



fulfillment of the requirements for the award of masters degree in department of educational foundations. Available online at

<http://www.unn.edu.ng/publications/files/images/Ugwuanyi%20Bibiana.pdf>

INMRJ





INFLUENCE OF INDISCIPLINE ON THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN ENUGU SOUTH LOCAL GOVERNMENT AREA OF ENUGU STATE

Dr. Ezemba Edith Uzoamaka and Dr. Nnenna Winifred Chukwu

Department of Educational Management and Policy; Faculty of Education

Nnamdi Azikiwe University Awka, Anambra State

nw.chukwu@unizik.edu.ng, eu.ezemba@unizik.edu.ng

ABSTRACT

The study examined the effects of indiscipline in public secondary schools in Enugu South Local Government Area of Enugu State. Three research questions guided the study. The researcher reviewed related literature under the following sub-headings; Conceptual frame work, theoretical framework, related empirical study and summary of the review of related literature. The researcher adopted a survey research design for this study. The study was carried out in the public secondary schools in Enugu South Local Government Area of Enugu State. The population for the study was fourteen thousand three hundred and twenty three (14,323), three thousand teachers (3000), eleven thousand three hundred and twenty three (11,323) student, three hundred and eighty nine respondent were randomly selected for the sampling. The instrument for data collection was a structured questionnaire validated by three experts in Faculty of Education. The reliability coefficient of the instrument was calculated using Cronbach Alpha method. Cronbach Alpha Coefficients of 0.82, 0.79 and 0.76 were obtained for clusters A,B and C respectively. The overall reliability estimate obtained for instrument was 0.79. Mean and standard deviation was used for research questions, the findings of the study revealed among others that students indiscipline have effects on administration of public secondary schools in Enugu South Local Government Area of Enugu State. Based on the findings, the researcher recommended that Ministry of Education, School administrators, teachers and parent should collaborate in the intervention to address indiscipline, also character education should be introduced in secondary schools.

Introduction

Acts of indiscipline among students especially at the secondary level of education is a universal challenge that is facing every school in all parts of the world (Dada, 2014). World leaders have made considerable efforts to combat the growing problem of indiscipline, especially among school-aged children. However, it is lamentable that the media continues to report instances of misconduct on a daily



basis, across platforms such as newspaper, radio, and television. The prevalence of indiscipline in our society is a persistent problem that has plagued us for decades, and its roots can be traced back to the aftermath of the Nigerian civil war.

However, after the end of Nigerian civil war, all forms of gross indiscipline began and has eroded the peaceful terrain of the school community (Atunde and Aliu 2019). Notably, in 1977 the issue of indiscipline reached a critical point in this country, which made General Olusegun Obasanjo the then military government to post some military personnel to schools to maintain discipline. In 1984 the then military government Buhari/Idiagbon introduced the 'War against Indiscipline – WAI' to curtail this menace in schools and other sectors. However, by the advent of the 21st century, indiscipline among students become evident, apparent and increasingly escalating. Indiscipline is a household word in Nigeria today, the trend in secondary schools in the present time is indiscipline of all sorts.

Indiscipline can be defined as an individual's failure to adhere to rules, norms, and expectations in society, which can lead to negative consequences for oneself and others (Adegbite, 2023). Indiscipline among students as cited by Thelma (2023) refers to a situation in which pupils do not control their behavior or obey school rules. It is a violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system. She opined that school indiscipline is the unwillingness of pupils and staff to respect authority, obey school rules and regulations, and maintain a high standard of moral and attitudinal behavior conducive to the teaching-learning process as essential to the smooth running of the school. However, Ojo (2022) opined that Indiscipline is a collection of negative behaviors that are contrary to the norms and values of the school, and that negatively impact the academic and social outcomes of students.

Conversely, Indiscipline in a school can be described as the behavior of pupils and staff that undermines the authority, rules, and norms of the school, which in turn disrupts the teaching-learning process and hinders effective school administration.

Indiscipline is a social quagmire disrupting the harmony and peaceful coexistence in virtually all educational institutions, as it serves to promote disrespect for rules, regulations and constituted authorities among members of the school community (principals, teachers, students, parents etc); and in furtherance produces uncongenial school atmosphere, which are not conducive for effective teaching and learning (Atunde and Aliu, 2019). Primarily, educational institutions were established to provide knowledge, skills, positive characters and discipline to the teeming students who are mostly youths- the future hopes of the nations (Bashar, 2017). Dada (2014) posits that education is a critical tool for the transformation of the individual and the society. Secondary education in Nigeria therefore is aimed at preparing the individual for useful living within the society and preparation for higher education, and for the individual to be able to live a useful life in his society and contribute maximally towards socio-economic and political development of the nation in which he/she



belongs, he/she need relevant skills, values, attitudes, knowledge and competencies that will make him to be disciplined.

Discipline is an important component of human behavior, without it an organization cannot function well towards the achievement of its goals. In the context of a school system, a disciplined student is that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school (Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong. Simba, Agak and Kabuka (2020) proposed that discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance, It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014).

However, discipline arises from the need to bring about a balance between what an individual wants of others and the restrictions demanded by the society in which we live (Kochhar, 2021). Therefore, discipline in a classroom situation, is the ability to guide and control the class towards the attainment of predetermined objectives of education, while Indiscipline on the other hand entails a situation whereby energy and impulses are uncontrolled by moral principle or external authority. Bello (2021) defined discipline as a skill that needs to be taught and modeled in schools, families, and communities, in order to produce responsible and contributing citizens. Ojora (2023) maintained that discipline is not about punishment, but about teaching and modeling appropriate behavior, values, and attitudes. Therefore the authorities should model good and disciplined behavior.

Gaustard (2015) as cited by Thelma (2023), school discipline is the business of enforcing school rules that facilitate learning and minimize disruption. Gaustard (2015) posits that school discipline has two main objectives; first to ensure the safety of staff members and pupils and second to create an environment conducive to learning. Faleye (2022) posits that discipline is a crucial aspect of education, as it helps students develop self-control, respect for others, and the ability to make responsible decisions. When students lack discipline, the harmony of the school is disrupted, and the educational environment suffers. Therefore, an effective teacher should involve himself/herself in the bit-by-bit, time-consuming task of helping students to see the sense of acting in a certain positive way (Ojukwu, 2021). Indisciplinary behavior among students could have far-reaching consequences in all aspects of life, including on the administration of public secondary schools.

Secondary school education is the post-primary school education designed for preparing the students for career life. Secondary school education is the education that link the primary school and the higher education. Dubi (2014) viewed secondary school education as education that follows immediately after primary education and before tertiary education. It is also referred to as post-primary school. It is the second stage in formal education. It is an education for the adolescent years, that is,



about 12 to 18 years. In Nigeria, public schools are government-owned institutions that provide education accessible to all students. Secondary education is a crucial tier in the hierarchy of education in Nigeria. The importance of this stage of education cannot be over-emphasized. The importance of secondary education made the federal government to state broad aims and objectives of secondary education, one of the aims as cited by Nanbak (2020) is to raise a generation of people who should be self-reliant and can think for themselves as well as respect the worldviews of others. Therefore, secondary education holds the compass for the direction the nation intends to follow. It is therefore understandable to maintain that the failure of this tier of education poses a damaging threat to the nation at large (Nanbak, 2020).

Indiscipline among students today is a common thing, it is said to have its origin in the society in which a pupil lives, it is also said to have its roots in the brain of a student and also in the institution that the learner is (Selby, 2018). Indiscipline in most cases has affected the academic of most students and also influenced them negatively. It is a factor that should be taken seriously because it can affect effective learning in schools. Indiscipline in Nigerian secondary schools can have a significant negative effect on school administration and academic achievement, Akingbade (2022), opined that schools with high levels of indiscipline often struggle to enforce discipline, maintain order, and provide a safe and supportive learning environment for students. As a result, teachers may be unable to deliver high-quality instruction and students may struggle to achieve academic success thereby undermining the effectiveness of the school administration.

Administration can be defined as the systematic harmonization of various components or stakeholders and the effective utilization of resources available to attain the cardinal (teaching, research, and community development) objectives (Ogunode, 2020). Nwankwoala (2016), posits that school administration is a broad umbrella encompassing several processes, such as planning, coordinating, controlling, supervising, budgeting, directing, and being involved in other management processes that contribute to formulating and implementing policies. School Administration is a social process, concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system (Omenyi, 2018). It involves managing and overseeing the operations of a school. School administration is specifically concerned with students, teachers, and rules, regulations and policies that govern the school system (Nwankwo 2019). In school administration both the school head and staff must of necessity see themselves as a team working for the growth and development of the child. Oni (2021), defined school administration as the management, supervision, and leadership of a school in order to achieve its educational objectives and ensure a safe, supportive, and inclusive learning environment for all students.



However, the role of school administration is to create a supportive and inclusive environment where all students can thrive, students indiscipline can be a threat to this role. Indiscipline among students in secondary schools is a widespread issue with serious consequences for both students and administrators. Indiscipline can take many forms, from disruptive behavior to violence and truancy etc. The consequences of indiscipline can include poor academic performance, disruption of classroom hours and even violence in the school environment. Administrators face a difficult task in addressing this problem, as they must balance the needs of the students with the need to maintain a safe and productive learning environment.

Akande (2020), pointed out that students portray various types of indiscipline such as truancy, cyber bullying, Graffiti and Vandalism, sexual harassment gambling substance abuse, exam malpractices and lots more. Obasi (2022), posits that the most common types of indiscipline in Nigerian secondary schools include truancy, substance abuse, exam malpractice, and insubordination. However, the problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school. Thelma (2021), in her research on the impact of indisciplinary behavior on students in the study area identified some types of indiscipline prevalent amongst secondary school students in the study area which includes, smoking, drunkenness, stealing, gambling, watching of pornographic films, drug addiction and less attention to their studies.

However, the meaning of various forms of indiscipline have been identified by some scholars, truancy, which may lead to high drop out rate, refers to the repeated and unexcused absence from school, typically defined as missing a certain number of classes or days of school without a valid reason (Ojo 2019). Truancy is the absence of a student from school without the permission of the school authorities or the student's parents or guardians, which may result in disciplinary action by the school. Adeniyi (2021), defines truancy as the habitual or persistent absence from school, which may result in a breakdown in the student-teacher relationship, poor academic performance, and increased risk of dropping out of school.

Drug abuse according to Adebajo (2019), is the repeated use of drugs to the point where it interferes with a person's ability to fulfill major life responsibilities, such as work, school, or relationships. Drug abuse is described as the non-adaptive model of drug use with concomitant adverse health consequences that usually produce cognitive, behavioural, and psychological dysfunction problems among abusers. Drug abuse negatively affects all the dimensions of health by distorting the proper functioning of the body and mind. Drug abuse is not a new phenomenon but one that is growing at an alarming rate, which nearly every country in the world, including Nigeria, have to tackle (Nabofa, 2021). The onset of drug abuse has been shown to begin during adolescence, which is secondary school





age. Drug abuse is forming a student sub-culture in Nigeria that can be devastating and can bring a lot of adverse effects on the national community. This has led to examination malpractice among the students.


Examination malpractice is any behavior or action that undermines the integrity of an examination or the educational process, including copying, smuggling notes into an exam, or receiving or providing unauthorized assistance during an exam (Akintunde, 2021). However, Afolabi (2019) proposes that examination malpractice is the use of any illicit means to gain an unfair advantage in an examination, such as bribing examiners, paying for answers, or copying from other students' papers. Students use illegal means to gain an unfair advantage in examination. Also, researchers have viewed insubordination as a form of student indiscipline, where students challenge or resist authority, refuse to comply with rules, and engage in disruptive behavior, disrespect teachers and school authorities (Adebayo, 2023).

Oluwakemi (2021) states that indiscipline among students is a complex issue that is influenced by both individual factors, societal factors, and environmental factors such as, lack of parental guidance, peer pressure, poverty, and low self-esteem. Findings from a research work done by Onuigbo (2022) revealed that parental failure to train their children, broken homes or polygamous homes, children deprived of parental care and supervision among others are the social factors that cause disciplinary problems in schools. Report from a quantitative survey titled, staff perception of discipline in public secondary schools in Jalingo metropolis (2024), conducted among 1000 management staff, teaching and non-teaching staff in four public secondary schools in Jalingo Metropolis revealed parental/home, political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problem. Oluwakemi (2021), believes that addressing these factors is essential for promoting positive behavior among students.

However, the use of positive behavioral interventions and supports (PBIS) can be effective in reducing discipline problems in Nigerian secondary schools. PBIS involves identifying specific behaviors that need to be addressed, teaching students appropriate behaviors, and reinforcing those behaviors through positive reinforcement and other strategies. Adebite and Akintunde (2021) suggest the implementation of effective school management practices, including clearly defined rules and consequences for misbehavior, as well as teacher and parent involvement in discipline management. Adesina (2019) emphasizes the importance of character education and moral instruction in schools, including the development of self-discipline, respect for authority, and ethical decision-making skills.

Indiscipline acts among students has become a thing of concern for educators, policy makers and to all concerned. One of the key goal listed in the national policy on education (2013) in Nigeria is, education should help develop the individual's intellectual, moral, physical, social, and vocational potential. In spite of the policies and the various bodies created to oversee the issues of indiscipline in secondary schools in Nigeria to ensure quality education, secondary schools in the study area have been





plagued with cases of students' indiscipline which in many ways undermine quality education as such affects the effectiveness of the school administration, (Ojukwu 2021). Research consistently documents that school indiscipline reduces teaching hours as more time is devoted to managing students misbehaviors rather than on teaching. Students' indiscipline in public secondary schools in Nigeria is a complex issue with various challenges, including, Students engaging in rowdy, disruptive, and disrespectful behavior, disturbing the learning environment, skipping school or classes, leading, refusing to comply with rules and instructions, showing disrespect towards teachers and authority figures. engaging in physical or verbal aggression, causing harm to peers and creating a hostile environment, also involve themselves in drug abuse, alcohol consumption, and cultism. This can make it difficult for the school teachers and management team to smoothly run the schools. If this trend is left unattended, it might deteriorate the quality of education. It is for this reason that the researcher found keen interest in examining the effect of indiscipline on administration of public secondary schools in Enugu south local government area.

Statement of the Problem

One of the major growing problems in public schools has always been lack of discipline, public schools in Enugu South Local Government Area not exceptional. Most students have been found involved in many acts against rules of the school, students are no longer acting in schools as expected but as they desired. The quality of education is fast deteriorating. It is worthy to note that the primary objective of sending children to school is to facilitate their education and foster discipline, however the prevailing trend of indiscipline among students in public schools especially as it concern public schools in Enugu south Local Government Area, which is perhaps the concern of the researcher has raise a cause for alarm.

It is sadening to see that most teachers seem to lack the dedication to go beyond the call of duty and contribute to the all round development of the child. The researcher observed that many students stay away from school for a week or two after resumption on the excuse that no teaching and learning take place during this period. More so, long after classes are supposed to have started, many students are still seen roaming around the environment as others are still seen coming from their houses. It has reached a point that students in most of our secondary schools have resorted to easy way to pass examination in what, is popularly known as examination malpractices. Many involve in cultism, drug abuse, sexual immorality to mention but a few. These ugly trends have found its way into the fabric of our public secondary schools, looking at this, such problems are bound to develop and. have adverse effects on learning and the administration of secondary schools. This might affect the enrolment of new students in our public secondary schools as parents are now resorting to private schools for their children and wards. The researcher worry is that these behaviors might militate against effective teaching and learning hence, it might significantly affect the production of useful, acceptable and responsible members of the society, which is the primary responsibility of secondary schools. This might also give our public secondary





schools a bad reputation. It is consequently against this backdrop that the researcher has set up to find the effect of indiscipline on administration of public secondary schools in Enugu South local Government Area, of Enugu state. Therefore when put in a question form, What are the effects of indiscipline on administration of public secondary schools in Enugu south local government Area of Enugu state.

Purpose of the Study

The main purpose of this study is to ascertain the effects of students indiscipline on administration of public secondary schools in Enugu South Local Government Area of Enugu State. specifically, the study sought to

1. Examine the factors that contributes to students indiscipline among public secondary school students in Enugu South Local Government Area.
2. Ascertain the effect of indiscipline on administration of public secondary schools in Enugu South Local Government Area.

Research Questions

The following questions guided the study

1. What are the factors that contributes to students indiscipline in public secondary schools in Enugu South Local Government Area?
2. What are the effect of indiscipline on administration of public secondary schools in Enugu South Local Government Area?

Method

The design for this study will be survey research design. The study was carried out in one of the Local Government Area of Enugu State. The population for this study comprised of secondary schools teachers and students of public schools in Enugu South Local Government Area, the number of teachers is 3000, the number of students is 11,323 both junior and senior level, the total population is 14, 323. PPSMB (2024). Simple random sampling was used to select 7 schools out of 15 schools were selected for the sample. Sample for the study included the teachers and students, 389 respondents were selected randomly, 333 student and 56 teachers using Taro Yamane technique. The instrument for data collection was the researcher developed questionnaire titled "Questionnaire on the effect off indiscipline on administration of public secondary schools (EIAPS). The instrument was subjected to face validation by three experts from the field of education; in the Department of Educational Management, Department of Measurement and Evaluation and Educational Admin and Planning, respectively, all from Peaceland College of Education. To ascertain reliability of instrument a trial test was carried out among 194 respondents, 96 students and 21 teachers in Enugu North Local Government Area of Enugu state which is outside the study area. Cronbach Alpha Coefficient of 0.82, 0.79 and 0.76 were obtained for clusters A, B and C respectively. The research questions will be answered using mean scores and standard deviation.





Findings

Research Question 1: What are the factors that contributes to student indiscipline in public secondary schools in Enugu South Local Government Area?

Table 1: Mean scores of students and teachers on the extent to which environmental factors, social factors and individual factors contributes to student indiscipline.

S/N	ITEMS	STUDENTS n=333			TEACHERS n=56		
		XSD DEC			XSD DEC		
	Environmental ,social and individual factors contributes to student indiscipline						
1.	Inadequate teacher training	2.56	0.95	GE	2.60	0.89	GE
2.	Poor teacher - student relationship	2.61	0.95	GE	2.55	0.93	GE
3.	Unengaging teaching method	2.52	0.90	GE	2.59	0.99	GE
4.	Inadequate structures	2.54	1.00	GE	2.66	0.93	GE
5.	Lack of clear rules and consequence	2.55	0.96	GE	2.63	0.93	GE
6.	Peer pressure	2.50	0.91	GE	2.55	0.91	GE
7.	Insufficient parental involvement	2.61	0.95	GE	2.81	0.91	GE
8.	Lack of motivations from teachers	2.60	0.98	GE	2.63	0.95	GE
9.	Limited opportunity for students Participation in leadership	2.55	0.88	GE	2.54	0.96	GE
10.	Inadequate structures and facilities	2.61	0.98	GE	2.55	0.91	GE
Cluster Mean		2.56	0.95	GE	2.61	0.94	GE

The result of data analysis on Table 1 above show that all the items have mean ratings that are higher than the cut off point of 2.5, the student mean ranges from 2.50-2.61, while the teachers mean ranges from 2.54-2.81 respectively. The values of the grand mean are 2.56 and 2.61, both for student and teachers. They also have standard deviations of 0.95 and 0.94 respectively. Since the grand mean is more than the cut-off point, it is considered a great extent. This implies that environmental factor, social factor and





individual factor contributes to student indiscipline in public secondary schools in Enugu State Local Government Area of Enugu state to a great extent.

Research Question 2: What are the effects of indiscipline on administration of public secondary schools in Enugu South Local Government Area?

Table 2: Mean scores of students and teachers on an extent to which indiscipline affects the administration of public secondary school in Enugu State Local Government Area of Enugu state.

S/N	ITEMS	STUDENT n = 333			Teachers		
		x	SD	DEC	X	SD	DEC
	Effect of indiscipline on administration						
1.	Disrupts learning environment	2.58	1.00	GE	2.52	0.94	GE
2.	Affects school academic Performance	2.59	0.91	GE	5.56	0.85	GE
3.	Influences the leadership style of the school	2.56	0.91	GE	2.61	0.90	GE
4.	Affects teachers morale and motivation.	65	0.87	GE	2.54	0.90	GE
5.	Affects school safety and security	2.51	0.95	GE	2.55	0.88	GE
6.	Influences parent – teacher	2.55	0.95	GE	2.56	0.88	GE
7.	Influences school reputation	2.54	0.91	GE	2.52	0.91	GE
8.	Increases school dropouts rates.	2.50	0.95	GE	2.50	0.99	GE
9.	Limits teaching hours	2.54	0.92	GE	2.59	0.92	GE
10.	Influences new enrollment of students into the school.	2.51	0.84	GE	2.39	0.92	GE
	CLUSTER MEAN	2.55	0.92	GE	2.55	0.91	GE

The result of data analysis on Table 2 above show that all the items have mean ratings that are higher than the cut-off point of 2.50. The students mean range from 2.50 to 2.65, while the teachers mean range from 2.50 to 2.61 respectively. The values of the grand mean are 2.55 for the student and 2.53 for the teachers. They also have 0.92 and 0.91 respectively. Since the grand mean is more than the cut-off point it is considered great extent.

Summary of findings

The following are the summary of findings to this study;





1. The student and the teachers were of the opinion that environmental factors, social factors and individual factors contributes to student indiscipline in public secondary school in Enugu South Local Government area of Enugu State.
2. Students indiscipline affects administration of public secondary schools in Enugu south Local Government Area of Enugu State.

Discussion of Findings

The finding of the study revealed that the factors that contributes to indiscipline among students in public secondary school in Enugu South Local Government Area of Enugu State as viewed by respondents are environmental, social and individual factors, such as inadequate teachers training, poor teacher-student relationship, unengaging teaching method ,inadequate structures and facilities, lack of clear rules and consequences, peer pressure, insufficient parental involvement, lack of motivation and limited opportunity for students to participate in leadership. It is important to note that causes of indiscipline are mostly linked to school administration and teachers. The finding is in agreement with Onuigbo (2022), who found that social factors such as lack of parental supervision and involvement contributes to student indiscipline. The finding of this study is also in line with Aliyu and Fatima who found that individual factors, such as; lack of motivation and environmental factors contributes to students indiscipline. The finding also in line with Gregory and Cornell (2015) who found that teachers student relationship, lack of parental involvement, school environment and administration are major causes of indiscipline.

The finding of the study indicated that student indiscipline affect administration of public secondary schools in Enugu South Local Government Area to a great extent .The respondents were of the view that students indiscipline disrupts learning environment, affects school academic performance, influence leadership style, affects teachers morale, increases school dropout and affects school reputation in public secondary school in Enugu South Local Government Area. The finding is in correspondent with the finding of Haruna (2016),who found out that indiscipline such as truancy, stealing, examination malpractice, sexual immorality and drug abuse, have significant effects on the management of secondary schools. The finding also correspond with the view of nova for and Mbah (2021) that examination malpractice can lead to the schools reputation.

Conclusion





The study centered on the effects of indiscipline on administration of public secondary schools in Enugu South Local Government Area of Enugu State from the findings and discussion of the study the following conclusion were made as follows

Environmental factors, social factors and individual factors, including lack of parental involvement supervision, contributes to student indiscipline Students indiscipline have negative effects on secondary school administration.

Recommendation

The following recommendations are made based on the research findings

1. Parents should monitor their words well, children should be well guided and monitored so that they can be of good behavior. Moreso, parent must lead by examples, their utterance must not negate their action as this could send wrong signal to the children to create a feeling of bonding and acceptance in them, parents to observe forsee notice and caution unacceptable behaviors on time.
2. Students tend to observe internationalize and act out what they see among peers and authority figures. Therefore, the school must at all time portray discipline to students.
3. There is a need for pupil who show good behavior in school to be rewarded and recorgnized positively by the school administration to motivate other pupils to show good behavior at all times.

REFERENCES

- Dada I.T, Isiaka G.A and Salmon, (2014). Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. *Journal of Social sciences and Humanities* 7(15); 56-87.
- Atunde R. & Aliu F. (2019) Indiscipline in Nigerian Schools; A Socio-cultural Perspective, *Journal of Educational Research and Policy*, 10 (5) 57-60.
- Adegbite, K. (2023): *Indiscipline in Education: Causes, Consequences, and Remedies*, Lambert Academic Publishing(LAP).
- Thelma S. (2023). Web-based Library Instruction: Information Technology and Libraries, Chicago, Vol. 18, Iss.1, pg, 2
- Ojo, T. (2021). article titled "Indiscipline in Nigerian Secondary Schools: A Sociological Analysis" published in the Journal of Sociological Studies.
- Adeniyi S. (2021). The Impact of Indiscipline on Academic Achievement in Nigerian Secondary Schools, *Journal of Educational Research and Administration*, 3(11) 40-45.





- Adebanjo B. (2019). Student Indiscipline in Nigerian Secondary Schools: A Comprehensive Taxonomy published in the *Journal of Educational Research and Policy*.
- Nabofa, D. (2021). Developments of Schools Administration in Nigeria: From Natives to Present, *International Journal of Education and Teaching Zone*, October 2023.
- Akintunde, F. (2021). Types, Causes and Management of Indiscipline Acts Among Secondary School Students in Shomolu Local Government Area of Lagos State. *Journal of Studies in Social Sciences*, 8(2): 254-287.
- Adebayo, F. (2023). Student Indiscipline in Nigerian Secondary Schools: A Comprehensive Taxonomy published in the *Journal of Educational Research and Policy*.
- Oluwakemi G. (2021). Perspective of Nigerian Teachers About in-Service Capacity Development: An Empirical Field Sample report on Oyo State, Nigeria.
- Onuigbo C. (2022). Causes and Impact of Indiscipline among Secondary School Students. An unpublished PGDE project.
- Oluwakemi (2021). Truancy and academic performance of secondary school students in Southwestern Nigeria. A cry to all stakeholders in education. *Journal of Education and Social Research*, (1) 81
- Adegbite, K. (2023): *Indiscipline in Education: Causes, Consequences, and Remedies*, Lambert Academic Publishing (LAP).
- Akintunde E. (2021). *Indiscipline in Schools: Causes, Consequences, and Solutions*, published by the University Press of Nigeria
- Adesina B. (2019). Article titled "Indiscipline in Nigerian Secondary Schools: A Sociological Analysis" published in the *Journal of Sociological Studies*.
- Ojukwu H. (2021). Curbing Indiscipline Among Students in Nigeria Secondary Schools for National Development implications for Counselling.
- Onuigbo (2022). Deviant Behaviour as Correlate of Academic Achievement among Secondary School Adolescents: Implication of Service Delivery in The Education Sector, Issues and Strategies. *International Journal of Academic Research* 7(10) 62-65.
- Gregory and Cornell (2015). Management of Student Discipline in Secondary Schools in Bungoma District, Kenya. PhD Thesis. Maseno University.





Haruna T. (2022). Assessment of Students Indiscipline in Secondary School: Implication for Counselling. *J AbnormPsychol8* : 160.

Mbah J. (2021). Discipline problems among secondary school students in Johor Bahru, Malaysia, *European Journal of Social Sciences*, 11 (4), 50-54.

INMRJ

