

Effects of Students' Disciplinary Problems on the Administration of Secondary Schools in Makurdi Education Zone of Benue State, Nigeria

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Abstract

Education introduces the younger generation into the ethics, norms, culture, economy, politics, religion, technology and vocations of the society. Indiscipline is one the challenges facing educational institutions in recent times. The thrust of this study was to investigate the effects of students' disciplinary problems on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria. Two research questions and two hypotheses guided the study. Ex-post facto design was adopted for the study. The study population was 1391 teachers from 43 secondary schools out of which 200 respondents representing 14% were sampled using the simple random sampling. The instrument for data collection was the questionnaire titled "Students' Disciplinary Problems and School Administration Questionnaire (SDPSAQ)" Mean and standard deviations were used to answer the research questions, while chi-square (χ^2) was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that; students' involvement in cultism as well as students' indulgence in alcoholism has significant effects on the administration of secondary schools in the study area. It was recommended among other recommendations that the government should enact laws that will prohibit and check the admission of students who are suspected to be cultists. Students who are cultists should be expelled from their schools because their presence in the schools will pose a threat to the school management.

Keywords: *Students' Disciplinary Problems, School Administration, Cultism and Alcoholism.*

Background to the Study

The education of the child must be carried out in circumstances and environment that are conducive to the realization of the objectives of the individual and those of the state. Discipline is the ability or readiness of the students to respect school authorities, observe established laws of the school and take responsibilities for one's action (Oboegbulem, 2007). School is an organization of complex activities which are carried out by people and one coordinated by person or persons. Thus, administration is necessary in schools. Administration in school entails working with and through teachers, non-teaching staff and pupils or students to get things done effectively. School administration has its attention primarily on the school. It is more concerned with the institution, its goals, policies and execution of these policies. In school administration, the primary aim has to do with the improvement of teaching and learning, and all the activities of the school. The functions of administration in school are performed by the schools heads (ie head teacher/principal) known as the school administrator (Adebola, 2006). The school according to Idoko (2005), has the right to make rules and regulations which they consider appropriate for the proper education of students, provided of course, the regulations do not infringe any other basic laws of the land. Discipline cannot be achieved without the establishment of rules and regulations which parents and the society at large must help the school to enforce. Orhungur (2003) adds that discipline is the hallmark of success in any human endeavour, especially in the school system.

Some of the notable disciplinary problems in secondary schools according to Azizi (2009) include; assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons and so on. According to Orhungur (2003), when students manifest behaviours that are contrary to school rules and regulations, they are said to be indisciplined. Cases of students' indiscipline range from disregard to school regulations, disrespect to school authority, poor habits of the students to collective misbehavior. Acts of undesirable attributes committed by students often include the following; truancy, absenteeism, lateness, disobedience, apathy and stubbornness, alcoholism and drug abuse, cruelty, verbal assaults and bullying, dishonesty, fighting, vandalism, sexual immorality or sex offence, improper dressing, negligence, laziness and school riot.

Ajayi and Ayedele (2002) defines secret cult as a mysterious organization whose activities are kept secret, out of public knowledge and consumption. Alcohol and drug abuse have become a common practice among the young ones at all levels of the national education system. Most of the time, the addicts who are supposed to be the pride of the nation are left in the hands of the law enforcement agents. They become wastes.

Eyo (2011) sees examination malpractice as an act perpetrated to contravene stipulated rules and regulations governing examination. It could also be viewed as an irregular behaviour which the candidates or those involved in the conduct of an examination revert to with a mind to getting undue advantage over others. Students' ineffective and inefficient use of their time for productive purposes affects management. This is because

the extensive knowledge base which the students are expected to browse through before examination is not covered by the students. It is against this background that the study seeks to investigate the effects of disciplinary problems on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Statement of the Problem

Many issues confront the Nigerian educational system. The most identified problem is the one of indiscipline among students in secondary schools. There has been a public outcry by stakeholders in education such as school heads, teachers, parents, government and policy makers on the phenomenal disciplinary problems in secondary schools in Makurdi Education Zone of Benue State, Nigeria. There has been reported cases of students' attack on teachers, rebellious attitudes, high intake of alcohol and drug abuse by secondary school students, examination malpractice, carrying knives, axe and other dangerous weapons to schools, cultism, absenteeism, lack of respect for teachers, bad language, refusal to observe school rules and regulations, breaking into schools, scribbling on walls, fighting among students, vandalization of school buildings and furniture among other social ills.

These disciplinary problems have hindered in one way or the other the administrative functions of controlling, coordinating, directing, organizing, reporting, staffing and budgeting in the secondary schools in the study area. These acts of students' indiscipline have led to closure of schools for months, blacklisting of schools by examination bodies, cancellation of results and examination centres, among other things. The researchers have observed many secondary students indulging in alcohol and drug abuse, taking Indian hemp, codaine, and other harmful substances that are detrimental to their mental health, examination malpractice in the name of miracle centres, cultism among other problems. These problems do not augur well with the effective and efficient administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate the effects of students' disciplinary problems on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria. The specific objective of the study are;

1. Examine the influence of students' involvement cultism on their academic career in secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. ascertain the influence of students' indulgence in alcoholism on participation in school activities

Research Questions

Based on the statement of problem and purpose of study, the research seeks to provide answers to these research questions;

1. What is the mean rating of the effects of students' involvement in cultism on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria?

2. To what extent does students' indulgence in alcoholism affect the administration of secondary schools?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant effects of students' involvement in cultism on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. There is no significant effects of students' indulgence in alcoholism on the administration of secondary schools.

Significance of the Study

It is hoped that the findings of this study would be of help to educational administrators, teachers, parents, students and other researchers. The findings of this study would provide a practical guide and working knowledge to practicing and prospective school managers on better ways of handling cases of indiscipline among secondary schools. It will enable the teachers especially the counselors to pass useful information that will be of help to the erring students in order to create a change in them. The findings would also reveal to parents, government agencies and parastatals and all stakeholders in education, the unique challenges of disciplinary problems of students faced by teachers and school managers in the day to day administration of their schools.

Scope of the Study

This study is restricted to the effects of students' disciplinary problems on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria. The specific variables of the study are; students' involvement in cultism and students' indulgence in alcoholism.

Conceptual Clarification

The conceptual clarification is discussed as follows;

Concept of Students' Disciplinary Problems

According to Azizi (2009), there are serious disciplinary problems in the schools by student; these include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment threat and intimidation of teachers and students, possessing offensive weapons, supply or using illegal drugs, intrusion into school or classrooms by students with the intention of confronting teachers have become a case study that need immediate attention.

Nakpodia (2010) enumerated more forms of disciplinary problems management experience from students and they include; truancy, tardiness, insubordination, disobedience to teachers, insulting a teacher, talking back, swearing at a teacher, cursing or calling other students bad names fighting with other students, in attentiveness in class, going out of school premises without permission, smoking, use of drugs or alcohol,

refusal to clean the grounds as ordered, failure to maintain silence, lack of civility, failure to adhere to time schedules, destruction of school property and cultism.

Yarosan (2004) asserts that students roam the streets freely in their school uniforms. Female students now have their classes in the rooms of their boy friends. There is little or no respect for teachers anymore. Yarosan lamented with nostalgia of the good old days when parents would threaten to report to teachers whenever students were acting against the wishes of their parents. She also noted that it has become nonsense to punish a students' bad behaviour for such "disciplined" or harassed and sometimes punished as well by the parents of the indiscipline students. Okwori and Ede (2012) adds that rudeness, gum chewing, robbery, students' anti union, stealing and improper dressing are also forms of indiscipline.

Azizi (2009) maintains that disciplinary problems among students interfere with teaching and learning. They are thought to be a leading contributor to teachers' stress and attrition. Serious breaches of school disciplinary policy according to Azizi have profound negative effects on teachers. Teachers subjected to abuse of dignity at work, intense feeling or fear, humiliation or shame, isolation and depression.

Concept of School Administration

Edem (2006) describes what administration is according to the work of some of the men and women who were pioneers in administrative theory and research. Their ideas can be categorized into three schools, namely, the Efficiency Movement, the Human Relations Group, and the Rationalists.

Okwori and Ede (2012) maintains that while management is concerned with planning and formulation of policies and programmes with a view to achieving specific goals, administration is the systematic arrangement of human and material resources and programmes that are available and carefully using them systematically within defined guidelines policies to achieve goals. One can consider a school administrator as an organizer and implementer of plans, policies and programmes meant for specific objectives. Akpakwu (2008) sees educational administration as the judicious and systematic use of both human and material resources for the achievement of educational objectives. This means that the educational administrator, whether in the ministry of education, the school boards, or in a school, is essentially an organizer and implementer of plans, policies, and programmes meant for specific educational objectives.

Ozizi in Adebola (2006) submitted that one of the primary objectives of administration in any organization is that of coordinating the efforts of people towards the achievement of goals. Administration therefore refers to effective coordination of resources and peoples effort for the achievement of organizational goals.

Ogbonna (2003) asserts that educational administration is the process of allocation of education inputs (human, material, time and constraints) by planning organizing, directing and controlling for the purpose of producing educational outputs (educated

school leavers with the right knowledge, skill and attitudes) desired by the society so that the educational objective desired by the society are accomplished. In the process, work is performed with and through school personnel in an ever changing school environment. Knezevich in Yawe (2010) views educational administration as a social process concerned with creating, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within a unified system designed to accomplish predetermined objectives.

Methodology

In this study, the survey design was adopted. The design according to Emaikwu (2013) is appropriate where it was not possible for the researcher to directly manipulate the independent variables. The design is also good for the collection of factual detail information from a large population as well as the use of representative samples which permits inferences and generalization to be made on the entire population. This study is confined to Makurdi Education Zone of Benue State, Nigeria. The study area comprises of four (4) local government areas; namely, Makurdi, Guma, Gwer-East, and Gwer-West local governments. The population of the study comprises of 1391 teachers from the existing 42 government and grant-aided secondary schools in Makurdi Education Zone of Benue State, Nigeria (Benue State Teaching Service Board, 2014). Two hundred (200) teachers representing 14% of the total number of teachers were sampled from 10 secondary schools representing 23% of the schools using the simple random sampling technique. The sample size was in agreement with the principle stated by Emaikwu (2013) that the sample size must be a representation of the population from which it is selected and that there should be no significant difference between the sample and the population of any important characteristics. The instrument for data collection was a self-structured questionnaire titled "Students' Disciplinary Problems and School Administration Questionnaire (SDPSAQ)". It is constructed by the researcher.

The questionnaire is divided into two sections, Section A and Section B. Section A was designed to elicit information on the bio-data of the respondents while section B is designed to elicit responses from the respondents on the clusters of the study. A 4-point rating scale with the response mode of Strongly Agree (SA)⁴ Agree (A)³ Disagree (D)² and Strongly Disagree (SD)¹ was used to weigh the two clusters of the study. A face and content validation of the instrument was conducted by experts in Educational Management, Measurement; Tests and Evaluation in the Faculty of Education, Benue State University Makurdi. The reliability of the instrument was ascertained through trial test. 15 Teachers were sampled from 3 secondary schools that were not part of the sample for the main study. These teachers and principals were given copies of the questionnaire to answer. After administering the questionnaire, they were collected by the researchers. Data from the questionnaire were collated and analyzed using the Cronbach Alpha Correlation Coefficient. The analysis yielded an alpha coefficient of 0.85 which signified high internal consistency for use in the present study (Emaikwu, 2013). The completed questionnaires were collated, coded and analyzed. The descriptive statistics of mean and

standard deviations was used to answer the research questions. The cut-off point of 2.50 was used as the bench-mark for decision making to determine positive responses of the respondents. Any mean score from 2.50 and above was regarded as a positive response and accepted while any mean score of less than 2.50 was regarded as a negative response and rejected as having no effect. The chi-square (χ^2) test was used to test the hypotheses at 0.05 level of significance.

Results and Findings

The results and findings of the study are presented as follows;

Research Question 1:

What is the mean rating of the effects of students' involvement in cultism on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria?

Table 1: Mean Ratings and Standard Deviations of the Responses of Teachers on the Effects of Students' Involvement in Cultism on the Administration of Secondary Schools

Item No	Item Description	SA	A	D	SD	\bar{x}	S.TD	Decision
1	Students' involvement in cultism creates confusion in school administration	72	76	31	21	3.00	0.97	Accepted
2	Students' involvement in cultism makes parents not to bring their wards to such schools.	87	64	33	16	3.11	0.96	Accepted
3	Students' involvement in cultism destroys the peace of the school community and administration	101	52	32	15	3.20	0.97	Accepted
4	Students' involvement in cultism promotes social vices such as violence, rape, drug abuse etc. in the school and frustrates the efforts of management to maintain peace	84	78	21	17	3.41	0.92	Accepted
5	Students' involvement in cultism leads to disruption of academic activities.	99	66	79	8	3.00	0.93	Accepted
	Cluster Mean/Standard Deviation					3.11	0.92	Accepted

Table 1 showed that, the mean ratings for items 1-5 were 3.00, 3.11, 3.20, 3.14 and 3.12 respectively with their corresponding standard deviations of 0.97, 0.96, 0.97, 0.92 and 1.00. Based on the cut-off point of 2.50, respondents accepted all the items of the research question. Their responses indicated that students' involvement in cultism creates confusion in school administration. Students' involvement in cultism makes parents not to bring their wards to such schools. Students' involvement in cultism destroys the peace of the school community and administrations. Students' involvement in cultism

promotes social vices such as violence, rape, drug abuse etc. in the school and frustrates the efforts of management to maintain peace. The respondents also agreed that students' involvement in cultism leads to disruption of academic activities. The cluster mean of 3.11 and standard deviation of 0.96 was also above the cut-off point of 2.50. This indicates that students' involvement in cultism has effects on the administration of secondary schools in Makurdi Education Zone.

Research Question 2:

To what extent does students' indulgence in alcoholism affect the administration of secondary schools?

Table 2: Mean Ratings and Standard Deviations of the Responses of Teachers on the Effects of Students' Indulgence in alcoholism on the Administration of Secondary Schools

Item No	Item Description	SA	A	D	SD	\bar{x}	S.TD	Decision
6.	Students' indulgence in alcoholism increases rate of truancy among students to that management is not able to achieve the educational goals it should achieve.	112	63	20	5	3.41	0.77	Accepted
7.	Students' indulgence in alcoholism leads to sharp decline in the academic performance of students.	131	52	14	3	3.56	0.69	Accepted
8.	Students' indulgence in alcoholism leads students to other vices like stealing and fighting which disrupts the flow of normal activities of the school.	48	122	21	9	3.05	0.73	Accepted
9.	Students' indulgence in alcoholism makes management to expel some students which they would not have done if students obeyed the rules.	83	62	49	6	3.11	0.88	Accepted
10.	Students' indulgence in alcoholism leads to conflict between management and the parents.	74	64	49	13	3.00	0.94	Accepted
Cluster Mean/Standard Deviation						3.23	0.80	Accepted

Table 2 showed that the mean ratings for items 6 – 10 were 3.41, 3.56, 3.05, 3.11 and 3.00 respectively with corresponding standard deviations of 0.77, 0.69, 0.73, 0.88 and 0.94. Based on the cut-off point of 2.50, the respondents accepted all the items of the research question. Their responses indicate that students' indulgence in alcoholism increases rate of truancy among students to that management is not able to achieve the educational goals it should achieve. Students' indulgence in alcoholism leads to sharp decline in the

academic performance of students. Students' indulgence in alcoholism leads students to other vices like stealing and fighting which disrupts the flow of normal activities of the school. Students' indulgence in alcoholism makes management to expel some students which they would not have done if students obeyed the rules. The respondents also agreed that students' indulgence in alcoholism leads to conflict between management and the parents. The cluster mean of 3.23 and standard deviation of 0.80 was also above the cut-off point of 2.50. This indicates that students' indulgence in alcoholism has effects on the administration of secondary schools.

Hypotheses Testing

In testing the two null hypotheses of this study, the chi-square X^2 test of goodness of fit was used to test the hypotheses at 0.05 level of significance.

Hypotheses 1:

There is no significant effects of students' involvement in cultism on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Table 3: Chi-Square (X^2) Analysis of the Effects of Students' Involvement in Cultism on the Administration of Secondary Schools

Opinions	Observed Frequency	Expected Frequency	Df	Level of sig	X^2_{-cal}	X^2_{-tab}	Decision
No Effect	59	100(50%)	1	0.05	60.20	7.82	H_0
Has Effect	151	100 (50%)					Rejected

Values in parentheses are percentages ($X^2 = 60.20$, $df = 1$, $p = 0.05 > 0.00$)

Table 3 showed that the p value is less than 0.05 level of significance and the calculated chi-square X^2 value is 60.20 which is greater than the critical X^2 value of 7.82 checked at df 1. Therefore, the null hypothesis was rejected. This indicates that students' involvement in cultism has significant effects on the administration secondary schools in Makurdi Education Zone.

Hypothesis 2:

There is no Significant effects of students' indulgence in alcoholism on the administration of secondary schools.

Table 4: Chi-Square (X^2) Analysis of the Effects of Students' Indulgence in Alcoholism on the Administration of Secondary Schools.

Opinions	Observed Frequency	Expected Frequency	Df	Level of sig	X^2_{cal}	X^2_{tab}	Decision
No Effect	30	100(50%)	1	0.05	101.40	7.82	H_0
Has Effect	170	100 (50%)					Rejected

Values in parentheses are percentages ($X^2 = 101.40$, $df = 1$, $p = 0.05 > 0.00$)

Table 4 showed that the p value is less than 0.05 level of significance and the calculated chi-square X^2 value is 101.40 is greater than the critical X^2 value of 7.82 checked at df 1. Therefore, the null hypothesis was rejected. This implies that students' indulgence in alcoholism has significant effects on the administration of secondary schools.

Discussion of Findings

The first finding of the study showed that students' involvement in cultism has significant effects on the administration secondary schools in Makurdi Education Zone of Benue State, Nigeria. The finding is supported by Levinson (1998) who stated that teachers are not immune from cultic violence. They have been threatened, injured and even killed in a number of well publicized cases example beating of staff to death in Eket, Akwa Ibom State in 2004, as reported by Daily Trust of 3rd May, 2012. The second finding revealed that students' indulgence in alcoholism has significant effects on the administration of secondary schools. It agrees with Azizi (2009) who asserts that students' misconduct in the classroom due to alcohol intake interferes with teaching and learning and is though to be precursor to later school dropout and similar negative social outcomes.

Conclusion

Based on the results of the study, it was concluded that students' involvement in cultism and students' indulgence in alcoholism has significant effects on the administration of secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Recommendations

The following recommendations were made based on the findings and conclusion;

- 1 The government should enact laws that will prohibit and check the admission of students who are suspected to be cultists.
- 2 Students who are cultists should be expelled from their schools because their presence in the schools will pose a threat to the school management.
- 3 The government through the ministry of education and the national drug law enforcement agency should regularly be invited to organize talk shows to students on the dangers of alcohol intake.

Suggestion

Other researchers should be moved by this study to expand the scope to cover other aspects of students' indiscipline that are not covered in the present study for better generalization.

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