

# Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus

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## Abstract

The research study titled ?Management of Disciplinary Problems in Secondary Schools with Reference to Jalingo Metropolis? aimed at investigating the types of disciplinary problems, their possible causes and means of managing them. The study used a questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). Four point likert rating scale was used to collect data. One thousand (1000) respondents were sampled in four (4) government owned secondary schools in Jalingo metropolis. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study also revealed parental/home, political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problems. Finally, the study posits that disciplinary problems can be dealt with if school staffers develop a spirit of teamwork and there must be a well spelt out code of conduct for all staff and students to follow

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Index terms— management, disciplinary problem and secondary school.

## 1 Introduction

chool institutions remain a preparatory ground to empower and certify the requirement 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; ??asagu, 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 school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. Once these rules and regulations are made, they must be enforced on the problems, which beset secondary schools, indiscipline comes first. Disciplinary problems dominate the issues of the day in both large and small schools both in towns and villages. Students disobey school rules and regulations with impunity. They have little or no respect for their teachers and even the school administration.

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. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition.

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in Nigeria. Disruptive behavior is a concern to schools and parents and to fellow students, whose education may be adversely affected. Therefore, disruptive behaviour cannot be ignored, and schools must tailor a well-understood sound behavior and discipline policy.

43 In secondary school, the situation is worse because the learners as adolescents, now become aware of their  
44 rights namely; to privacy, to freedom of religion, belief, opinion, and expression, among others. According to  
45 Pager (1994), educators at one school in the Southwest Nigeria reported high levels of absenteeism, truancy,  
46 laziness, substance abuse, and subversion of assessments of achievements by learners. Another author (Ferguson  
47 & Johnson, 2010) also found that the lack of a supportive and friendly school environment influences educators'  
48 disciplinary attempt and may cause them to remain cold. Petersen & Rosser (2008) contend that serious breaches  
49 of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive  
50 language against teachers and other students, sexual and other forms of harassment, threat and intimidation of  
51 teachers and other students, possessing offensive weapons, supplying or using illegal drugs, and intrusions into  
52 the school or classrooms by adults with the intention of confronting teachers. The problem now is rather alarming  
53 and jeopardizing the administration of the secondary school.

54 It is against this background that the management of disciplinary problems in schools needs urgent attention.  
55 There is much work to be done since in some schools the situation has reached alarming proportions. This study  
56 therefore concentrates on unraveling the various dominant factors attributing to the discipline problems among  
57 secondary school students in Jalingo metropolis with a view to providing the means of managing disciplinary  
58 problems.

## 59 2 II.

### 60 3 Statement of the Problem

61 The study of Management of Disciplinary Problems in Secondary Schools in Jalingo metropolis aimed at  
62 unraveling types of disciplinary problems, their causes and far reaching means of managing disciplinary problems  
63 among the secondary school students in Nigeria and Taraba state in particular. Indiscipline in school is certainly  
64 a matter of immediate concern to the teaching profession.

65 In lieu of the above, the study will find out whether the problems stated below are the main contributing  
66 factors that hinder effective management of disciplinary problems in the study area.

### 67 4 Objectives of the Study

68 This study titled "Management of Disciplinary Problems in Secondary Schools; Jalingo Metropolis in Focus"  
69 aimed to conduct an empirical study into disciplinary problems with regard to; i. The types of disciplinary  
70 problems that are being experienced in Jalingo secondary schools. ii. The causes of disciplinary problems that  
71 are being experienced in these schools. iii. The means of managing disciplinary problems in the said study area.  
72 iv. Finally, to recommend to stakeholders in education to address the indiscipline plight in Jalingo secondary  
73 schools.

74 IV.

### 75 5 Conceptual Approach of School Discipline

76 Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may  
77 be self-imposed. The study of psychology reveals that a person possesses boundless urges and impulses, which  
78 are constantly seeking expression. These include need for security, sexual activities, exploration and success. On  
79 the other hand, the society stipulates laws and traditions, which does not permit free expression of these inner  
80 forces without following the appropriate procedure acceptable by balance between his inner tendencies and the  
81 external restrictions. Self-discipline is a willingness to accept rules and regulations laid down for guidance and  
82 the ability to act in accordance with what is expected of the individual by the society (Joseph, 2010).

83 School discipline is an essential element in school administration. This is because discipline is a mode of life  
84 in accordance with laid down rules of the society to which all members must conform, and the violation of which  
85 are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and  
86 development ??Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted,  
87 happy and useful to his society. The doctrine of school discipline according to Nolte (1980) and ??arrell (1978) is  
88 based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing,  
89 the right of discipline and control.

90 Consequently, in the field of child development, discipline refers to methods of modeling character and of  
91 teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue,  
92 which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to  
93 as disciplinary procedure (Reyes, 2006).

94 School discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules  
95 may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The  
96 term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In  
97 other words, the usage of school discipline sometimes means the management of disciplinary setback in conformity  
98 with the school rules.

99 V. The other common types of disciplinary problems experienced in secondary schools as mentioned by  
100 Donnelly (2000) include fights, insubordination, little support for educators, a general climate of disrespect,

101 and distrust of the administration. Those types of disciplinary problems mentioned above are similar to the ones  
102 being experienced in Jalingo secondary schools.

103 McManus (1995) lists several types of misbehaviours which make the work of educators difficult. These  
104 include; Repeatedly asking to go to the toilet; Missing lessons, absconding; Smoking in the toilets; Pushing past  
105 the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner  
106 is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the  
107 classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-  
108 up; Threatening the educator; Leaving class early; and Commenting on the work. b) Severe Disciplinary Problems  
109 Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools,  
110 stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools.  
111 Incidences have been reported of learners stabbing their educators and principals with pangas, and they also  
112 fight each other.

113 A survey on educators' opinions on violence in education conducted by Frazer and others (in: Smith 1999)  
114 reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking  
115 educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal  
116 their cars. Moodj (in: Smith 1999) distinguishes the kinds of perpetrators of school violence as those making  
117 themselves guilty of The ills and vices that go on in the society have their effects in schools. Students, teachers  
118 and even school managers are involved in one form of indiscipline or the other. Some of indiscipline among  
119 secondary school students can be analyzed as follows:

120 i. Truancy: This is irregular attendance in school or classes with many factors within or outside the school  
121 building, peer group influence, teacher methods of teaching or discipline are some school factors that can lead  
122 to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself,  
123 engage in labour to raise money, parenting/guarding methods of discipline, security among others.

124 ii. Absenteeism: This may result from the type of leadership obtaining in a school. The school exercise greater  
125 control over students and may lead students to frustration, if there is insufficient supply of school materials and  
126 facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a  
127 student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware  
128 of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate  
129 materials and contents in such a manner that may constitute them into a certain source of absent on the part of  
130 students as resulting from dissatisfaction and frustration from schoolwork.

131 iii. Fighting: Children fighting at the secondary school level are very low in self-esteem. The chief impetus  
132 for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of  
133 inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child  
134 have not been met: the need for love, security, new experience and need for responsibility. Home background  
135 may contribute to frequent fighting nature of a child. iv. Stealing: This is the removal of another person's  
136 property without his permission. The socioeconomic environment including status of parents, home background  
137 and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by  
138 peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led  
139 many young people to the false convention that there is no need to pursue life course with appropriate hard work  
140 and consequent success. Some parents spoil their children by exhibiting highly permissive behaviour. They allow  
141 children to have everything on demand and task themselves to overdo what they believe is their responsibility.  
142 This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of  
143 justifying their removal of other peoples' property.

144 v. Drug Addiction/Abuse: This is one of the most dangerous and most common school disciplinary problems.  
145 It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol,  
146 tobacco, heroine and smoking of herbs. There is a general moral decadence in this regard because many parents  
147 are also guilty of the same misbehavior and are unable to instruct correct, advice or guide children along the  
148 proper paths concerning the use of drugs. a) Parental/Home Factor Most authors regard parents as of the  
149 greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental  
150 involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that  
151 many parents are not involved in the education of their children, causing poor results, high dropout rates, and  
152 the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children  
153 discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes  
154 (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993)  
155 also points out that those learners who behave badly at school do not receive proper discipline at home.

156 When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial  
157 groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities  
158 rather than from schools. Stressing that parents show a lack of tolerance and respect towards government  
159 authorities as well as towards educators, and some have a laissez-faire approach towards their children.

160 Some other factors related to the lack of parental involvement in schools that influence discipline are,  
161 ? single parent homes; ? a lack of parental control at home; ? the negative influence of television;  
162 ? neighbourhood and community problems that influence the home; ? values differences between the home  
163 and the school.

164 **6 b) Political, Social and Economic Factors**

165 Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing  
166 upon learners' rights, and of being accused of misconduct. Saying that the over-emphasis placed on learners'  
167 rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may  
168 cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit  
169 the same lack of discipline.

170 Children who experience social alienation from others are often misbehaved. According to Lewis (1991), this  
171 situation arises within most families where children feel rejected. This finding (the significant relationship between  
172 isolation and poor behavior) is supported by Butchart in 1998 when he indicates that emotional disconnection  
173 from family, friends, and peers results in feelings of isolation and alienation for the child. According to Butchart  
174 (1998), "These feelings experienced by the child may ultimately develop into what is referred to as 'psychological  
175 pains', which may cause problems such as physical assault, gang violence, substance abuse, and many others".

176 The political situation in Nigeria is also blamed for children's misbehavior. ??oloi (in: Rossouw 2003) states  
177 that the involvement of the youth in the political stability and national elections in 1999 caused them to develop  
178 arrogance towards adults, that is, both educators and parents". Accordingly, Maree (in: Rossouw 2003) also  
179 blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically  
180 motivated.

181 **7 c) School Environment**

182 Every school manager is committed to ensuring that school provides a safe and orderly environment in which  
183 teaching and learning take place each day. Bazemore (1997) posits that safe and supportive school environments  
184 depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school  
185 community students, staff and parents must know and understand the standards of behaviour which all students  
186 are expected to live up to and the consequences if these standards are not met. Every student has the right to  
187 a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a  
188 right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school  
189 community is no exception. A school makes reasonable rules for the good order of the school and the discipline of  
190 students. Schools have the power to enforce these rules by using discipline or punishment. According to Rowne  
191 (2005) "The school priorities are designed to ensure that all students are provided with a harmonious environment  
192 where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able  
193 to provide quality education for all students and to guarantee the care and safety of the school community. A  
194 harmonious work environment at school increases the chance of students realizing their full educational potential".

195 However, a lawless community raises unproductive members for the society. In the same vein, a lawless  
196 school environment promotes disciplinary challenges to the school manager and teachers. Students in such school  
197 disrespect their fellow students, teachers and community members and engage in protest which promulgates  
198 violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco  
199 (Mitchell, 1996).

200 **8 d) The Curriculum**

201 The relevance of the curriculum to learners' needs also influences discipline at school. In research done by Raven  
202 (in: Besag 1991), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum  
203 is not able to offer them opportunities for self-development and a sense of personal worth, and do not address  
204 the aims that are promoted by society. Besag (1991) further maintains that learners resort to taking matters  
205 into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly Doveton (1991)  
206 indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant  
207 to their interests and the needs of their communities.

208 **9 e) Peer Group Influence**

209 The peer group influences what the child values, knows, wears, eats and learns. The extent of this influence  
210 however depends on other situational constraints, such as the age and personality of children and the nature of  
211 the group ??Harris, 1998;Hartup, 1983). There is no doubt that considerable evidence supports the statement  
212 that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind  
213 obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987).  
214 Douge (1993) indicated that poor peer relationships were closely associated with social cognitive skill deficits.

215 According to Seita, Mitchell and Tobin (1996) "When the family has been unable to fully meet a child's needs,  
216 other adults who play a significant role in the child's life have extraordinary potential for influencing the child  
217 in taking charge of his or her life". It is worth noting that peer influence can lead to discipline problems and  
218 delinquent behaviours both inside and outside school. It is also clear that one of the major ways that deviant  
219 youths become even more deviant is through unrestricted interaction with deviant peers. Hartung (1965) posited  
220 that criminality is socio-culturally learned in the process of interacting with family members and peers in small  
221 intimate groups. This process includes learning the techniques to commit delinquent acts and developing the  
222 rationalizations to protect one's selfconcept.

223 In this study, the focus is on the means of managing disciplinary problems among secondary school students  
224 in Jalingo metropolis. Geiger (2000) regarded a lack of discipline as a chronic problem in the classroom, and  
225 the manner in which it is being handled as determining the amount of learning that is taking place in schools.  
226 While Fuentes (2003) indicated that every year more than three million students are suspended and nearly 100  
227 000 more are expelled from primary up to university in the United States of America. Many learners face police  
228 action for disciplinary problems that cannot be handled by the schools.

229 However, students' indiscipline seems to be ubiquitous in the 21st century in secondary schools in Nigeria.  
230 With recent problem of increase in school enrollment, discipline problems are bound to accentuate and cause  
231 more burdens on teachers and school administration. According to Rigby (2000) 'students indiscipline has  
232 plagued schools leading to series of unrest particularly in secondary school". Consequently students resort to  
233 unconstitutional measures in channeling their grievances.

234 Furthermore, there is a feeling that school discipline practices are generally informed by theory from  
235 psychologists and educators. Bell (1995) identified the following theories to form a comprehensive discipline  
236 strategy for an entire school or particular class:i. Positive Approach: This approach is grounded in teachers'  
237 respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and  
238 share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant  
239 pupils.

240 ii. Teacher Effectiveness Training: This method differentiates between teacher-owned and pupilowned  
241 problems, and proposes different strategies for dealing with each. Emmer (2005) opined that effective teacher  
242 training reflects in pupils' knowledge through problem-solving and negotiation techniques.

243 iii. Appropriate School Leaving Theory and Educational Philosophy: It is a strategy for preventing violence  
244 and promoting order and discipline in schools, put forward by educational philosopher Greenberg (1987) and  
245 practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline  
246 in school.

247 iv. Detention: This requires the pupils to remain school at a given time of the school day (such as lunch,  
248 recess or after school) or even to attend school on a non-school day, e.g. "Saturday detention" held at some US  
249 and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours notice of a  
250 detention outside school hours. This is not common in Nigerian schools but in specialized schools like "Command  
251 Secondary Schools or Navy Secondary Schools" such practice is common perhaps because of the military nature  
252 of the schools.

253 v. Suspension or Temporary Exclusion: This is mandatory leave assigned to a student as a form of punishment  
254 that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons.  
255 The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit  
256 (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no  
257 credit. Stressing that students only VII.

258 Theoretical Framework: Management of Disciplinary Problems report in school but serve punishment like  
259 cutting grass or digging holes or uprooting a plant or work in school farm.

260 vi. Exclusion or Expulsion: Withdrawing or permanent exclusion is the removal of a pupil permanently from  
261 the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme  
262 situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil  
263 while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school had  
264 report. However, expulsion from a private school is a more straightforward matter, since the school can merely  
265 terminate its contract with the parents.

266 vii. Deprivation of Privilege: It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of  
267 position, prohibition from playing any game in the school compound for a certain period could go a long way in  
268 improving the wrong doer.

269 viii. Moral Punishment: Moral punishment such as apologies, public or private degrading from positions etc is  
270 sometimes resorted to. Widman (1987) contended that great care and discernment are needed before such form  
271 of punishment is resorted to because it could never halt self-respect of the wrong doer.

272 ix. Self-government: It means the organization of community life of the school in such a manner that  
273 responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore,  
274 enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic  
275 organization.

276 x. Praise and Blame: The teacher must be very careful in his allocation of praise and blame. Tongue is said  
277 to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest  
278 sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon which is sometimes resorted to by  
279 the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the  
280 self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the  
281 school order.

282 xi. Rewards: There is a belief that reward is not only right and desirable but also indispensable. Rewards  
283 can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group  
284 rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and  
285 wholesome all school spirit can be secured.

## 10 A) TYPES OF DISCIPLINARY PROBLEMS

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286        xii. Punishment: It has a necessary place in the school economy but it must be based on certain principles if  
287 it is not to be a "hit or miss" affair. Seita (1996) identified the following guidelines for the use of punishment:-?  
288 Punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another  
289 in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For  
290 example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to  
291 anger, others relatively placid and others patient while some are by nature very sociable and others solitary in  
292 their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness  
293 or otherwise upon children of any form of correctives. ? There should be no uncertainty about the punishment.  
294 The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal. ?  
295 Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake,  
296 feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender  
297 realized that he deserves punishment, punishment becomes necessary. ? Punishment should be inflicted to the  
298 barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters. In a  
299 nutshell, all the above-mentioned measures except blame and sarcasm are positive measures to secure discipline  
300 but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed.  
301 Scult (2009) opined that children are dynamic, effervescent and therefore, heedless. They need checks to prevent  
302 excesses, restrictions to keep them within the speed limit of property. In lieu of this, Rogers (1995) came up with  
303 a school discipline policy which provides a framework that corresponds with what a school will seek to practice.  
304 The framework aims at achieving the following namely to;

305        ? establish a stable social learning environment;

306        ? encourage students to be responsible for their own behaviour, to develop self-discipline, and enhance their  
307 self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers; ? set out  
308 the school's expectations and rights, and to enhance positive behaviour; ? establish a set of preferred practices  
309 and due processes, whereby the staff may address unacceptable student behaviour.

310        Quantity survey was used for this study. The study area had school management population of one hundred  
311 and fifty ( ??50 Method teaching staff and a population of five hundred and seventy-four (574) non-teaching staff  
312 as provided for by the registry departments of each school. On the whole, the target population for this study was  
313 one thousand one hundred and seventy-four (1174). Four government owned secondary schools were randomly  
314 sampled with the following population: On the whole, a total sample size of one thousand (1000) comprising  
315 management staff, teaching and non-teaching staff for the selected schools.

316        A self-developed questionnaire titled Managing Disciplinary Problem Questionnaire (MDPQ). This question-  
317 naire was administered to seek the opinion of school management, teaching and non-teaching staff on effective  
318 management of disciplinary problems in secondary schools in Jalingo metropolis. The questionnaire is divided  
319 into three sections A, B and C. Section A comprises: T 1 , T 2 , T 3 , T 4 The first part T1 contains questions on  
320 truancy as a disciplinary problem in secondary schools in Jalingo metropolis. T 2 has questions on absenteeism as  
321 a disciplinary problem faced by school management, teaching staff and non-teaching staff. T 3 focuses on fighting  
322 as a disciplinary problem while T 4 seeks information from the school management, teaching and non-teaching  
323 staff on stealing as a disciplinary problem in secondary schools.

324        Section B comprises C 1 , C 2 , C 3 , C 4 , and C 5 . In the same vein, C 1 contains questions on political,  
325 social and economic factors as the cause of disciplinary problems in secondary school. C 2 has questions on school  
326 curriculum as the cause of disciplinary problem; C 3 asks questions on family/home background as the cause of  
327 disciplinary problem; C 4 focuses on school environment/teacher as the cause of disciplinary problem while C 5  
328 seeks information on peer group as the cause of disciplinary problem in secondary schools in Jalingo metropolis.  
329 Section C explores means of managing disciplinary problems in secondary school.

330        The four (4) point likert responses rating scale was used to collect data. The likert scale pattern was provided  
331 to aid the respondents in providing their responses by ticking the appropriate box [ ? ] that most describes their  
332 opinions. The response categories are: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree  
333 (SD).

334        The scores were analyzed using the Cronbach alpha. Out of the one thousand (1000) questionnaires  
335 administered, eight hundred (800) were duly completed and returned while the remaining was wrongly filled.  
336 Thus, retrieved data were analyzed using descriptive statistics. From the above table, the following truancy  
337 disciplinary problems could be deduced as 50% and above of the respondents indicated:-? 68% of the respondents  
338 affirmed that truancy is the most disciplinary problem happened frequently in the schools. ? 55% of the  
339 respondents claimed that learners bunk classes. ? 51% agreed that some learners repeatedly ask to go to the  
340 toilet. ? 58% argued that truancy happened mostly to male students. ? 57.5% agreed that strict school rules  
341 encourage student truancy. From table 2.2 above, the following absenteeism disciplinary problems could be  
342 deduced as 50% and above of the respondents indicated:-? 55% of the respondents said that learners in their  
343 class are often absent from school. ? 61% affirmed that learners in their school are often late for school.

### 344 10 a) Types of Disciplinary Problems

345        ? 53.5% argued that learners often leave the school premises without permission. ? 72.9% said that students'  
346 attendance in class was not good. ? 55.7% agreed that learners in their school often leave school before school  
347 closing time.

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## 348 11 : Fighting as a Disciplinary Problem

349 Item SA % A % D % SD % 11. Some learners bring dangerous weapons to school.

350 12. Students fight a lot in school.

351 13. The students disobeyed the prefects.

352 14. Boys are more troublesome than girls do.

353 15. Many of the cases were recorded in the schools' book of discipline.

354 From the table above, the following fighting disciplinary problems could be deduced as 50% and above of the  
355 respondents indicated:-? 56% of the respondents agreed that some learners bring dangerous weapons to school.  
356 ? 57.2% affirmed that students fight a lot in school.

357 ? 51.9% said boys are more troublesome than girls do. ? 69.4% agreed that many of the cases were recorded  
358 in the school's book of discipline. ? 52% said that students disobeyed school prefects. From the above table, the  
359 following stealing disciplinary problems could be deduced as 50% and above of the respondents indicated:-? 56%  
360 of the respondents said that students steal one another's property. ? 52% affirmed that students liked to steal  
361 teacher's valuables and money. ? 61.8% claimed that students steal money from home and bring to the school  
362 to squander. ? 50.6% agreed that many of the cases were recorded in the school's book of discipline.

363 ? 52% of the respondents strongly disagreed that most of the cases were ignored by the school.

364 b) Causes of Disciplinary Problems From the table above, the following political, social and economic factors  
365 could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-? 52.1% of  
366 the respondents claimed that children learn thuggery act which make them to misbehave in school during political  
367 campaign. ? 59% agreed that the desire for power which was learnt and acquired during political campaign leads  
368 to deviant behavior.

369 ? 61% said poverty as a result of lower socioeconomic family status enhances poor discipline. From the table  
370 above, the following school curriculum could be deduced as the cause of disciplinary problems as 50% and above  
371 of the respondents indicated:-? 56.1% of the respondents claimed that the curriculum does not take care of the  
372 entire societal aspiration.

373 ? 62.5% affirmed that school curriculum is deficient in moral training. ? 50.3% agreed that financial problem  
374 makes most parents ignored their children's education. A % D % SD % 46. Team-work among educators will  
375 improve discipline at school. 47. More commitment on the part of educators will improve discipline in the  
376 school system. 48. Suspension/temporary exclusion will improve the tone of discipline management. 49. Moral  
377 punishment, rewards, praise and blame will improve discipline in the school system. 50. Deprivation of privilege  
378 in the school. From the table above, the following means of managing disciplinary problems could be deduced as  
379 50% and above of the respondents indicated:-? 65% of the respondents affirmed that team-work among educators  
380 will improve discipline at school. ? 58.1% agreed that more commitment on the part of educators will improve  
381 discipline in the school system. ? 59.8% claimed that suspension/temporary exclusion will improve the tone of  
382 discipline management. ? 66.6% of the respondents agreed that moral punishment, rewards, praise and blame  
383 will improve discipline in the school system. ? 55.9% claimed that deprivation of privilege in the school will  
384 improve school discipline.

385 Based on this study, the respondents agreed with kinds of disciplinary problems cited in the work. For  
386 instance, Rosen (1997) In the same vein, over 65% of the respondents argued in favour of causes of disciplinary  
387 problems cited in the work. For example, Alidzulwi has once stressed parental/home factor as the cause of  
388 indiscipline among students. According to Alidzulwi (2000), many parents are not involved in the education of  
389 their children, causing poor results, high dropout rates, and the absence of discipline in schools. Political, school  
390 environment, curriculum and peer group were considered as causes of disciplinary problems. Hartung (1965)  
391 posited that criminality is socio-culturally learned in the process of interacting with family members and peers in  
392 small intimate groups. This process includes learning the techniques to commit delinquent acts and developing  
393 the rationalizations to protect one's selfconcept.

394 Finally, over 70% of the respondents agreed with means of managing disciplinary problems as contained in  
395 the study. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire  
396 school or particular class: positive approach, teacher effectiveness training, appropriate school leaving theory  
397 and educational philosophy, detention, suspension or temporary exclusion, exclusion or expulsion, deprivation of  
398 privilege, moral punishment, self government, praise and blame, rewards and punishment.

399 Based on the findings, the following recommendations are made for effective management of disciplinary  
400 problems:i. All members of the staff, including the principals and vice principals should exhibit the spirit of  
401 teamwork in order to energize morale and enhance staff motivation. ii. The causes of disciplinary problems  
402 are addressed if teaching staff are actively involved in the teaching programmes of their school. This will lead  
403 to active participation of the students which subsequently confine their frivolities. iii. Parents should make  
404 education a priority for their children, this will make the children achieve better and behave in an acceptable  
405 manner. iv. Moderate right syndrome and formulation of behavioural expectations for teachers and learners  
406 will improve school discipline. In view of the above, a Code of Conduct for learners and staff is very important  
407 in all schools. It serves as an important stepping-stone towards fostering a culture of learning, mutual respect,  
408 accountability, tolerance, co-operation, personal development within the school and its surroundings. v. Teacher  
409 effectiveness training leads to increase in classroom activity engagements of the students IX.

410 Discussion of the Findings X.

411 Recommendations thereby monitoring efficiency through data base evaluation. vi. Moral punishment, rewards,  
412 praise and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness  
413 of the students. vii. Self-government and appropriate school leaving theory defines the role of learners beyond  
414 classroom and improves sense of the commitment for the learners. viii. All staff should cultivate model self-  
415 discipline behaviour. This serves as role-models for their learners thereby inculcating self-discipline in learners.  
416 ix. School management should approach the problem of discipline with empathy for the possible problems the  
417 learners may be experiencing at home or at school that cause their poor behavior. This necessitates the services  
418 of a guidance and counselor in all schools. x. Since parents have been cited as influential in the development  
419 of disciplinary problems in learners, it is also of vital importance to look into how parent involvement in the  
420 education of their children may be improved. Parents have a major role to play in ensuring that proper teaching  
421 and learning are attainable in our schools. Therefore, the parents, school management, and other staffers of the  
422 school should join hands in ensuring that a climate conducive to teaching and learning is prevalent in Jalingo  
423 secondary schools.

424 National Policy on Education (2004) described secondary education as the education children receive after  
425 primary education and before the tertiary stage. The broad goals of secondary education include to prepare  
426 individual for useful living within the society; and higher education. To achieve the objectives, there is need for  
427 effective management of disciplinary problems among secondary school students. It was discovered that students'  
428 misbehavior is a prevailing problem affecting schools not only in Jalingo metropolis but also across many towns  
429 in Taraba state. 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. <sup>1</sup>



Figure 1:

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1

/N	Schools	Population
i.	Government Day Secondary School Sabon-gari	250
ii.	Government Day Secondary School Magami	250
iii.	Saliu Dogo Secondary School Jalingo	250
iv.	Government Day Secondary School Nukkai	250

Figure 2: Table 1 S

2

1: Truancy as a Disciplinary Problem

Statement	SD	%	A %	D %	SD %
1. Truancy is the most disciplinary problem that happened frequently in the schools.	68	20	4.5	7.5	
2. Learners regularly bunk classes.					
3. Some learners repeatedly ask to go to the toilet.	55	28	12	5	
4. Truancy happened most to male students.	51	36	12.2	0.8	
	58	30	3.9	8.1	
5. Strict school rules encourage the students in truancy act.	57.5	35.7	3.8	3	

Figure 3: Table 2 .

2

2 : Absenteeism as a Disciplinary Problem

Item	SA %	A %	D %	SD %
6. 55		20	17	8
	61	25	2.9	11.1
	53.5	20.5	16	10
	55.7	21.6	12.7	10
	72.9	24	10.5	0.9

Figure 4: Table 2 .

**2**

4 : Stealing as a Disciplinary Problem

Item	SA %	A %	D %	SD %
16. Students steal one another's property.	56	23	9.3	11.7
17. Students liked to steal school's properties.	40.7	25	18.6	15.7
18. Students liked to steal teachers' valuables and money.	52	18	12	18
19. Students steal money from home and bring to school to squander.	61.8	30	5.9	2.3
20. Many of the cases were recorded in the schools' book of discipline	50.6	11.1	18.9	19.4
	8	10	30	52

Figure 5: Table 2 .

**2**

Item

Figure 6: Table 2 .

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**2****3.4 : School Environment/Teacher causes Disciplinary Problem**

Item	SA %	A %	D %	SD %
36. Fierce teachers caused the students to dislike his or her class.	58	30	8.4	3.3
37. School environment was one of the factors that influence disciplinary problems among students.	57.2	33.1	5.9	3.3
38. Overcrowded population of students in the classroom caused the teacher difficulty in handling the class effectively.				
39. Committed teachers have less disciplinary problems than others do.	58.3	36	3.7	2
40. Classes with more boys than girls are uncontrollable.	28.5	61	7.1	3.3
	55.1	39	3.8	2.2

From the table above, the following school environment /teacher factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- ? 58% of the respondents affirmed that fierce teachers caused the students to dislike his or her class.
- ? 55.1% said classes with more boys than girls are uncontrollable.

**Table 2.3.5 : Peer Group causes Disciplinary Problem**

Item	SA %	A %	D %	SD %
41. 52	36	8	4	4
	25.2	55	9.8	10
	18.5	52	8.5	21
	64.9	21	11	3.3
	50	35	6.9	8.3

From the table above, the following peer group factors could be deduced as the cause of disciplinary problems as 50% and above of the respondents indicated:-

- ? 52% of the respondents claimed that students' friends push them to misbehave in the school.
- ? 55% said students have many friends that do not go to school regularly.
- ? 52% agreed that some students imitate the unruly behavior of other learners.
- ? 64.9% claimed that students' friends do push them to fight.
- ? 50% agreed that students always spend their time in the company of friends.

Figure 7: Table 2 .

**2**

Item

Figure 8: Table 2 .

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