

THE MENACE OF INDISCIPLINE AMONG STUDENTS AND ITS EFFECTON JUNIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN BWARI AREA COUNCIL OF THE FEDERAL CAPITAL TERRITORY, ABUJA

Jovita C. Opara

Department of Educational Management,
University of Abuja, Abuja

Abstract

This study examined the menace of indiscipline among students and its effect on junior secondary school students' performance in Bwari Area Council of the Federal Capital Territory, Abuja. the study was guided by two main objectives bothering on the causes and effect of indiscipline effect on junior secondary school students' performance. The research design used for the study was a descriptive survey. The choice of this design and its consideration to be suitable for the present study was because data were collected from respondents considered to be the representative sample of the larger population; thereby guaranteeing generalization of the findings of the study to the larger population. The population of this study constituted of 498 junior secondary school students from 5 junior secondary schools in Bwari Area Council. The sample of the study was made up of 250 junior secondary school students carefully drawn from 5 junior secondary schools in Bwari Area Council. A simple random sampling technique was adopted in selecting the sample of the study. The choice of simple random technique was to give each element of the study equal chance of being selected. The instrument used for data gathering was closed-ended questionnaire. The questionnaire was designed using 4points scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 250 questionnaires were administered but only 241 was validly filled and returned for analysis. Data collected via questionnaire were analyzed with mean statistical technique. The decision rule or benchmark for the acceptance of an item was 2.5 and above. The findings of the study indicated that indiscipline has negative effect on junior secondary school students' performance. It was also revealed that the influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations are causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja. in line with the findings, it was recommended that school rules and regulations should be constantly enforced by the school authority in order to promote discipline among students. Parents should help in instilling discipline in their children at the formative stage in order to reduce the incidences of indiscipline in schools. They should also guide their children on the kind of friends they keep company.

Keywords:Menace, Indiscipline, Academic Performance and Students.

Introduction

School regulations are authoritative disciplines with a course of law intended to promote discipline in school. The successful operation of schools is directly influenced by the way schools administered students' disruptive behaviour. Since the school system is considered as the second agent of human socialization after the home, it is therefore hoped that when students are found in school, they are expected to socialize effectively, act positively devoid of malice, jealousy, rancor and rebellion feeling or actions. According to Elughe (2014), indiscipline in Nigerian educational system has

CORRESPONDING AUTHOR

Jovita C. Opara, Department of Educational Management, Faculty of Education, University of Abuja, Abuja – Nigeria
E-mail: adamummyopara@gmail.com

continued to persist despite series of efforts by school authorities and concerned stakeholders. A number of measures such as closing down riot schools, suspension or dismissal of ring-leaders and the mass transfer of teachers as results of indiscipline have occurred in the school system. It is common feature to see students of being against each other on some flimsy issues of being defeated in a football match and mere defeat in inter class debate competitions. Student are found sometimes shouting, fighting, kicking, screaming and pushing each other. Some of them engage in sex play in the class room and destroy or deface books, desk, walls and their own and others clothing. Often times students tend be very arrogant, disobedient to their teachers and even school authorities. These constitute serious behavioral problems which has affected.

In the opinion of Adegoke (2011), teachers normally consider the issue of indiscipline as one of the most difficult tasks in teaching and the feeling of inadequacy in coping with the problems of school discipline and the disillusionment that comes when disruptive behavior is rampant are major causes for teachers leaving the profession after a year or two of starting the teaching profession. The factors responsible for this behavior for children are many and vary according to the area and homes children found themselves. Jemibewon (1976) cited in Johnson (2010) maintained that the widespread of indiscipline in primary and post primary schools is clearly noticed; as every year serious cases of rioting, arsons, damages to school property, fighting among students, students attacking teachers etc. occur in several schools. There are also routine cases of truancy, disobedience, absenteeism, drug-abuse, fighting and other incidences of indiscipline in schools.

Thus, if the aims and objectives of the school system are to be reasonably achieved, discipline must be maintained in the school system; since meaningful teaching and learning cannot take place in an atmosphere which threatened, insecure and unsafe both the learners and the teachers.

The concept of indiscipline has been defined by different scholars and in several ways. According to Asiyai (2012), the trouble with the term indiscipline is that every individual may know what they mean when they talk about it but individual meanings can still differ in a sense. Thus, the concept of indiscipline as used herein was within the context of the school system. Nwakoby (2011) therefore, see indiscipline as the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. Zubaida (2009) defined indiscipline in schools an act of disrespect for school laws and regulations and the non-maintenance of an established standard of behavior, self-control, restraint, respect for oneself and others.

Otu (1995) cited in Asiyai (2012) defined indiscipline as unruly acts and behaviours, an acts of lawlessness and disobedience to school rules and regulation. It constitutes any form of misbehaviour which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism. a student is said to be discipline if his behaviours, actions and inactions conform to the predetermined rules and regulations of the school concerned. But when this is not the case, such a child or student is said to be undisciplined School indiscipline is any mode of behaviour, action and conduct which deviates from the

established and approved rules and regulations of a school and the acceptance code of behaviour, action, norms and the ethics of the society at large". Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour can be regarded as undisciplined act.

Encarta (2009) observed that the use of punishment in schools is to instill discipline and is melted on students who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behaviour and therefore improving school discipline, if commensurate with the offense committed. However, what we experience in recent times is that there are situations where a student who commits an offence, can easily go unpunished. Nevertheless, in most secondary schools some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning, suspension, expulsion, branding and mutilation of students. Creswell (2013), argues that with a well-behaved class, teaching could be among the most wonderful jobs in the world. However, what really occurs on the ground is that unwanted behaviours are on the increase despite the presence of these punishments. Teachers are worried about the aggression being directed to them by both students and their parents. This has resulted in some students being expelled, others suspended, forced to do hard labour at school, chased out of classes all of which seem to affect their academic performance. Baumard (1999) in Moses (2011) shared the same opinion but argued that punishment is a means of controlling disruptive behaviour. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers need always realize the appropriateness of punishment before initiating it.

There are several forms of indiscipline acts among the students. Some occur within the classroom, some within the school premises while others are carried out outside the school premises. Wherever, they are being carried out, they constitute indiscipline. Lewis (1991) as quoted by Morongwa (2010) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of the behaviours which constitute indiscipline and tend to impact negatively on the morale and academic performance of the student. These include: a learner consistently coming to class late and disrupts the flow of the class; a learner talking while the teacher is addressing the class; He/she writing graffiti on school property; continuous going out in class; not listening and asking questions that have already been answered; defying the teacher and refusing to follow instructions; and moving around in the class to the point of becoming a distraction. Rosen (1997) cited in Creswell (2013) identified ten types of indiscipline acts among students. Among which are: defiance to school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code, theft/stealing, leaving school without permission and not reporting to after school detention.

Indiscipline acts in schools is not an obscure problem or phenomenon that its causes cannot be ascertained. Therefore, several factors tend to lead to the occurrence of indiscipline among students; some of which are locally, nationally and internationally-oriented. Morongwa (2010), identifies eight factors as being as responsible for indiscipline among secondary school students. This includes:

parental/home influence; teachers/educators factor; political, social and economic factors; learners with emotional problems; head teachers/principals factor; influence of gender and race as well as public schools versus private schools. Ozigi and Canlan (1979) cited in Oyetubo and Olaiya (2009) pinpointed seven likely causes of indiscipline in school and include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the "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; (c) the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; (f) the 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 (g) the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the official point of view.

The act indiscipline affects students' active learning as well as their performance in school. Elughe (2014) maintained that playing truancy as a form of indiscipline makes students fail tests and exams as well as inactive participation in the learning process. Students who resort to taking drug abuse may result in mental retardation, missing classes and eventual expulsion from the school system. Indiscipline also makes students perform poor in continuous assessment. Truancy for instance, makes students to miss unscheduled tests. It further makes students to disobey their teachers and school authorities; thereby taking to crime.

According to Ovell (2011), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Reid (2006) cited in Moses (2011) reported a positive correlation between performance and school attendance. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. According to Lawrence (1991) cited in Morongwa (2010), poor academic performance has been directly linked to indiscipline. Students who are chronic underachiever in school are also among the most likely to be indiscipline. Children who fail at school feel frustrated, angry and rejected. Believing they will never achieve success through conventional means, they seek like-minded companions and together engage in antisocial behaviors. Educational failure beginning early in the life course evokes negative responses from important people in the child's life, including teachers, parents and prospective employers. These reaction help solidify feeling of social inadequacy and in some cases, lead the underachieving students into a pattern of chronic indiscipline.

The menace of indiscipline can be addressed in several ways. Clements and Sova (2000) as cite by Deaukee (2010) opined that religion and family has major roles to play in the management and control of indiscipline of students. Religious and family institutions have to entrench morals and enforce marriage principles to be followed to the latter. In as much as humans enjoy violating laws, disciplinary measures should be imposed on any family that is found aiding and abating moral decadence of their kids. And parents should be made to understand that their kids should be where they should be at the right time.

Field and Boesser (2002) cited in Moses (2011) agreed that the traditional form of ensuring discipline which involved the total demand of obedience are closer to the authoritarian end of the spectrum and are no longer reliable. In the same way, Charles (2002) cited in Daukee (2010) stated that many of the discipline techniques that have been relied on over time are now ineffective especially those that involve demanding, bossing, scolding, warming, belittling and punishing; as these tactics can keep behaviour partially under control only for a while. He added that these techniques can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and possibly the desire to leave school as soon as possible. Charles (2002) cited in Daukee (2010) therefore observed that developing and maintaining positive teacher-students' relationship has the potential of creating a conducive learning environment and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment. This to him, will determine whether or not a learner can benefit from teaching-learning process. The researcher further advised that teachers should be aware of the need for a positive loving relationship if learning is to take place. However, if trust in the relationship between the educator and the learners is lacking, the educator is in a position of power instead of authority.

According to Deaukee (2010), one of the most basic and common parts of any discipline system is the setting of rules. He explained that a rule identifies general expectations or standards for behavior and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Morongwa (2010) in the same vein added that rules are the foundation for school conduct or behavior and it is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

According to Levin and Nolan (1996) as cited by Deaukee (2010) stated that behaviour contracting between the students and school management or teachers can be very effective means of controlling indiscipline among students. It is a strategy which demands both the student and a teacher or school management to have a written agreement between the student and the teacher which commits the students to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequences for not holding to the contract, rewards for meeting expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated. The development of behaviour contract as a strategy to control unruly behaviours of students was grounded on the theories of operant conditioning, which holds that behaviour which are reinforced are likely to be repeated and those which are not reinforced will soon disappear. Deaukee (2010) further emphasized the effectiveness of behaviour contracting when he stated that the contract attempts to control behaviours that are not effectively controlled by normal classroom procedures, to encourage self-discipline on the part of the student and to foster the students' sense of commitment to appropriate classroom or school behaviours.

Statement of the Problem

The school system is meant to be a place where character is refined and behavior modified. But it is worrisome that students often times openly fight their teachers, violently oppose school authorities, absent themselves from classes and school activities etc. Adegoke (2011) corroborated the above by positing that schools have become grounds for various aspects of indiscipline; as a lot of students even at junior school level even indulge in gangsterism, smoking, cultism, drug abuse, truancy, hostility towards teachers, school authorities and their fellow students. Therefore, exhibiting indiscipline tendencies of this nature greatly affects students' academic performance and their entire academic and social career.

It is in realization of the above that the present study seeks to ascertain the extent to which the menace of students' indiscipline affects their academic performance in junior secondary school in Bwari Area Council of Abuja.

Objectives of the Study

This study sought to achieve two specific objectives:

- i. To determine the effect of indiscipline on junior secondary school students' performance in Bwari Area Council, Abuja.
- ii. To ascertain the likely causes of indiscipline among junior secondary school students' performance in Bwari Area Council, Abuja.

Research Questions

The following research questions guided the study:

- i. What effect does indiscipline have on junior secondary school students' performance in Bwari Area Council, Abuja?
- ii. What are the likely causes of indiscipline among junior secondary school students' performance in Bwari Area Council, Abuja.

Methodology

The research design used for the study was a descriptive survey. The choice of this design and its consideration to be suitable for the present study was because data were collected from respondents considered to be the representative sample of the larger population; thereby guaranteeing generalization of the findings of the study to the larger population. The population of this study constituted of 498 junior secondary school students from 5 junior secondary schools in Bwari Area Council. The sample of the study was made up of 250 junior secondary school students carefully drawn from 5 junior secondary schools in Bwari Area Council. A simple random sampling technique was adopted in selecting the sample of the study. The choice of simple random technique was to give each element of the study equal chance of being selected. The instrument used for data gathering was closed-ended questionnaire. The questionnaire was designed using 4 points scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 250 questionnaires were administered but only 241 was validly filled and returned for analysis. Data collected via questionnaire were analyzed with mean statistical technique. The choice of mean as a statistical tool was informed by the fact that the study is descriptive in nature and as such, has no hypothesis to be tested. The decision rule or benchmark for the acceptance of an item was 2.5 and above.

Data Analysis

Table 1: Indiscipline and Junior Secondary School Students' Performance

| S/N | ITEM | SA 4 | A 3 | D 2 | SD 1 | Total | \bar{X} | Decision Rule |
|-----|---|---------|--------|--------|---------|-------|-----------|------------------|
| 1 | Playing truancy as a form of indiscipline makes students miss tests and exams. | 95 | 109 | 30 | 7 | 774 | 3.2 | Accepted |
| 2 | Indiscipline increases the rate of school dropout. | 87 | 101 | 21 | 32 | 725 | 3.0 | Accepted |
| 3 | Absentingfrom class/school makes students to perform poor in continuous assessment and exams. | 181 | 37 | 8 | 15 | 866 | 3.6 | Accepted |
| 4 | Indiscipline results in students' inability to concentrate in the class. | 144 | 49 | 18 | 30 | 789 | 3.3 | Accepted |
| 5 | It contributes to students' unseriousness towards their studies. | 200 | 39 | 2 | 0 | 921 | 3.8 | Accepted |
| 6 | Indiscipline inform of truancy makes students miss their classes | 109 | 97 | 14 | 21 | 782 | 3.2 | Accepted |
| 7 | Indiscipline makes students to disobey school authorities; thereby taking to crime | 76 | 84 | 69 | 12 | 706 | 2.9 | Accepted |
| 8 | It also leads to loss of class notes due to absenteeism. | 194 | 26 | 9 | 13 | 885 | 3.7 | Accepted |
| 9 | Indiscipline makes students to develop poor study habits. | 14 | 41 | 97 | 89 | 462 | 1.9 | Accepted |

Sectional Mean=28.6/9=3.2

Items in table 1 above examined the effect of indiscipline on junior secondary school students' performance. To analyze the data, mean statistical tool was adopted with the cut-off mean score of 2.5 as the bench mark. Implying that; any item that has 2.5 mean score and above is upheld or accepted while the one with less than 2.5 is rejected.

From the table above, it can deduced that items 1-8 have mean scores of 2.5 and above while only item 9 has the mean score of 1.9; making it less than the 2.5 cut-off mean. This implies that majority of the students agreed that indisciplinemakes students miss tests and exams, increases the rate of school dropout, makes students to perform poor in continuous assessment and exams, results in students' inability to concentrate in the class, contributes to students' unseriousness towards their studies, makes students miss their classes, makes students to disobey school authorities; thereby taking to crime as well as leads to loss of class notes due to absenteeism. However, indiscipline may not make students to develop poor study habits.

Table 2: Causes of Indiscipline among Junior Secondary School Students

| S/N | ITEM | SA 4 | A 3 | D 2 | SD 1 | Total | \bar{X} | Decision Rule |
|-----|--|---------|--------|--------|---------|-------|-----------|------------------|
| 1 | The influence of the media (i.e. newspaper, radio & television). | 133 | 89 | 4 | 15 | 822 | 3.4 | Accepted |
| 2 | Influence of the environment children grow up | 104 | 119 | 8 | 10 | 799 | 3.3 | Accepted |
| 3 | Poor parental/home training/upbringing. | 194 | 39 | 8 | 0 | 909 | 3.8 | Accepted |
| 4 | Wrong societal ideals. | 76 | 160 | 0 | 5 | 789 | 3.3 | Accepted |
| 5 | Peer group influence (bad friends). | 201 | 40 | 0 | 0 | 924 | 3.8 | Accepted |
| 6 | Influence of drugs. | 97 | 129 | 10 | 5 | 800 | 3.3 | Accepted |
| 7 | Teachers favoring some students in the class. | 88 | 93 | 38 | 23 | 730 | 3.0 | Accepted |
| 8 | Overcrowded classrooms. | 91 | 117 | 26 | 7 | 774 | 3.2 | Accepted |
| 9 | Non-enforcement of school rules and regulations. | 167 | 74 | 0 | 0 | 890 | 3.7 | Accepted |

Sectional Mean=30.8/9=3.4

Items in table 2 above ascertained the likely causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja. To analyze the data, mean statistical tool was adopted with the cut-off mean score of 2.5 as the bench mark. Implying that; any item that has 2.5 mean score and above is upheld or accepted while the one with less than 2.5 is rejected.

From the table above, it is indicated that all the nine items had the cut-off mean of 2.5 and above. Thus, finding showed that the causes of indiscipline among junior secondary school students are: the influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations. More importantly, poor parental/home training and upbringing, peer group influence (bad friends) and non-enforcement of school rules and regulations respectively ranked the highest causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja.

Results

Items in table 1 examined the effect of indiscipline on junior secondary school students' performance in Bwari Area Council. The finding of the study revealed that indiscipline has negative effect on junior secondary school students' performance; as it makes students miss tests and exams, increases the rate of school dropout, makes students to perform poor in continuous assessment and exams, results in students' inability to concentrate in the class, contributes to students' unseriousness towards their studies, makes students miss their classes, makes students to disobey school

authorities; thereby taking to crime as well as leads to loss of class notes due to absenteeism.

The above finding corroborate with the view of Morongwa (2010) who identified the factors responsible for indiscipline among secondary school students to include: parental/home influence; teachers/educators factor; political, social and economic factors; learners with emotional problems; head teachers/principals factor; influence of gender and race as well as public schools versus private schools. Ozigi and Canlan (1979) cited in Oyetubo and Olaiya (2009) also pinpointed causes of indiscipline in secondary school to include: the influence of the media which carry regular reports about students' power against authority; the failure of many homes to provide basic and essential moral training in the upbringing of the children and the poor enforcement of discipline by school authorities.

Items in table 2 ascertained the likely causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja. Result indicated that the influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations are causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja.

The result above aligned with the opinion of Elughe (2014) who maintained that playing truancy as a form of indiscipline makes students fail tests and exams as well as inactive participation in the learning process. Elughe also stated that students who resort to drug abuse may result in mental retardation, missing classes and eventual expulsion from the school system. Indiscipline also makes students perform poor in continuous assessment. Truancy for instance, makes students to miss unscheduled tests. It further makes students to disobey their teachers and school authorities; thereby taking to crime. According to Ovell (2011), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. According to Lawrence (1991) cited in Morongwa (2010), poor academic performance has been directly linked to indiscipline. Students who are chronic underachiever in school are also among the most likely to be indiscipline. Children who fail at school feel frustrated, angry and rejected. Believing they will never achieve success through conventional means, they seek like-minded companions and together engage in antisocial behaviors. Educational failure beginning early in the life course evokes negative responses from important people in the child's life, including teachers, parents and prospective employers. These reaction help solidify feeling of social inadequacy and in some cases, lead the underachieving students into a pattern of chronic indiscipline.

Conclusion

The school is always considered as the second agent of human socialization after the home. It is an environment which positively transforms children in every aspect of their lives. Therefore, students are expected to be of good moral conduct within and outside the school environment. Indulging in all forms of indiscipline such as rioting, arsons, damaging school properties, fighting among students, students attacking teachers etc. greatly affect the moral and academic performance of the learners as well

as the school system and the society at large. Therefore, drawing from the findings of the study, it can be concluded that indiscipline has serious negative effect of the performance of junior secondary school students. There are several factors responsible for indiscipline among junior secondary school students. Among which are-influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations

Recommendations

Based on the findings of the study, it was recommended that school rules and regulations should be constantly enforced by the school authority in order to promote discipline among students. Parents should help in instilling discipline in their children at the formative stage in order to reduce the incidences of indiscipline in schools. They should also guide their children on the kind of friends they keep company.

References

- Adegoke, A. (2011). *Principles of controlling indiscipline*. Philadelphia: Lippincott Press.
- Asiyai, R. I. (2012). Indiscipline in Nigerian secondary schools: Types, causes and possible solutions. *African Journal of Education and Technology*, 2(1), 39-47.
- Creswell, A. (2013). *Tacit knowledge in organizations*. London: Sage.
- Deauke, M. (2010). *Student discipline and motivation: Research synthesis*. Portland: Northwest Regional Educational Laboratory Limited.
- Encarta, L. (2009). *The concept, causes and solutions to indiscipline in schools*. Johannesburg: Hutchinson Ltd.
- Elughe, A. (2014). *Delinquency and opportunity: A theory of delinquent of gang*. Alenceo: IL Free Press.
- Johnson, H. (2010). *Principles and practice of education*. Ife: University of Ile-Ife Printing Press.
- Morongwa, C.M. (2010). The impact of disciplinary problems on educator morale in secondary schools and implications for management. *Journal of Education*, 4(1), 34-42.
- Moses, R. (2011). *The danger of Indiscipline in the school system*. Akure: Macmillan
- Nwakoby, J. U. (2011). Parental attitude towards disciplinary measures among students of federal government secondary schools in Delta State: Implication for counselling. *Journal of Teacher Education*, 3(2), 121-130.
- Ovell, T. (2011). *Control and discipline in schools*. London: Harper and Row Publishers.
- Oyetubo, S. & Olaiya, T. (2009). The incidences of indiscipline in the school system: A challenge for school authorities. *Action in Teacher Research*, 28 (4), 4-13.
- Zubaida, T. (2009). *Secondary school management today*. London: Melbourne.