



Effectiveness of students' disciplinary strategies, as perceived by principals and teachers in public secondary schools in Ondo state, Nigeria

IGE Akindele Matthew

Director, School Services, Ondo State Ministry of Education, Science and Technology, Akure, Ondo State, Nigeria

Abstract

This study investigated the effectiveness of students' disciplinary strategies, as perceived by principals and teachers in the Public Secondary Schools in Ondo State, Nigeria. It adopted descriptive and survey designs. The 304 Public Secondary Schools in the State were the main population while all the government-employed and full-time teachers in the schools were the targets. 1 question was raised while 2 hypotheses were formulated for the study. Multi-stage, stratified and simple-random sampling techniques were adopted to select 15 schools and 150 full-time teachers for the study. A self-constructed questionnaire, validated ($r=0.82$) and tested for reliability was used to collect data, analyzed using Statistical Package for Social Sciences (SPSS). Hypotheses were tested using t-test statistic. It was found among others that verbal condemnation, expulsion of students, reprimanding students in the presence of staff and other students, among others are effective for managing indiscipline of students. No significant difference was found in the perception of principals and teachers, male and female teachers, on the effectiveness of strategies for managing the indiscipline of students. It was recommended among others that schools should provide support systems like Guidance and Counseling Centre nationwide, to be well equipped while schools should have a functional Disciplinary Committee to handle cases of indiscipline.

Keywords: effectiveness, strategy, manage, indiscipline, strategy, school, secondary school

Introduction

Indiscipline of learners has been a topical issue in the educational system globally. It is an issue that transverses the political, economic, geographical, racial, and gender boundaries and can thus be described as ubiquitous. According to Oosthuizen (2009), maintaining discipline is essential for creating a positive school climate that is conducive to good academic performance. This is supported by Sonn (2009) [18], who opined that a school without effective discipline is unmanageable and often results in unmotivated and demoralized learners, which in turn do lead to the poor academic performance of students.

According to Gaustard (2005), management of indiscipline in schools has three main objectives, the first is to ensure the safety of staff and students, the second is to create a conducive environment for learning, while the third is to produce productive, disciplined, and honest graduates at all levels. There are also several approaches to the management of indisciplinary attitudes of pupils/students in schools, notable among these is the controversial corporal punishment which according to Neto (2013) [13] has been used for a long time, both at home and outside home. Others include verbal condemnation, temporary or permanent withdrawal of post, expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counseling, fining, use of rewards, self-commitment in writing to maintain good conduct, pinching, slapping and smacking, picking rubbish within school premises, raising of two hands up or forward for long period, sweeping of classrooms, clearing of

bushes within school premises, cleaning of toilet and general cleaning of classrooms and school premises, sending a student out of class, cutting grasses, in-school suspension, reprimanding in front of principal, parents and other students, as well as behavioral contracts (Enose, 2012; Tallam, *et al*, 2015) [5, 19]. According to Rono (2006) [17], while some methods are effective in managing indiscipline of students, some are encouraging it.

Statement of Problem

High-level indiscipline of pupils/students has been a topical issue in the educational system, Nigeria in particular. The rate at which they display in-disciplinary behaviors is worrisome. Hardly can a day pass without reading or hearing of case(s) of indiscipline of in the print and electronic media. Government, at both the state and federal levels, have been committing huge funds which ordinarily could have been devoted to the purchase of resources for the system, into the organization of workshops, seminars, and conferences, for school administrators, in a bid to equip them for effective management of the menace. Even though many approaches, such as verbal condemnation, suspension from schools, expulsion, use of rewards, guidance and counseling, detention, and corporal punishment are being used by school administrators (in varying degrees) to manage disciplinary cases, no evidence can buttress that discipline of students is better achieved in schools, the menace has continued to wax stronger and stronger. Even though researchers have carried out researches on the issue of indiscipline of pupils/students,

particularly, on its causes and consequences, not much has been done on the issue of the effectiveness of strategies for managing the menace, which is very important if a long and lasting solution is to be found for it. Most of the available studies are internationally focused, where only a few are based within Nigeria. Also, available studies on the indiscipline of students are not current. This study had thus been carried out to address these shortcomings.

Purpose of the Study

This study investigated the effectiveness of disciplinary strategies for managing indiscipline of students, by principals and teachers in Public Secondary Schools in Ondo State, Nigeria. Also, it found if there was a significant difference in the perception of principals and teachers, male and female teachers, on the strategies for managing the indiscipline of students in schools.

Significance of the Study

This study will be beneficial to the principals, teachers, parents/guardians, government, guidance counselors, pupils, students, and society at large. Specifically, it will enable the principals to be aware of the effectiveness of the strategies for managing the indiscipline of pupils/students which will help them to achieve effective management of their schools. The findings will also enrich the teacher's knowledge, to be able to identify the level of effectiveness of the various strategies for managing the indiscipline of pupils/students, to know the best to adopt among them to achieve the goal.

The study will also guide parents on their responsibilities, to prevent indiscipline among children and showcase the need for the government to employ additional Guidance-Counselors who will counsel students on the right attitude and consequences of indiscipline.

The findings will also serve as major contributions to knowledge in the field of Educational Administration.

Research Questions

The study was guided by the research question:

- What are the effective strategies for managing the indiscipline of students in schools?

Hypotheses

The following hypotheses guided the study

- There is no significant difference in the perception of principals and teachers on the effectiveness of strategies for managing the indiscipline of students in schools
- There is no significant difference in the perception of male and female teachers on the effectiveness of strategies for managing the indiscipline of students in schools.

Disciple and Indiscipline Concepts

The concept 'indiscipline' is the opposite of 'discipline', in other words, when there is a lack of discipline, indiscipline prevails. Nakpodia (2010) ^[12] sees discipline as the methods of modeling character and teaching self-control and acceptable behavior. According to Oplatka & Atias (2007) ^[16], it implies self-control, restraint and respect for oneself and others; as

well as the extent to which the school community views the learner's behavior as the appropriate socially accepted behavior.

'Indiscipline' is a household word globally. It is found in government offices, private sectors, politics, and at all levels of educational institutions. Timothy (2008) ^[22] sees it as the unwillingness of a student to respect the constituted authority, observe and obey the school rules and regulations, as well as maintain a high standard of behaviors conducive to the teaching and learning process, essential to the smooth running of the school, to achieve the educational objective with ease. It can also be viewed as any action considered wrong and not generally accepted as proper in a given society (Omote, Thinguri, & Moenga, 2015) ^[27]. Indiscipline can also be described as a lack of self-control and total disregard for constituted authority. In a school setting, it is a form of misbehaviors which a student can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behavior, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism e.t.c.

Lewis (1991) ^[9], cited in Morongwa (2010) ^[10], listed the misbehaviors as:

- A learner consistently comes too late to class and disrupts the flow of the class;
- He/she talks while the teacher is addressing the class;
- He/she writes graffiti on school property;
- Another one continuously calls out in class;
- One is not listening and asks questions that have already been answered;
- Another one defies the teacher and refuses to follow instructions; and
- Another one moves around in the class to the point of becoming a distraction.

Donnelly (2000) ^[23] listed other behaviors in schools, such as fighting, insubordination, little support for learners, disrespect, and distrust of administration. According to Zubaida (2009) ^[25], behavioral problems among learners include truancy, fighting, shouting, snatching other learners' property, bullying, cheating, viewing pornographic materials, threatening teachers, among others. Muchemwa (2016) ^[11] also identified alcohol-related cases, theft, and forgery while Ngwokabuenui (2015) ^[14] found disobedience to teachers and prefects, unacceptable habits by students.

Factors Influencing Indiscipline of Students

Scholars have carried out studies on indiscipline of pupils/students, in particular, on the factors influencing it. Ozigi and Canlan (1979), cited in Oyetubo and Olaiya (2009) ^[21], linked the menace to:

1. idea of democracy with its emphasis on the rights and freedom of the individual;
2. 'Generation gap' in ideas, beliefs, and values about the nature of man, life, and society. There is a wide difference of opinion in these matters between the two generations, the young and the old;
3. high-level of sophistication of young men and women

- compared with that of the old generation;
4. influence of media (i.e. the newspaper, the radio, and television) which carry regular reports about students power against authority;
 5. failure of adults, both in society and at school to set standards of good behaviors for young men and women to follow;
 6. failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples and
 7. Failure in communication between young men and women insisting on their rights and the authorities who tend to see the issues involved simply from the "official" point of view.

Morongwa (2010) ^[10] associated the menace to the following factors:

- parental/home influence;
- teachers/educators;
- political, social and economic factors;
- learners with emotional problems;
- headteachers/principals factor;
- influence of gender and race; and
- Public schools versus private schools.

According to Parson (2004), cited in Ali., Dada, Isiaka., and Salmon (2014) ^[2] linked it to school, society, wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules, bad home training, and upbringing influence indiscipline of pupils/students. Timothy (2008) ^[22] identified five factors responsible for this, such as:

- home influence/parental factor;
- school authority/Head teachers' factor;
- educator/school staff factor;
- mass media factor;
- society;
- student/peer group; and
- Curriculum.

Ozigi and Canlan (1979), cited by Oyetubo and Olaiya (2009) ^[21], also attributed it to the following:

1. idea of democracy with its emphasis on the rights and freedom of the individual
2. 'Generation gap' in ideas, beliefs, and values about the nature of man, life, and society. Also, while Morongwa (2010) ^[10] found the causes of indiscipline among students as: parental/home influence; teachers/educators; political, social, and economic factors; learners with emotional problems; Headteachers/principals factor; influence of gender and race; and public schools versus private schools.

Also, Parson (2004), cited in Ali., Dada, Isiaka., and Salmon (2014) ^[2], identified the school, society, wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules, bad home training, and upbringing. Gyan, Korang, McCarthy, and McCarthy (2015) ^[8] also found the factors influencing indiscipline of students to be students themselves, school factor, parents, and media

A study by Attieno (2014) ^[3], in Makadara District in Nairobi Kenya revealed that most of the indiscipline cases were due to the environment and their homes, particularly; use of mobile phones, responsibilities at home, matatu menace and sheng-speaking. Muchemwa (2016) ^[11] identified indiscipline cases at Solusi University in Zimbabwe, using lectures and students as well as techniques of data collection, such as interviews and documentary analysis. The findings revealed a lack of allocation of food by the university, absence of a beer garden in the vicinity of the university, as well as moral values emphasized by the university to the students while another study, carried out by Louis (2017) revealed that the school, family, peer pressure, community and news media negatively impacted on the student behavior

Management of Indiscipline of Students

Studies have identified the efficacy of different strategies for managing indiscipline of students. In a study of factors contributing to indiscipline in primary schools in Nyeri Central Sub-County, Kenya, by Patrick & Njogu (2018), it was found that 55% of the teachers adopted guidance and counseling strategy in the enforcement of discipline in schools while 7.1% adopted corporal punishment. Also, Eteso (2012) found that suspension, expulsion, and other punitive strategies are not the solution to indiscipline. According to him, the out-of-school suspension is ineffective in correcting discipline while the removal of the offending learner from the classroom prevents him or her from learning and provides no means for preventing or reducing future misbehavior.

Another study of the effectiveness of alternative strategies of discipline used in the Starehe Division, Nairobi County, Kenya, by Agesa (2015) ^[1] found that the effectiveness of the strategies varies from school to school and depended on the offense committed by each student. It was further revealed that for minor indiscipline cases, manual punishment was effective, while for major indiscipline cases, alternative strategies, such as suspension, exclusion, Guidance and Counseling, peer mediation, and teacher-student conferences were effective.

Also, the study of Lewis *et al* (2005) ^[9] in China, Israel, and Australia, revealed that one-to-one discussions with misbehaving learners, recognition of responsible behavior, and hints that identify irresponsible behavior without demanding improvement, are productive strategies that reduce misbehavior and increase learner responsibility. They further confirmed that teacher aggression and punishment negatively affect learners' attitudes towards their schoolwork and teacher.

In another study, carried out with Australian learners from eight different secondary schools, by Roache & Lewis (2011) ^[15], it was found that a combination of hinting, recognition, and rewards, discussion, and involvement "encouraged greater levels of communal responsibility. A study of the effects of disciplinary strategies on students' behavior in Public Secondary Schools in Matungulu District, Machakos County in Kenya, by Edward. (2013), also found that 60.4% agreed that manual activities helped achieve improved student behavior, 51.4% stressed that denial of privileges does not help improve student behavior, 58.6% were of the view that

suspension from school was effective in improving student behavior and a majority of 81.4% supported the view that guidance and counseling help improve student behavior

Methodology

Research Design

Research design is the plan and structure of investigation so conceived to obtain answers to research questions (Kerlinger & Lee (2000)). This study adopted descriptive and survey designs. This study adopted a descriptive design because data gathered were interpreted and used to describe the state of dropout in secondary schools.

Population, Sample and Sampling Technique

The 304 Public Secondary Schools in the State were the main population while all the government-employed and full-time teachers in the schools were targets. 3 Local Government Areas, 15 Public Secondary Schools, and 150 government-appointed and full-time teachers were selected and used for the study. To select the sample, the entire state was stratified into three senatorial districts, i.e. Ondo South, Ondo North, and Ondo Central. Each district was also stratified into the respective Local Government Areas. Out of the six Local Government Areas in the South District (i.e. Ilaje, Odigbo, Okitipupa, ESE Odo, Ile Oluji/Oke Igbo, and Irele), Okitipupa Local Government Area was randomly selected. Out of the six Local Government Areas in the North District (i.e. Akoko South East, Akoko South West, Akoko North East, Akoko North West, Owo, and Ose), Owo Local Government Area was randomly selected. Akure South Local Government Area was also randomly selected out of the six LGAs in the Central District (i.e. Akure South, Akure North, Idanre, Ifedore, Ondo East, and Ondo West).

Out of the 28 Public Secondary Schools in Akure South Local Government Area, 7 were selected, comprising 1 boys-only school, 1 girls-only school, and 5 co-educational schools. Out of the 16 Public Secondary Schools in Owo LGA, 4 schools were selected, consisting of 1 single-sex school and 3 co-educational schools. 4 schools (all co-educational) were selected from 24 schools at Okitipupa LGA. Ten teachers (5 males and 5 females) were selected randomly from each of the selected schools. In summary, multi-stage, stratified, and simple-random sampling techniques were adopted, to select the 15 schools and 150 full-time teachers for the study.

Instrument

A questionnaire was designed and used to collect the data for the study. The questionnaire has two sections, i.e. A and B. Section A consisted of questions on the demographic

characteristics of the schools while Section B focused on the theme of the study, i.e. effectiveness of the strategies. This section consisted of statements that required the respondents to tick the best option and was structured on a four-point scale, Strongly Agree, Agree, Disagree, and Strongly Disagree. It thus implies that the researcher adopted a 4-point scale for the study. The reason is however not farfetched. This is simply because the researcher felt that the inclusion of another option 'undecided' was not necessary due to the confusion it creates for respondents.

Validity of Instrument

The initial draft of the questionnaire was given to a professional colleague (a lecturer in the field of Educational Administration in a university here in Nigeria), for comments. After taking into cognizance, the suggestions/comments, the final draft of the Questionnaire was prepared for administration.

Reliability of Instrument

The Questionnaire was pilot-tested in ten (10) Public Secondary Schools that were not used for the study, within two weeks. Responses to the items in the Questionnaire in the two attempts were correlated using the Pearson Product Moment Correlation Coefficient. A reliable coefficient (r) of 0.82 was obtained.

Method of Data Collection

The researcher visited the selected schools, accompanied by an assistant. The researcher, with the help of the assistant, established rapport with the school administrators and teachers. After the formal introduction, the researcher and assistant explained to the respondents, the purpose of the study and guided them on how to complete the questionnaire. After 4 weeks, the researcher was able to retrieve the administered questionnaires.

Method of Data Analysis

Data collected were analyzed using the Statistical Package for Social Sciences (SPSS), thereby generating valid frequencies and percentages, while the hypotheses were tested using the t -test statistic. It is noteworthy that the researcher administered 165 Questionnaires to the respondents (15 for the principals and 150 for the teachers). In the end, all the administered questionnaires were retrieved from the respondents which was made possible through followed-up visits by the research assistant.

Data Presentation, Analysis, and Discussion of Findings

Table 1: Analysis of Demographic Variables

| Variables | Grouping | Frequency | Percentage |
|---------------------------------|----------------------------------|-----------|------------|
| Respondents Status in School | Principal | 15 | |
| | Teachers | 150 | |
| Sex (Teachers) | Male | 75 | 50 |
| | Female | 75 | 50 |
| Highest Qualification(Teachers) | NCE | 1 | 0.7 |
| | BSC/BA/HND/BTECH | 31 | 20.7 |
| | B.ED/BSE.ED/BA.ED/HND/BTECH+PGDE | 113 | 75.3 |

| | | | |
|--|--------|---|-----|
| | Others | 5 | 3.3 |
|--|--------|---|-----|

Source: Field Survey (2017)

The table shows that 75 (50%) of the teachers were male while the remaining 75 (50%) were female.

Question

What are the effective strategies for managing students' indiscipline in schools?

Table 2: Analysis of Responses on Disciplinary Strategies Effectiveness

| S/N | In my school, the following strategies are effective in the management of in-disciplinary attitudes of students: | SA | A | D | SD | Mean | Rank | Remark |
|-----|--|-----|----|----|-----|------|------------------|-----------|
| 1 | Verbal condemnation by teachers, principal and other members of school management | 104 | 46 | 0 | 0 | 3.69 | 2 nd | Agreed |
| 2 | Expulsion of a student from school | 89 | 55 | 3 | 3 | 3.53 | 4 th | Agreed |
| 3 | Suspension of a student from school | 88 | 56 | 4 | 2 | 3.53 | 4 th | Agreed |
| 4 | Flogging of student | 14 | 33 | 43 | 60 | 2.01 | 18 th | Disagreed |
| 5 | Physical punishment of students by a teacher or school authority. | 11 | 9 | 64 | 66 | 1.77 | 22 nd | Disagree |
| 6 | Detaining of student | 17 | 11 | 47 | 75 | 1.80 | 20 th | Disagree |
| 7 | Reprimanding student in the presence of staff and other students | 57 | 68 | 21 | 4 | 3.19 | 7 th | Agreed |
| 8 | Kneeling of student | 110 | 35 | 5 | 0 | 3.70 | 1 st | Agreed |
| 9 | Proper Counseling | 108 | 33 | 8 | 1 | 3.65 | 3 rd | Agreed |
| 10 | Fining (i.e. payment of money by a student). | 6 | 11 | 53 | 80 | 1.62 | 25 th | Disagreed |
| 11 | Giving rewards to well behaved/disciplined students at the end of term /session | 49 | 62 | 33 | 6 | 3.03 | 9 th | Agreed |
| 12 | Self-commitment in writing to maintain good conduct | 6 | 44 | 1 | 99 | 1.71 | 23 rd | Disagree |
| 13 | Pinching | 3 | 7 | 24 | 116 | 1.31 | 27 th | Disagreed |
| 14 | Slapping and smacking | 6 | 8 | 29 | 107 | 1.42 | 26 th | Disagreed |
| 15 | Picking rubbish within school premises by student | 18 | 25 | 57 | 50 | 2.07 | 17 th | Disagreed |
| 16 | Raising of two hands up or forward for a long period by student | 39 | 43 | 33 | 35 | 2.57 | 15 th | Agreed |
| 17 | Sweeping and general cleaning by student | 5 | 10 | 70 | 65 | 1.70 | 24 th | Disagreed |
| 18 | Sending student out of class | 8 | 18 | 58 | 66 | 1.79 | 21 st | Disagreed |
| 19 | Cutting of grasses | 42 | 49 | 39 | 20 | 2.75 | 12 th | Agreed |
| 20 | Enforcement of rules and regulations | 51 | 40 | 38 | 21 | 2.81 | 11 th | Agreed |
| 21 | Reference to school Disciplinary Committee | 76 | 52 | 20 | 8 | 3.26 | 6 th | Agreed |
| 22 | Molding of blocks by student | 62 | 48 | 26 | 14 | 3.05 | 8 th | Agreed |
| 23 | Uprooting of trees by student | 52 | 36 | 32 | 30 | 2.73 | 13 th | Agreed |
| 24 | Temporary or permanent withdrawal of post | 13 | 31 | 65 | 41 | 2.11 | 16 th | Disagreed |
| 25 | Invitation of parent/guardian for dialogue | 36 | 45 | 43 | 26 | 2.61 | 14 th | Disagreed |
| 26 | Praise students whenever they are cooperating | 12 | 17 | 58 | 63 | 1.85 | 19 th | Disagreed |
| 27 | Invitation/involvement of law enforcement agent. | 45 | 63 | 24 | 18 | 2.90 | 10 th | Agreed |

Source: Field Survey

As indicated in the above table, the expected mean was calculated using $(4+3+2+1)/4 = 10/4 = 2.5$, and any item with a mean below 2.5 which is the expected mean is accepted as disagreed while items with a mean of 2.5 and above are accepted as agreed. It is clear that verbal condemnation by teachers, principals, and other members of school management; expulsion of students from school; suspension of students from school; reprimanding student in the presence of staff and other students; kneeling of a student; proper counseling; giving rewards to well behaved/disciplined students at the end of term/session; raising two hands up or forward for a long period by a student; cutting of grasses; enforcement of rules and regulations; reference to Disciplinary Committee; molding of blocks by a student; uprooting of trees by a student; and invitation/involvement of law enforcement agent, are the effective strategies for managing the indiscipline of students in schools because their mean values are above the mean value (i.e. 2.5) Also, flogging of a student, physical punishment of students by a teacher or school authority,

detaining of a student, fining (i.e. payment of money by a student, self-commitment in writing to maintain good conduct, pinching, slapping and smacking, picking rubbish within school premises by a student, sweeping and general cleaning by a student, sending a student out of class, temporary or permanent withdrawal of post, an invitation of parent/guardian for dialogue, and praise students whenever they are cooperating, are not effective because their mean values are less than the average value (i.e.2.5).

Test of Hypotheses

Two hypotheses earlier postulated were tested using t-test statistic.

Hypothesis 1

There is no significant difference in the perception of principals and teachers on the strategies for managing the indiscipline of students in schools

Table 3: T-test showing differences in the perception of principals and teachers in the strategies for managing the indiscipline of students in schools.

| Grouping | N | Mean | SD | d.f | t-cal | t-tab |
|-----------|-----|------|--------|-----|---------|-------|
| Principal | 15 | 2.85 | 0.8749 | 198 | 0.05525 | 1.960 |
| Teacher | 150 | 2.33 | 0.6145 | | | |

As indicated in Table 2, t-cal (0.5525) is less than t-tab (1.960), at a 0.05 level of significance. The null hypothesis is therefore accepted which implies that there is no significant difference in the perception of principals and teachers on the strategies for managing the indiscipline of students in schools.

Hypothesis 2

There is no significant difference in the perception of male and female teachers on the strategies for managing the indiscipline of students in schools

Table 4: t-test showing differently in the perception of male and female teachers on the strategies for managing indiscipline of students in schools

| Grouping | N | Mean | SD | d.f | t-cal | t-tab |
|-----------------|----|------|--------|-----|--------|-------|
| Male teachers | 75 | 2.79 | 0.8855 | 148 | 0.4649 | 1.960 |
| Female teachers | 75 | 2.40 | 1.0438 | | | |

As indicated in Table 3, t-cal (0.4649) is less than t-tab (1.960) at a 0.05 level of significance. The null hypothesis is therefore accepted, which implies that there is no significant difference in the perception of male and female teachers on the strategies for managing the indiscipline of students in schools.

Discussions

Analysis of the data gathered for this study revealed that some strategies are effective in the management of indiscipline of students in schools while some are not effective. As indicated in Table 1, verbal condemnation by teachers, principals, and other members of school management; expulsion of students from school; suspension of students from school; reprimanding student in the presence of staff and other students; kneeling of a student; proper counseling; giving rewards to well behaved/disciplined students at the end of term/session; raising of two hands up or forward for a long period by a student; cutting of grasses; enforcement of rules and regulations; reference to Disciplinary Committee; molding of blocks by a student; uprooting of trees by a student; and invitation/involvement of law enforcement agents are the effective strategies for managing indiscipline of students in schools. The findings agree with the findings of Patrick & Njogu (2018) [28], Agesa (2015) [1], Lewis *et al* (2005) [9], Roache & Lewis (2011) [15], as indicated in the reviewed literature.

Also, it was found that there was no significant difference in the perception of principals and teachers on the strategies for managing the indiscipline of students in schools. This is not in tandem with Nwafor (1989) who posited that teaching experience influences the attitude of teachers towards the punishment of students. In this respect, the Principal is considered to be more experienced than teachers by years in service. The study further found that there was no significant

difference in the perception of male and female teachers on the strategies for managing the indiscipline of students in schools. This finding is established that male and female teachers perceive strategies for managing indiscipline in the same way.

Conclusion and Recommendations

Based on the findings of this study, it can be concluded that not all the strategies for managing the indiscipline of students being adopted in schools are effective in the management of the menace, while some are effective, some are not effective. Also, while some are highly effective, some are less effective. Based on the findings, the following are recommended:

- Schools should ensure that Guidance and Counseling services are provided for the students, the government should recruit specialized guidance-counselor and post them to schools that are lacking. There is a need for guidance counselors to be more effective in the discharge of their duties.
- Prevention as the saying goes is better than cure. There is a need for the government to institute the interview process into the recruitment of candidates into schools. This will ensure that only students who are of good behavior will be recruited into schools.
- The school administrators should ensure that the Disciplinary Committee is functional in school. And where is not functional, should be constituted. Disciplinary cases should always be referred to the committee and the report and recommendations executed.
- School administrators should ensure that students are always engaged through involvement in extra-curricular activities and recreational facilities should be provided for them, to keep them busy and prevent them from involvement in disciplinary behaviors.
- Teachers should involve all students productively, provide enriching activities for students who have completed their work, give challenging tasks to students, provide a task that requires students participation, exploration, and experimentation, give multidimensional tasks, integrate students interest and experiences into lessons and discussions, ask students to express opinions, connect new or abstract concepts to familiar or concrete ones, allow students to collaborate academically, provide substantive feedback rather than grades or scores, and avoid going to school and their classes late
- Parents should be role models and live up to their functional roles. This would enable students to imbibe discipline right from the home and the society at large, work with the school authority to enforce discipline through a forum like the PTA, and give their children the necessary home training
- The government should provide a conducive learning environment, ensure that all secondary schools have

Guidance Counselors, engage in a publicity campaign to create greater awareness on the adverse effects of indiscipline and a clear and unequivocal official pronouncement on the desirability to bring it under control, sponsor school administrators for leadership training, make teacher training programs functional to improve subject content knowledge and direct the Ministry of Education to develop an appropriate curriculum for moral education in secondary schools.

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