate gratification. Moreover it is a period of experimentation and exploration, to say the least. At this period of development, they experience identity crisis. Sequels to this student respond negatively to an unpleasant and undemocratic atmosphere such as promotion repetition policies and unwillingness to co-operate with existing laws and regulations. Such situations could provide outlets for the perception of discipline at variance with that of the teachers and the school system. However, to compound the situation, parents often interfere with discipline processes in schools. Therefore to instill discipline in students becomes a serious source of concern to the teachers especially having realized the importance of education to the development of the society and the moral decadence in the country today. This is a stumbling block to effective school management and class control because it disrupts teaching and learning in the schools. Indisciplined school leavers are more susceptible to corruption and other vices in the society. The society in effect suffers in the end as it has been for couple of years now. This hinders effective planning which invariably affect the school output.

In most secondary schools, cases of disciplinary problems had led to loss of lives, students have taken the laws into their hands. Often times they engage themselves in looting of the school and private property, harassing the junior students and even harassing and molesting their teachers. All these show that the modern day teacher has a lot to cope with and tackle. It then becomes necessary that efforts have to be made to curb these ugly occurrences in our schools and society at large.

A lot of money had gone into workshops, symposium and so on, on how to remedy the problem of discipline still remains unsolved. It is therefore imperative that student may have their perception of what discipline is, different from the teachers' and also that of the society. Or on the other hand, the students are being told what to do while teachers and the society are seen and observed by the student doing another. This is true because the researcher's interaction with these students, revealed that the students may at times do not understand why certain acts should be regarded as punishable; (rules which forbid students from cheating in examination hall, sexual harassment, mode of dressing, smoking habit, and other vices).

The incessant cases of student's unrest in Institution of higher learning could be traceable to lack of discipline both at home and school. Thus, the secondary school becomes a vital ground for resolving conflicting perception of discipline and code of conduct. As a result of this, the solution for curbing this loose conduct could lie in identifying how the student perceives the acts and how the teachers and the society at large are practicing them. A solution based on a striking of balance between the students and the populace is a very important step towards curbing problems of discipline in secondary schools. As a matter of fact, there must be a point of convergence between the adults and the adolescence. Green (1988) cited in Grelle (2016) Religion goes further to say that what is true for the individual personal existence is also true for social and collective life. Human society is predicted on our individual capabilities for self-sacrifice and self-restraints. While writing on the nine to thirteen (9-13) year old pre-adolescent;(Redl1949), in Pratkanis(2011),claimed that:

> they are losing the little of their childhood charm becoming awkward
> in appearance, untidy in habit, confused and irritating in behaviour.
> This does not mean that something is wrong with them. It is native
> way of loosing up the childhood pattern of life before all the many
> adolescent change take place and are fully established (p. 315-328).

On the other hand, Adesina (2010) sees discipline in terms of respecting school rules and regulation and maintaining an established standard of behaviour. He conceived lack of discipline as misbehaviour in any of the above areas.

**Statement of the Problem**
In most schools today there seems to be numerous cases of stealing, dishonesty, truancy, insubordination, assault, bullying, among others, which students see as normal behavioural patterns of life. For instance students practice pilfering other student's money, biro, lunch packs and so on. These call they "fast hands" without perceiving it as stealing. They come to school late and leave earlier than normal without seeing anything wrong with that. Thus students are known to have complained on certain occasion that they do not understand why they should be punished for certain acts. This leads to protest and violence by students, while on the other hand, parents, teachers and government are worried about the implication of lack of discipline in secondary schools at this time of scarce resources and also the deviant behaviour of students from what used to be normal school scenario in the past. With these, parents, teachers, and all stake holders in education including the researcher are bordered and want to find out what is causing lack of discipline in the school system. Moreover, to find

out how these students perceive disciplinary behaviour whether it is in congruent with the rules and regulations of the school system and whether the way the adults perceive discipline is different from that of the students or the reflection of what is happening in the society or is it partly on what they see or perceive from their teachers behavioural attitudes and ethical code of conducts.  However, it is assumed that if students are directed and controlled they will develop self-discipline. But does it always follow? Or does this assumption based partly on sound principled and partly on wishful thinking?  These questions form the bases of the problem of this study and answers to them. Therefore, efforts have to be made to find out students' perception of these vices that are in the school system.

## Aim and Objectives of the Study
The aim of this study was to investigate students' Perception of Disciplinary offences in Secondary Schools in Rivers State. Specifically; the objectives of the study were to:
1. Find out students' perception of disciplinary offences in the secondary schools system.
2. To identify factors that inhibits their perception level of discipline.

## Research Question

1. What are students' perceptions of disciplinary offences in the secondary school system?
2. What are the factors inhibiting students' perceptions of disciplinary offences in secondary schools?

## Hypotheses:
1. There is no significant difference between male and female students in their perception of disciplinary offences in secondary schools.
2. There is no significant difference among students of co-education and single sex schools in factors inhibiting student's perception of disciplinary offences in secondary schools.

## LITERATURE REVIEW
### Perception
Perception is the way we see, view, feel, notice things generally. It is the way we understand things, our knowledge about the true nature of something. It is the act of interpreting a stimulus registered in the brain by one or more sense mechanisms. While the act of receiving these stimuli are similar from one individual to another, the act of interpretation. These stimuli may easily differ from one person to another. According to Advanced Learners Dictionary, perception is a noun, meaning the process by which we become aware of changes through the sense of sight, hearing, and so on. The act of perceiving means our ideas of how things should be or ought to be. Perception is a pervasive factor in determining the direction of behaviour. It is how you perceive a phenomenon that will determine how you will respond to it. The perception and understanding of one's environment are closely linked. This is because it is only that which one perceives that he can understand and how he perceives such phenomenon will ultimately influence how the person understand it. Lovelll (1968) sees perception as our interpretation of things affected by mental set, attitudes, expectation or at a given moment, so much so that we sometimes perceive quiet falsely, that which we have been expecting to perceive.  The Gestalt school of psychology were of the view that our perception about things has a natural tendency of being seen as 'one'. In the words of Lovell (1968) he explains this by saying that, Gestalt or configuration theory maintains that this tendency to organize is unlearnt and that the organisation always take place in such a way that the principles of 'law of good pattern' holds. By this we mean that the individual always

forms as good a pattern as possible. Thus, when a person see a pattern he will see it in such a way that the resulting figure is as stable, simple, regular, unified and so on as possible.

However, other psychologist such as Piaget (1992), Kegan (1992), Watson (1996) while maintaining that Gestalt psychologist have certainly, shown that there are innate factors involved in perception. They think that they have gone far in ignoring the part played by learning and experiences in the perception of things, they are of the opinion that past and present experiences make the unified perception possible. In other words perception represent the way we see things based on our past and present experiences to suit our goals. The way we see things at any giving time therefore depend not only on the nature of the things seen or perceived but also on the  background, experiences feelings of the moment, likes or dislikes, desire, attitudes and our objectives. In this regard, it can be argue that situations may be viewed differently by different groups of the society.  Therefore, in the school setting for instance, it may not be out of place to see teachers and students differing in their opinion about certain school conduct depending on how each of the group perceive themselves in relation to the issue at hand. The way students perceive any situation is inevitably related to some previous sensory experience. If the previous experience occurs frequently, their reaction becomes that of a habit, which they find difficult to part with. This however does not only apply to students of this age but to adult and man in general. In the schools, where teachers and students belong to different social status, the influence of such differences and experiences is bound to make their perception of certain aspects of school expectations differ. More so, students perception at this level is largely a process of inferences based on their own past experiences and environmental factors. These factors are both internal and external influences.

**Discipline**
Is "discipline" concerned with preventing misconduct or with punishing it? The word according to the American Heritage Dictionary of the English Language refers to both prevention and remediation. It can be "training that is expected to produce a specified character as pattern of behaviour or controlled behaviour resulting from such training, but it can also be punishment that is intended to correct or train". Discipline is the training of the mind and character to produce self-control.

Achebe 2015 sees discipline as compliance with the rules of natural justice. This implies that in a society where people are disciplined, they live harmoniously with each other and achieve their goals in life in an orderly environment. It is also imperative that discipline is one of the conditions for human happiness and self-fulfilment.  That on purely individual level, that this truth impresses itself on us as we mature and learns that the attainment of our most important purpose in life requires self-discipline and willingness to differing immediate gratification. However, in the school context discipline could be seen as the training to obey or abide by the school rule and regulations.

**Factors that influence students' perception and disciplinary behaviours.** The internal factors are those that relate directly to the students such as family background, peer group, ethos of the school, level of educational facilities, and infrastructures available in the school. However the external factors addresses the influence the larger society has on these students. Reward which accrue from discipline from members of the society philanthropic organizations, non-governmental organisations (NGO) and government organizations. Also lack of job for school-leavers demotivates students perception and behavioural attitudes.

**Disciplinary behaviour in the schools system:** Ukeje (2010) maintained that problem of discipline is the greatest problem facing Nigeria as a developing nation. School personnel, students and parents call attention to the high incidence of related problems in school environment such as drug abuse, cheating, insubordinations, truancy, and intimidation, among others which result in countless school and classroom disruptions that lead to riots and other vices. In the words of Cotton, (1990), he says, American classrooms once frequently plagued by other more minor kinds of misbehaviour which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of classroom time is taken up with activities other than instruction, and discipline problems are responsible for significant portion of this lost in instructional time. This shows that lack of discipline in the school system has become a global issue that needs serious attention and remedies.

In all, it could be seen that there is lack of discipline in schools especially in secondary schools. This high rate of lack of discipline is more rampant among the students between ages of 15-19 years; which are the ages of adolescence. Discipline relates to those behaviours that are in line with established or stipulated rules and regulation. Also, the general perception is that some students are deviants merely as a result of their failure to discriminate between the rules of their homes and those of the school. In other words, there is a conflict between the students' behaviour objectives at home and at school. The students' perception of the school rules and that of the home is viewed differently from one student to another. The students' perception of rules and regulations of the rules and regulations either negatively or positively is determined by the upbringing that he receives at home. Furthermore, the school is the point focus. The teacher is the one who interface with students more and as such he is the link between the students and the parents. The teacher could serve as a role model either negatively or positively. So the teacher behaviours affect the students tremendously, hence in a general view, when the school authority is lacking discipline, that is, when the authority has no firm control and sense of direction on the teacher and those who are responsible to enforce discipline in schools. Invariably, the students drift from the rules and regulations, which make room for lack of discipline and negative perception.

Consequently, it could be seen that the school, parents or guardians, school authorities, law makers, the students and the society in general stand to gain a lot from enforcing discipline in schools. Lack of discipline should be vehemently discouraged by all and possibly enact punishment in consonance with the indisciplined act. Thus when law and order are maintained, the school, students, parents and the society are happy to live in a crime-free environment.

**Methodology**
The study was a survey involving the administration of a five-part self-administered questionnaire with 67 items on 2,980 SS 111 students in 5 L.G.A. representing a sample from the entire targeted population of all senior secondary schools students in Rivers State. To ensure the validity of the instrument, questionnaire was cross-matched with research question and hypotheses under some experts in the area. Reliability of the instrument was based on test-re-test-method. The response rate was about 72%. A 4-point likert scale was used to elicit response from the respondents. The options weighted 1 to 4 were – strongly agreed, agreed, strongly disagreed and disagreed.

**Presentation and Analysis of Data**
**Research question 1:** what are students' perceptions of disciplinary offences in the secondary school system?

**Table 1**: Mean and Standard Deviation (**SD**) of perception of discipline amongst secondary school students in the school system.

| Perception Variables | Groups | Number | X | SD |
|---|---|---|---|---|
| 1. Stealing | Grp 1 | 560 | 2.48 | .72 |
| | Grp 2 | 832 | 2.54 | .76 |
| | Grp 3 | 766 | 2.46 | .62 |
| 2. Dishonesty | Grp 1 | 560 | 2.45 | .68 |
| | Grp 2 | 832 | 2.44 | .74 |
| | Grp 3 | 766 | 2.48 | .63 |
| 3. Disobedience | Grp 1 | 560 | 2.51 | .69 |
| | Grp 2 | 832 | 2.50 | .74 |
| | Grp 3 | 766 | 2.48 | .62 |
| 4. Truancy | Grp 1 | 560 | 2.51 | .69 |
| | Grp 2 | 832 | 2.50 | .81 |
| | Grp 3 | 766 | 2.48 | .59 |
| 5. Drug Abuse | Grp 1 | 560 | 2.44 | .70 |
| | Grp 2 | 832 | 2.27 | .75 |
| | Grp 3 | 766 | 2.46 | .61 |
| 6. Wickedness | Grp 1 | 560 | 2.48 | .73 |
| | Grp 2 | 832 | 2.41 | .77 |
| | Grp 3 | 766 | 2.45 | .62 |
| 7. Mass Demonstration | Grp 1 | 560 | 2.45 | .66 |
| | Grp 2 | 832 | 2.35 | .76 |
| | Grp 3 | 766 | 2.49 | .56 |
| 8. Exam Malpractices | Grp 1 | 560 | 2.44 | .65 |
| | Grp 2 | 832 | 2.47 | .74 |
| | Grp 3 | 766 | 2.47 | .60 |

The table above shows the extent to which students accurately perceive discipline in senior secondary school system in Rivers State. Eight areas of disciplinary behaviours were examined. The mean score and standard deviation of their perception presented in table 1 above ranged between 2.44 and 2.51 for group 1 (boys), 2.27 and 2.52 in group 2 (girls), and 2.45 and 2.49 for group 3 (mixed school). Since the instrument used for this study was weighed in a 4 point likert scale, this range of mean is bearing on the border line of positive (2.50 is the lower limit for positive) for only the first 2 groups (group 1 & 2) and negative for group 3 (mixed school). It can deduced here that students have a very low perception of disciplinary offences.

Their perception is merely positive for group 1, when it concerns truancy. For group ii, is also being positive when it concerns stealing and truancy. For the third group, there is no positive score in their perception of disciplinary behaviour. However, group iii, do not perceive any of these eight perceptive variables as disciplinary behaviour. The areas group i and ii do not perceive as disciplinary behaviour are clearly examination malpractice, mass demonstration, wickedness, drug abuse, disobedience and dishonesty. The standard deviation of their perception falls between the same range for each category of respondents (.65-.71) for group i, (.74-.81) for group ii and (.56-.63) for group iii. This is an indication that they significantly have some reasonable level of consensus perception on the subject of disciplinary behaviour comment.
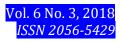
**Research Question 2**: What are the factors inhibiting disciplinary behaviour amongst students in secondary school system?

**Table 2:** Mean and Standard Deviation (**SD**) on factors inhibiting discipline amongst students in SSIII of secondary school students in Rivers State.

| Perception Variables | Groups | Number | X | SD |
|---|---|---|---|---|
| 1. Lack of money | Grp 1 | 554 | 2.38 | 1.10 |
| | Grp 2 | 832 | 2.41 | 1.13 |
| | Grp 3 | 766 | 2.45 | 1.09 |
| 2. Lack of parental care | Grp 1 | 554 | 2.50 | 1.10 |
| | Grp 2 | 832 | 2.53 | 1.13 |
| | Grp 3 | 766 | 2.41 | 1.09 |
| 3. lack of proper up bringing by parents | Grp 1 | 554 | 2.43 | 1.11 |
| | Grp 2 | 832 | 2.57 | 1.08 |
| | Grp 3 | 766 | 2.48 | 1.11 |
| 4. parents not living together | Grp 1 | 554 | 2.48 | 1.15 |
| | Grp 2 | 832 | 2.40 | 1.13 |
| | Grp 3 | 766 | 2.45 | 1.12 |
| 5. stringent dormitory rules and regulation | Grp 1 | 554 | 2.50 | 1.10 |
| | Grp 2 | 832 | 2.39 | 1.11 |
| | Grp 3 | 764 | 2.49 | 1.12 |
| 6. inadequate number of teaching staff | Grp 1 | 554 | 2.41 | 1.09 |
| | Grp 2 | 832 | 2.38 | 1.09 |
| | Grp 3 | 765 | 2.48 | 1.13 |
| 7. high cost of text books | Grp 1 | 554 | 2.40 | 1.13 |
| | Grp 2 | 832 | 2.45 | 1.12 |
| | Grp 3 | 766 | 2.49 | 1.13 |
| 8. lack of good science lab. | Grp 1 | 554 | 2.47 | 1.14 |
| | Grp 2 | 832 | 2.36 | 1.09 |
| | Grp 3 | 764 | 2.48 | 1.13 |
| 9. lack of boarding houses | Grp 1 | 554 | 2.43 | 1.12 |
| | Grp 2 | 832 | 2.28 | 1.10 |
| | Grp 3 | 764 | 2.44 | 1.12 |
| 10 quality and quantity of dormitory accommodation | Grp 1 | 554 | 2.37 | 1.10 |
| | Grp 2 | 832 | 2.34 | 1.09 |
| | Grp 3 | 766 | 2.43 | 1.10 |
| 11 frequent strike actions by teachers | Grp 1 | 554 | 2.41 | 1.13 |
| | Grp 2 | 832 | 2.40 | 1.10 |
| | Grp 3 | 766 | 2.47 | 1.12 |
| 12 increase in boarding fees | Grp 1 | 554 | 2.42 | 1.11 |
| | Grp 2 | 832 | 2.36 | 1.11 |
| | Grp 3 | 766 | 2.35 | 1.12 |
| 13 weeding examination forms | Grp 1 | 554 | 2.37 | 1.13 |
| | Grp 2 | 832 | 2.34 | 1.10 |
| | Grp 3 | 766 | 2.38 | 1.11 |
| 14 Eradication of corporal punishment in the school system | Grp 1 | 554 | 2.45 | 1.14 |
| | Grp 2 | 832 | 2.32 | 1.08 |
| | Grp 3 | 766 | 2.47 | 1.10 |
| 15 Introduction of mass promotion by the school board | Grp 1 | 554 | 2.37 | 1. 12 |
| | Grp 2 | 832 | 2.41 | 1.11 |
| | Grp 3 | 766 | 2.45 | 1.12 |
| 16 Abolition students | Grp 1 | 554 | 2.48 | 1.13 |

| | | | | | |
|---|---|---|---|---|---|
| | unionism | Grp 2 | 832 | 2.43 | 1.11 |
| | | Grp 3 | 766 | 2.38 | 1.10 |
| 17 | Lack of adequate school infrastructure | Grp 1 | 554 | 2.41 | 1.10 |
| | | Grp 2 | 83 | 2.38 | 1.10 |
| | | Grp 3 | 766 | 2.43 | 1.14 |
| 18 | Teachers not giving enough incentives | Grp 1 | 554 | 2.49 | 1.14 |
| | | Grp 2 | 832 | 2.29 | 1.12 |
| | | Grp 3 | 766 | 2.42 | 1.13 |
| 19 | Lack of job for secondary school leavers | Grp 1 | 554 | 2.43 | 1.12 |
| | | Grp 2 | 832 | 2.25 | 1.17 |
| | | Grp 3 | 733 | 2.40 | 1.11 |

The second research question was raised to determine the factors inhibiting students' disciplinary behaviours. The result of data analysis addressing this question is presented in table 3 using mean score and standard deviation of the 3 groups (school type). 19 variable areas of disciplinary inhibitions were used to determine the factors inhibiting their disciplinary behaviour. The mean score range from 2.37 and 2.50 for group 1 (boys school), mean score 2.25 and 2.57 of group 2 (girls school) and 2.35 and 2.49 for group 3 (mixed school). With this it is clear from the data that most of these factors do not inhibit students' disciplinary behaviour except in few cases, example, (lack of parental care) where group 1 and group 2 identified inhibit disciplinary behaviour. Also group 2 (boys) identified lack of proper upbringing by parents as n inhibition though barely positive boarder line of 2.57. And lastly group 1 (boys) also recognized stringent dormitory rules and regulation as an inhibition at a mean score of 2.50. However, the other 16 inhibition variable do not in any way inhibit the 3 groups of students in disciplinary behaviour. On the other hand the SD for the groups ranged from 1.09 & 1.15 for group one is 1.08 & 1.17 for group two and 1.09 &1.13 for group three.

**Hypothesis 1:** There is no significant different between male and female students in their perception of disciplinary offences in secondary schools.

**Table 3:** T-Test Analysis of male and female perception of disciplinary behaviours in secondary schools.

| Group as Variables | | | N | $\overline{X}$ | SD | DF | T cal-value | Table value | 2 part segment | Rmks |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Stealing | Male | 967 | 2.48 | .67 | | | | | |
| | | Female | 1191 | 2.50 | .73 | 2156 | .83 | 1.96 | .41 | NS |
| 2. | Dishonesty | Male | 967 | 2.47 | .65 | | | | | |
| | | Female | 1191 | 2.45 | .72 | 2156 | .87 | 1.96 | .38 | NS |
| 3. | Disobedience | Male | 967 | 2.47 | .66 | | | | | |
| | | Female | 1191 | 2.44 | .71 | 2156 | 1.04 | 1.96 | .30 | NS |
| 4. | Truancy | Male | 967 | 2.50 | .66 | | | | | |
| | | Female | 1191 | 2.50 | .75 | 2156 | .10 | 1.96 | .92 | NS |
| 5. | Drug Abuse | Male | 967 | 2.46 | .66 | | | | | |
| | | Female | 1191 | 2.32 | .71 | 2156 | 4.66 | 1.96 | .00 | Sig |
| 6. | Wickedness | Male | 967 | 2.47 | .67 | | | | | |
| | | Female | 1191 | 2.42 | .74 | 2156 | 3.45 | 1.96 | .00 | Sig |
| 7. | Mass | Male | 967 | 2.48 | .62 | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Demonstration | Female | 1191 | 2.38 | .71 | 2156 | 3.45 | 1.96 | .00 | Sig |
| 8. | Exam Malpractices | Male | 967 | 2.46 | .63 | | | | | |
| | | Female | 1191 | 2.46 | .70 | 2156 | -.05 | 1.96 | .96 | NS |

This hypothesis was analysed by the use of t-test. The result of the analysis was shown on table 3 above. As shown on the disciplinary perception of male and female students were compared for eight disciplinary areas. The difference was found to significant only in 3 areas (drug abuse, wickedness and mass demonstration). For the remaining areas of disciplinary perception, male students do not differ significantly in the level of the disciplinary behaviour. For the 3 areas where there were significant differences, the mean score of disciplinary perception is higher for male. This means that male students have a better perception on these disciplining behaviour than their female counterpart. Consequently, we reject the null hypotheses for the 3 areas where there is significant difference and conclude that there is a partial significant difference between male and female students in their perception of drug abuse, mass demonstration and wickedness as disciplinary behaviour. On the other hand, we do not reject the null hypotheses but conclude that there is no significant difference between male and female student in their perception of discipline, dishonesty, truancy and examination malpractices as disciplining behaviour.

**Hypothesis 2:** There is no significant difference amongst students of co-education and single sex schools in factors inhibiting students' disciplinary behaviour in secondary schools.

**Table 4**: A comparison of the school type on factors inhibiting discipline in secondary schools.

| Inhibiting Variables | Source | DF | Sum of squares | Men squares | F | P | Rmks |
|---|---|---|---|---|---|---|---|
| 1. Lack of money | Between Groups Within Group Total: | 2 2149 1251 | 1.98 2641.13 2643.11 | .99 1.23 | .80 | .45 | N.S |
| 2. Lack of parental care | Between Groups Within Group Total: | 2 2149 1251 | 5.83 2681.27 2687.10 | 2.91 1.23 | 2.34 | .10 | N.S |
| 3. lack of proper up bringing by parents | Between Groups Within Group Total: | 2 2148 1250 | 7.43 2606.32 2613.75 | 3.72 1.21 | 3.06 | .05 | 1&2 Sig |
| 4. parents not living together | Between Groups Within Group Total: | 2 2149 1251 | 2.21 2764.50 2766.51 | 1.10 1.29 | .86 | .42 | N.S |
| 5. stringent dormitory rules and regulation | Between Groups Within Group Total: | 2 2147 1249 | 5.85 2644.71 2650.57 | 2.93 1.23 | 2.38 | .09 | N.S |
| 6. inadequate number of teaching | Between Groups Within Group | 2 2148 1250 | 4.55 2616.32 2620.86 | 2.27 1.22 | 1.87 | .16 | N.S |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | staff | Total: | | | | | | |
| 7. | high cost of text books | Between Groups Within Group Total: | 2 2149 1251 | 2.96 2725.78 2728.74 | 1.48 1.27 | 1.17 | .31 | N.S |
| 8. | lack of good science lab. | Between Groups Within Group Total: | 2 2146 1256 | 7.18 2666.08 2673.26 | 3.59 1.25 | 2.89 | .06 | N.S |
| 9. | lack of boarding houses | Between Groups Within Group Total: | 2 2145 1247 | 12.13 2657.18 2669.31 | 6.06 1.24 | 4.90 | .01 | 2&1 Sig |
| 10 | quality and quantity of dormitory accommoda tion | Between Groups Within Group Total: | 2 2148 1250 | 3.34 2575.39 2578.73 | 1.67 1.20 | 1.39 | .25 | N.S |
| 11 | frequent strike actions by teachers | Between Groups Within Group Total: | 2 2147 1249 | 2.62 2677.71 2680.34 | 1.31 11.25 | 1.05 | .35 | NS |
| 12 | increase in boarding fees | Between Groups Within Group Total: | 2 2148 1250 | 1.47 2662.10 2664.16 | .73 1.24 | .59 | .55 | NS |
| 13 | weeding examination forms | Between Groups Within Group Total: | 2 2148 1250 | 2661.72 2662.34 9.87 | .30 1.24 | .24 | .78 | NS |
| 14 | Eradication of corporal punishment in the school system | Between Groups Within Group Total: | 2 2148 1250 | 9.87 2620.87 2630.69 | 4.49 1.22 | 4.04 | .02 | 2&3 Sig. |
| 15 | Introduction of mass promotion by the school board | Between Groups Within Group Total: | 2 2148 1250 | 2.15 2613.94 2676.10 | 1.08 1.24 | .86 | .42 | NS |
| 16 | Abolition students unionism | Between Groups Within Group Total: | 2 2148 1250 | 3.70 2643.62 2647.32 | 1.85 1.23 | 1.50 | .22 | NS |
| 17 | Lack of adequate school infrastructur | Between Groups Within Group Total: | 2 2148 1250 | 1.07 2678.08 2679.15 | .54 1.25 | .43 | .65 | NS |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | e | | | | | | | |
| 18 | Teachers not giving enough incentives | Between Groups Within Group Total: | 2 2145 1247 | 13.24 2730.72 2743.96 | 6.62 1.27 | | 5.20 | .01 | 2&1 Sig. |
| 19 | Lack of job for secondary school leavers | Between Groups Within Group Total: | 2 2113 1115 | 13.22 2739.29 2743.51 | 6.61 1.29 | | 5.11 | .00 | 2&3 Sig. |

The hypothesis here was subjected to statistical test through the use of ANOVA and the result is shown in table 4 above. Summary of ANOVA as presented in table 4 shows that the 'P' value for 'F' ratio is significant only for 5 areas of inhibition variables. These areas are lack of proper upbringing, lack of boarding houses, eradication of corporal punishment in school system, teachers not giving enough incentives and lack of job for secondary school leavers. On the other hand there is no significant difference in the other 14 areas.

We therefore reject the null hypothesis for the 5 areas where there are significant differences among the types of schools. A post hoc analysis also reveal group 1&2 as significant in the lack of proper upbringing by parents, group 2&1 and 2&3 respectively are significant in lack of boarding houses. Group 2&3 differs significantly on their inhibition of eradication of corporal punishment in the school system. Group 2&1 also differs significantly in their inhibition with regard to teachers not giving enough incentives and the 3 school type (groups) were significant at lack of job for secondary school leavers.

The first issue addressed in this study is to ascertain the extent to which students accurately perceived discipline in the secondary school system. Eight areas of disciplinary behaviour were examined and it was found that students have a very low perception of disciplinary behaviour. Their perception is merely positive for male students when it concerns truancy and for female students when it concerns stealing and truancy. The issues that students do not perceive as disciplinary behaviour are clearly examination malpractice, for both male and female students and drug abuse, wickedness and mass demonstration and disobedience for female students. These findings are consistent with those of (Achebe 2015), which showed that indiscipline pervade our life so completely that one may be justified in calling it the condition par excellence of contemporary Nigerian society. This implied that male and female students do not differ significantly in their overall perception of what should be regarded as disciplinary behaviour in the school system. From this one can conclude that the students cannot decipher between right and wrong behaviour. This also is in agreement with the view of Buldu (2006) which maintained that moral knowledge and understanding are prerequisite for moral action. He went on to say that no one can act upon a moral principle or precepts or rules unless he is first aware of it. It appears that students do not see anything wrong in disobeying school rules and regulations because they do not perceive it as evil. As a result of this, school rules and regulations should be concluded in such a way that will directly lead to the achievement of the schools educational objectives.

The second question seek to ascertain how disciplined the students are in the secondary schools system. From the findings, one can see that both their male and female students

generally do not exhibit good disciplinary behaviour. The general tone of discipline in our secondary school systems has become worse over the years. And these have been attributed to the long military rule in the country. The eight areas of discipline (stealing, dishonesty, disobedience, truancy and drug offence, wickedness, mass demonstration and examination malpractice) were all seen as normal behavioural attitude. This tends to be a reflection of the societal value that is having a pulling effect in the secondary school system. Nwanna (1981) supports this by saying that it is not a minority view in the contemporary Nigeria. That secondary school students' look on public examination as confrontation with the enemy and to defeat their enemy, all hands must be on deck and all heads put together. Cheating and public examination is much more prevalent than it is officially reported. This showed that it only take an indiscipline child to commit such serious examination malpractice. And if the generality of the society do not collaborate, it will not have any effect on the overall behavioural attitude of the students. But where the students exhibit lack of discipline especially the senior students invariably the junior ones will be compelled to join hands with them even when they have left school.

The school leadership was based entirely on authoritarian form of leadership where the students have to obey laws and order without knowing the value and implications of the rules and regulations they are to abide by. However, the major national objectives. Nigeria was contained in National Policy on Education: (1) A free and a democratic society, (2) A just and egalitarian society.

It is therefore imperative that the student be guided and directed to acquire self-discipline which is internal than having the school rules regulations being imposed on them. Thereby, cause a disagreement and conflict between teachers and students. And invariably the teacher feel insecure because either they will be queried by the school authority or by parent enforcing the child to obey by threatening the child with punishment. As a result of this the teacher feels that all these insult from the school authority, the parents, coupled their meager salary is not commensurate tedious work in the teaching field. With these they develop the nonchalant attitude towards the students' disciplinary behaviour. And students a result of this and other environmental factor emanating from the societal ills also becomes very irresponsible as regard rules and regulation of the school system. Thus the tradition of good character and academic excellence established and cherished by secondary schools of pre-war years has been completely eroded.

**CONCLUSION**

The findings of this study therefore make the researcher to conclude that there is a partial significant different among the students in their perception of disciplinary behaviour in secondary schools. However, at a face value one sees that the differences manifested on truancy and stealing. This shows that they have some reasonable level of perception in these two areas of disciplinary behaviour.

On the other hand the researcher has the duty of bridging the gap between teachers, parents, society and students perception of discipline. Invariably the problem of discipline will be tackled if all concerned with the school system accept the responsibility for maintaining discipline than appointing accusing finger to either the students or the teachers. This includes the home, the school, government and society. All those who are concerned directly or indirectly in the education of the child should have a full share to inculcate discipline in the child, leaving the school counsellor to actually teach students the meaning and implication of

self-responsibility and importance of self-discipline and respect for the constituted authority in human life.

## RECOMMENDATIONS

From the findings, the following recommendations have been deemed necessary.

1. There should be an institutionalization of guidance/counselling and psychologist services in all secondary schools in Nigeria. This guidance/counsellors and psychologist should make their services available for the students. This is because researches have shown that in most school the guidance/counsellors are either posted to teach in the classroom and those who are not busy in the class do not attend to the students the way they ought to. They just see themselves as floating staff who report to school in the morning, go about their business and come during closing time to sign out.

2. The communication breakdown between the teacher/school authorities and students should be looked into. The students are taken for granted as mere children. Their interests are disregarded and their needs are not taken into consideration. Therefore it is important that school authorities should create a forum in which the school authorities and students could come together to express their views in certain aspect of the school programmes. This will help reduce differing perceptions between the students and the school authorities and the society at large. By closer participation and involvement in school decisions, they could be assured that the school authorities are with them in their struggle toward maturity.

3. The home is the place where a child is introduce to the mores of the society and the technique of living with others. As a result, it could be made compulsory that something like "parental day" should be couched in the school system apart from the normal P.T.A. where the students, teachers and parents have to discuss with the individual teachers about the progress of individual students. This invariably means that the class size of the students in the secondary schools should be reduced to a level where the teachers would have the full control of the students.

4. Teachers should be advised not to assume that because the school authority has made rule that it is imperative that 'students must obey'. This is especially true when it is realized that there is lack of consensus of opinion on many issues between different groups that tend to maintain their own cohesive identity within a social setting. It is therefore important that teachers find out how the students perceive the situations that surround them as this will facilitate the prediction and control of their behaviour.

5. The school guidance programme should also be broad enough to cater for the different interests and peculiarities that are found in the school setting.

6. Government should renovate the dormitory buildings and all the facilities that are needed in the dormitory and make boarding compulsory for secondary school students.

7. Nigeria education should be adapted in the needs of the society economically, politically, religiously culturally etc.

8. Jobs should be created to absorb those school levers who are ready to work and admission giving to those who are ready and qualified to go into higher institutions.

9. Emphasis should be on what the child is able to do, his reasoning, his ideas rather than certificate.

10. Vocational guidance with emphasis on the development of personal and social competence should be initiated as part of the school guidance programme.

## REFERENCES

Achebe, C (2015) The Trouble with Africa. retrieved 23rd February from *https://africanbook addict.com/2015/05/25/the-trouble-with-nigeria-by-chinua-achebe/*

*Adesina, S (2010) Educational Management. Enugu; Fourth Dimension Publishers*

Adeyemi, P.A. ( 2010Examination malpractices among secondary ... - *Academic Journals retrieved* 2nd July, 2018 from www.academicjournals.org/article/article1379410282_Adeyemi.pdf

*Buldu, M. (2006) Young Children's Perception of Scientist: A Preliminary Study. Education Research Vol. 48, No. 1, PP 121-132.*

*Cotton, K. (1990) School – Wide and Classroom Discipline. School Improvement Research Series.*

Edem M. B. ,2012*Approved Minimum Standards for Law in all Nigerian Universities*... the *law discipline* and give considerations to the need for providing necessary *legal*. Retrieved 21st June 2018 from *digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1768&context=libphilprac*.

Federal Republic of Nigeria (2017), National Policy on Education in Nigeria - Nigerian Finder… The *National Policy on Education* (NPE) in Nigeria is the followed national guideline for the effective management, administration and implementation of ... retrieved on 25/06/2018 from *https://nigerianfinder.com/national-policy-on-education-in-nigeria/*

Galloway, C. (*2010)*.Effective Urban Teaching Environments for the 21st Century - Charles ...Education and Urban Society. Urban schools have historically struggled to create engaging ... retrieved 28th June, 2018 from *journals.sagepub.com/doi/10.1177/0013124509357005*

Grelle, B. (2016)*The Rational and Moral Basis of Religious Belief.* Oxford: Oxford University Press.

Ireyefoju J. ,(2015) Education for self-realization, ..retrieved 29th June, 2018 from *https://www.scipress.com/ILSHS.48.192*..

Jeffreys, M. V. C. (2012), *Moral Judgment from Childhood to Adolescence* retrieved from *https://books.google.com.ng/books?isbn=1136492224 29/06/2018.*

Kegan, D.M. (1992) *Implication of Research on Teacher Belief. Educational Psychologist* 27 Pp. 65 – 90.

Lovell A. E. (1968), *Configuration theory perspective* retrieved *21st June, 2018 from* https://www.researchgate.net/.../a-Configuration-theory-perspective-simplified-example-...

Nwanna, O.C. (1981). *Introduction to Educational Research*. Ibadan: Heinemann Educational Books (Nig.) Ltd.

Piaget J. (1992), Influences: Behaviour Phy and Relationship with Psychoanalysis Information Psychtique *http:/www/influencesbehaviour.org/archieved%journal%20articles*

Pratkanis A. R. (2011), *The Science of Social Influence*: Advances and Future Progress. Retrieved *on 25th June 2018.https://books.google.com.ng/books?isbn=1136737049*

*Ukeje, B. O (2010), School & Society in Nigeria, Enugu: Fourth Dimension Publishers*

United States of *America, (2012)* Contribution of school disciplinary committee to the management of ...In the United States of *America*, the Annual ... nation's educational system... States *classrooms* are *frequently plagued* by *other more minor kinds* of *misbehaviour* which disrupt the flow of… retrieved 30th June, 2018 from *https://www.interesjournals.org/.../contribution-of-school-disciplinary-committee-to-th*...

Watson, G. (1996) Teacher Smart: 125 Tested Technique for Classroom Management and Control: <u>The centre for   Applied Research In Education: West Nyack, N.Y.</u>

Yawe A. A. (2015), The *Need for Educational Planning and Implementation* in. *Nigeria.. implementation in Nigeria. Retrieved 29th June, 2018 fromjeper.org/index.php/JEPER/article/viewFile/96/108.*