

Influence of Socio-psycho Factors on Secondary School Students' Indiscipline in Ibadan North-East Local Government Area of Oyo State

¹Afolakemi O. **OREDEIN**
orcid: 0000-0003-2051-4730
opefolake1@yahoo.com
+234 805 514 5060

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²Ebunoluwa O. **ALUKO**
^{1&2}*Department of Educational Management*
Faculty of Arts & Education
Lead City University, Ibadan
Oyo State, Nigeria

Abstract

This study examined the influence of socio-psycho factors on secondary school students' indiscipline in Ibadan north-east local government area of Oyo State. The act of indiscipline in public secondary schools has become an alarming issue. Indiscipline is an act of behavioural disorder that is classified as an act of delinquency, like, lying, stealing, playing truant, running away from school and so on. This study investigated the influence of peer groups, parental influence and influence of society on students' indiscipline among secondary school students. The study adopted descriptive survey research design. The study samples consisted of ten (10) public secondary schools, three hundred (300) senior secondary school students. Questionnaire was developed to collect data. Descriptive statistics such as frequency count, percentage and mean score were used to answer the research questions, while multiple regression analysis was used to test the hypotheses at 5% level of significance. The findings revealed that the level of parental influence on

students indiscipline was high (Mean = 2.94 which translated to 69.7%); peer pressure has positive and significant influence on students' indiscipline among secondary school students (mean = 2.86 which translated to 93.4%). Also, it was revealed from the findings that level of societal influence on secondary school students indiscipline was positively high (mean = 2.87 which translated to 86.5%). The combined influence of socio-psycho factors (parental influence, peer pressure and societal influence) on secondary school students' indiscipline was found to be significant, $F_{(3, 296)} = 16.950$; $P < 0.05$. The finding also revealed significant relative influence of socio-psycho factors on secondary schools students' indiscipline; Parental Influence ($\hat{\alpha} = 0.250$, $P < 0.05$), Peer Pressure ($\hat{\alpha} = 0.170$, $P < 0.05$) and Societal Influence ($\hat{\alpha} = 0.160$, $P < 0.05$). It is therefore recommended that parents should be united and agreed together to correct their children when they exhibit bad behaviour instead of indulging them. School administrators should ensure that the students have equal opportunity, the act of bullying other students by the prefects or seniors should stop. Also, teachers should correct any strange behaviour among the students and not indulge them at any point in time.

Keywords: Peer pressure, students indiscipline, societal influence, parental influence

Introduction

Acts of indiscipline seem to have become a normal phenomenon in our everyday lives. To some people, the act of indiscipline is a sign of modernity, fashion or masculinity. Indiscipline in our world today does not reflect only in our ways of dressing, but also our attitudes towards lives and our ways of doing things. Encarta dictionary defines indiscipline as the lack of practice or methods of teaching and enforcing acceptable patterns of behaviour.

Most schools in the past were voluntary agencies schools and there was high degree of discipline in such schools. There was harmony as principals, teachers and students demonstrated awareness of their responsibilities in the school. More so, parents and teachers shared the same view of students' desirable behaviours. The quality of school system as regards to discipline was very high up till the end of Nigeria civil war in January 1970 (Babarinde, 2012).

After civil war, things began to change. All forms of indiscipline were manifested by the students. According Zubaida (2009), indiscipline is the negative form of discipline. Dare, Hashim, Sweinan and Ofie (2004) defined discipline in schools as respect for school laws and regulation and maintenance of an established standard of behaviour which implies self-control, restraint, respect for others. A behaviour that contradicts the above becomes indiscipline. According to Tunor (2004), if students cultivate the habits of discipline in schools, there will be a smooth running in the school system but reverse will be the case if students are not disciplined.

Zubaida (2009) identified various forms of indiscipline among secondary school students such as; truancy, lateness to school, cultism, drug abuse, insulting/ assaulting, stealing and many other anti-social vices. According to Zubaida (2009) and Eyinade (1999), a number of these acts of indiscipline were directed against constituted authorities and established rules. An example of these is refusal to wear the right school uniform and going out of boundary without permission. These days the respect which teachers command among students had been seriously worn-off. Even some teachers have not done much to help the situation by their actions hence; this problem has turned to a national issue.

Furthermore, in Nigeria and many parts of Africa, acts of indiscipline have been the main incitements to the destabilization of the development of the continent. It is the desire of many Nigerians and the people of Africa to arrive at a level of development to ease their pain and sufferings just like in the developed world. However, the problem is, people are not if truth be told, 'putting their shoulders to the wheel' in order to bring this dream into reality with a part attributed to acts of indiscipline. The reason for acts of indiscipline is not farfetched from some socio-psycho factors. The social factors are: family, society, peer pressure. In light of above findings of Zubaida (2009) and Eyinade (1999), our leaders in the past have tried to remedy this situation but the problem proved not to be solved. One of the cardinal objectives of education as spelt in the National Policy on Education (2008) revised, is to inculcate right type of values and attitudes for the survival of the individual and Nigerian society. Also, Onyije and Ojedapo (2010) identified some other factors that cause indiscipline among Secondary schools students such as

government's blithe attitudes to education, parental factors and teachers' attitudes.

The reason for indiscipline cannot be attributed solely to the individual who exhibits the act, but also the environment/society the individual is coming from. Though from a tender age, one is influenced by the society and environment, parental or family is the major influence in one's life, given to the fact that parents have the major responsibility of nurturing the child. This is so because to the child the parents are the only people to be trusted. "Train a child in the way he should go and when he is old he will not depart from it" goes a Bible verse (Proverb Chapter 22 verse 6).

Acts of discipline begins from our various habitats. If a child is not taught how to show and be disciplined, the possibility of the child living out of the life of discipline is very high. It is very easy for a child to copy blindly attitudes from parents or guardians, especially when these attitudes are exceptionally against the norms and values of the society. Akinyele (1983) further established that "Children usually come to school with problems which might have arisen from the family, and such problem affects the child's school performance, responses and progress".

Though charity begins at home, the reality of a child derailing from the rail of disciplined life is very ordinary in terms of peer pressure influence. Peer pressure so far has been observed to be a good educator of bad habits and indiscipline, while a well behaved person will love to make it a point to adhere to all rules and regulations pertaining to the good of the community and the people but for peer influence, he or she decides to go against them. Apart from the peer pressure and the way a person is brought up, sometimes the environment or situations may compel someone to acquire undisciplined behaviours. In addition, mere laziness also is another cause of indiscipline. For instance, one might know that a bridge across a street is for crossing without facing any risk but due to laziness one will decide to cross the street without using the bridge and this can cause accident.

Society can be partially blamed for the decline in standards of discipline and its citizens are to be blamed and have to carry the fight against it. Moral and spiritual values have been shunned by society all in the name of socialisation and technology. Society seems to have lost track of the essence of a disciplined life. Gone are the days when every elderly person

could put a child or adolescent right under a check when he or she is going against the values of the society. This has made the youth of nowadays very indisciplined. The society can also be blamed for the removal of corporal punishment in schools. The elimination of physical punishment has made the students more undisciplined than ever of late, parents and guardians find it offensive when their wards/ children are punished in school especially by whipping with a cane.

Statement of the Problem

The high rates of adolescent indiscipline continue to present a major challenge to the future of our community. In addition, the increasing complaints by parents, teachers, mass media and the general public about the indiscipline of our youths has prompted the researcher to undergo a research on the influence of the socio-psycho factors on secondary school students indiscipline, the causes and the remedial controls.

Research Questions

1. What is the level of parental influence on secondary school students' indiscipline in Ibadan North-East Local Government Area of Oyo State?
2. What is the level of peer pressure influence on secondary school students' indiscipline in Ibadan North-East Local Government Area of Oyo State?
3. What is the level of societal influence on secondary school students' indiscipline in Ibadan North-East Local Government Area of Oyo State?

Research Hypotheses

- H_{01} : There is no significant combined influence of socio-psycho factors on secondary school students' indiscipline in Ibadan North-East Local Government Area of Oyo State.
- H_{02} : There is no significant relative influence of socio-psycho factors on secondary schools students' indiscipline in Ibadan North-East Local Government Area of Oyo State.

Methodology

The study adopted the descriptive survey research design of the *ex-post facto* type. The population was made up of Senior Secondary School two (SSS2) students in Ibadan North-East Local Government Area of Oyo State.

Ten of the public secondary schools in Ibadan North-East Local Government Area of Oyo State were randomly sampled for the study. Also, simple random sampling method was used to select 300 SSS 2 students in each of the selected schools. The instrument used for the study was “Influence of Socio-psycho Factors on Secondary School Students Indiscipline Questionnaire (ISPFSSSIQ)”. It was divided to two parts: (i) biographical information (ii) socio-psycho factors items on indiscipline among secondary school students, parental influence, peer pressure and societal influence. To ensure the validity of the instrument used for the study, the draft questionnaire was presented to the experts in the field of Educational Management for face validity. The suggestions and corrections were incorporated into the final draft before administering the instrument on the respondents.

For this study, the reliability of the instrument was done and the value of the Cronbach’s alpha coefficient yielded $r = 0.76$, which indicates that the instrument was found reliable to be used. The statistical tools used to analyze the data collected were: (i) frequency and percentage to analyze the bio-data information of the respondents (ii) descriptive analysis of frequency count distribution, percentage and mean score for research questions and (iii) Multiple Regression Analysis, Pearson Correlation Coefficient for the hypotheses. All analyses were carried out at 5% level of significance.

Results

Research Question I: What is the level of parental influence on secondary school students’ indiscipline in Ibadan North-East Local Government Area of Oyo State?

Table I: Analysis of the Level of Parental Influence on Secondary School Students' Indiscipline in Ibadan North East Local Government Area of Oyo State

Items	SA	A	D	SD	Mean	S.D
My parents check to make sure I am behaving well after they correct my misbehavior	150 50.0%	135 45.0%	15 5.0%	– 0.0%	3.45	0.590
When correcting my misbehavior, my parents do or say things to show that they love and support me	150 50.0%	135 45.0%	12 4.0%	3 1.0%	3.44	0.623
When my parents do something to correct my misbehavior, I ignore it	93 31.0%	78 26.0%	69 23.0%	60 20.0%	2.68	1.114
My parents get very angry when I misbehave	117 39.0%	159 53.0%	9 3.0%	15 5.0%	3.26	0.744
I think my parents do the right thing when they correct my misbehaviour	150 50.0%	129 43.0%	18 6.0%	31.0%	3.42	0.652
My mother disagrees with the way my father corrects my misbehaviour	39 13.0%	60 20.0%	93 31.0%	108 36.0%	2.10	1.036
My father disagrees with the way my mother corrects my misbehaviour	15 5.0%	36 12.0%	117 39.0%	132 44.0%	1.78	0.845
My parents explain why they do what they do to correct me	99 33.0%	168 56.0%	24 8.0%	9 3.0%	3.19	0.704
My parents correct me again if I repeat my misbehaviour	156 52.0%	123 41.0%	15 5.0%	6 2.0%	3.43	0.683
My parents have problems managing my misbehaviour	78 26.0%	72 24.0%	117 39.0%	33 11.0%	2.65	0.985
Weighted Average = 2.94 (70%)						

Survey, 2016

The analysis of the responses of the students on the level of parental influence on secondary school students' indiscipline in Ibadan North-East local government area of Oyo State is presented on Table I, the respondents agreed with the following statements: My parents check to make sure I am behaving well after they correct my misbehaviour ($M=3.45$, $SD=0.59$); When correcting my misbehaviour, my parents do or say things to show that they love and support me ($M=3.44$, $SD=0.62$); My parents get very angry when I misbehave ($M=3.26$, $SD=0.74$); I think my parents do the right thing when they correct my misbehaviour ($M=3.42$, $SD=0.65$); My parents explain why they do what they do to correct me (mean = 3.19); My parents correct me again if I repeat my misbehaviour ($M=3.43$, $SD=0.68$). The table further shows that the average of the respondents agreed and average of them disagreed that when their parents do something to correct their misbehaviour, they ignore it and also, average of the respondents agreed and average of them disagreed that their parents have problems managing their misbehaviours. More so, the respondents did not support the statement that their mothers used to disagree with the way their father corrects their misbehaviours and vice versa.

The weighted average of the table is given as 2.94 which translated to 70% and it was an indication that the majority of the respondents agreed that the level of parental influence on secondary school students' indiscipline in Ibadan North-East local government was high.

Research Question 2: What is the level of peer pressure influence on secondary school students' indiscipline in Ibadan North-East Local Government Area of Oyo State?

Table 2: Analysis of the Level of Peer Pressure Influence on Secondary School Students' Indiscipline in Ibadan North East Local Government Area of Oyo State

Items	SA
I am easily influenced by what I see my friends doing and I copy them.	78 26.0%
There is no act of indiscipline among my peers, we are all abiding by the rules and regulation guiding the school.	126 42.0%
The friends I move with are not disciplined, therefore influence my behaviour and my attitude towards doing things.	90 30.0%
I don't allow my friends to influence me I rather influence them with my own attitude and behaviour.	87 29.0%
Low self-concept due to constant negative labels among peers cause indiscipline in schools	57 19.0%
Abuse of seniority by prefects in schools cause indiscipline	93 31.0%
Weighted Average = 2.8	

Analyses of the research question two is presented in Table 2, it presents the responses of the respondents on the level of peer pressure influence on secondary school students' indiscipline in Ibadan North-East local government area of Oyo state. The table showed that majority of the respondents agreed with the following statements: I am easily influenced by what I see my friends doing and I copy them ($M=2.82$, $SD=0.98$); There is no act of indiscipline among my peers, we are all abiding by the rules and regulation guiding the school ($M=3.21$, $SD=0.82$); The friends I move with are not disciplined, therefore influence my behaviour and my attitude towards doing things ($M=2.79$, $SD=0.98$); I do not allow my friends to influence me. I rather influence them with my own attitude and behaviour ($M=2.79$, $SD=1.0$); Abuse of seniority by prefects in schools caused indiscipline (mean = 3.09). The table further shows that average of the respondents agreed that low self-concept due to constant negative labels among peers caused indiscipline in schools while average of them also disagreed with the statement.

Research Question 3: What is the level of societal influence on secondary school students' indiscipline in Ibadan North-East Local Government Area of Oyo State?

Table 3: Analysis of the Level of Societal Influence on Secondary School Students' Indiscipline in Ibadan North-East Local Government Area of Oyo State

		Survey, 2016	
	Items	SA	A
	Poor value system of the society cause indiscipline among students	48 16.0%	1 40
	Injustice in the society revealed by favouritism, nepotism and corruption cause indiscipline among students	102 34.0%	1 60
	Unwholesome mass media cause indiscipline among students	78 26.0%	1 49
	Unsatisfactory home condition in some homes cause indiscipline among students	72 24.0%	1 34
	Parental over protection of children cause indiscipline among students	81 27.0%	1 43
	Parental rejection of children cause indiscipline among students	87 29.0%	1 41
	Weighted Average 2.8		

The analysis of research question three is presented in table 3. It presents the analysis of the level of societal influence on secondary school students' indiscipline in Ibadan North East Local Government Area of Oyo State. The table shows that the respondents agreed with the following statements: Injustice in the society revealed by favouritism, nepotism and corruption cause indiscipline among students (M=3.28, SD=0.56); Unwholesome mass media cause indiscipline among students (M=2.96, SD=0.81); Unsatisfactory home condition in some homes cause indiscipline among students (M=2.68, SD=0.99); Parental over protection of children cause indiscipline among students (M=2.82, SD=0.99); Parental rejection of children cause indiscipline among students (M=2.89, SD=0.93). The table further showed that average of the respondents disagreed with the statement that poor value system of the society cause indiscipline among students and average of the respondents agreed with the statement.

Research Hypothesis I: There is no significant combined influence of socio-psycho factors on secondary school students' indiscipline in Ibadan North East Local Government Area of Oyo State.

Table 4: Summary of AVOVA table Showing Composite Influence of Socio Psycho Factors on Secondary School Students' Indiscipline in Ibadan North-East Local Government Area of Oyo

Model	Sum of Squares	df	Mean Square	F	Sig	Ren
Regression	451.373	5	90.273			
Residual	2626.010	296	8.872	16.950	0.000	
Total	3077.383	301				

R = 0.383
R Square = 0.147
Adjusted R Square = 0.138
Std. Error of the Estimate = 2.97853

*Sig. P<0.05

The findings of hypothesis one is presented on table. The hypothesis is set to test significant combined influence of socio-psycho factors on secondary school students' indiscipline in Ibadan North East Local Government Area of Oyo State, the table shows that the dependent variable positively predicted by the independent variables. The table also

showed a coefficient of multiple regression $F(3,299)=16.95$, $p=0.000$ ($R = 0.383$ and a multiple $R^2=0.147$). This means that 14.7% of the variance is accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at $P < 0.05$. The table also shows that the analysis of variance (ANOVA) for the regression yielded F-ratio of 16.950 (significant at 5% level of significance). This implied that the joint contribution of the independent variables to the dependent variable was significant and that other variables may have accounted for the remaining variance. The linear combination of all the predictor variables was found to have significant relationship with students' indiscipline among secondary school. $F_{(3, 296)} = 16.950$; $P < 0.05$.

Research Hypothesis 2: There is no significant relative influence of socio-psycho factors on secondary schools students' indiscipline in Ibadan North East Local Government Area of Oyo State.

Table 5: Regression Table Showing the Relative Influence of Socio Psycho Factors on Secondary School Students' Indiscipline in Ibadan North-East Local Government Area of Oyo State

Dependent Variables	Independent Variables	Unstandardized Coefficient		Stand. Coefficient	R
		B	Std. Error	Beta Contribution	
Students' Indiscipline	(Constant)	14.119	2.217		6.368
	Parental Influence	0.257	0.057	0.250	4.497
	Peer Pressure	0.245	0.080	0.170	3.070
	Societal Influence	1.225	0.076	0.160	2.967

The information provided in Table 5 showed the relative contribution among the socio-psycho factors (Parental Influence, Peer Pressure and Societal Influence) and students' indiscipline in secondary schools. The table shows that that all the independent variables have significant contribution to the students' indiscipline at 0.05 level of significance, this is expressed in beta weights and shows in a way that: Parental Influence ($\hat{\alpha} = 0.250$, $P < 0.05$), Peer Pressure ($\hat{\alpha} = 0.170$, $P < 0.05$) and Societal Influence ($\hat{\alpha} = 0.160$, $P < 0.05$).

The following values were obtained for each of the independent variables: parental influence $P = 0.000$; Peer Pressure $P = 0.002$; Societal

Influence $P = 0.003$, from these it was shown that the P – value of each of the variables is less than 0.05, this implies that there was significant relative contribution of the socio-psycho factors on secondary schools students' indiscipline in Ibadan North-East Local Government Area of Oyo State. Therefore, the hypothesis was rejected at 5% level of significance.

Conclusion

Based on the data collected and analyzed, the following conclusions were made: The level of parental influence to the act of indiscipline among secondary school students is averagely high. Parents have their own contributions to the act of indiscipline in secondary schools. This is shown by the responses of the respondents that agreed that their parents have problems managing their misbehaviours. Some of the respondents also agreed that their mothers use to disagree with the way their fathers correct their misbehaviours. Also, some parents always disagree and frown at teachers correcting misdeed of the students.

It was also concluded that peer group pressure has influence on the act of indiscipline among secondary school students. The finding showed that the students agreed and confessed that they are easily influenced by what they see their friends doing and they copy them. Some even confessed that the friends they move with are not disciplined, therefore, this influence their behaviour and their attitude towards doing things and that society also has great influence on the indiscipline among secondary school students in Ibadan North-East Local Government Area of Oyo State.

Furthermore, the finding shows that the dependent variable, act of indiscipline among secondary school students was positively predicted by the independent variables under consideration which are parental influence, peer pressure and societal influence. This means that the joint contribution of the independent variables to the dependent variable was significant. The implication of this is that parental influence, peer pressure and societal influence have significant influence on the dependent variable (act of indiscipline in secondary schools).

Recommendations

Based on the findings of this study, the following recommendations were made:

- Parents should be united and cooperate to train up their children, they should not indulge their wards. They should team up to correct their children when they exhibit bad behaviour, also, when a party is correcting the children, the other party should not cover or indulge such children. Here comes the importance of proper home training for the children, parents should not leave the whole duty of training and correcting their children in the hand of the teachers. School administrators and government should ensure that the secondary school students have equal opportunity, and stop the act of bullying other students by the prefects or seniors.
- Students should face their studies and avoid bad and evil gang, for evil company corrupt good manner. Then, the secondary school students should behave well, study hard and shun evil company.
- Teachers should have positive attitude towards teaching and correcting their students, they should also try to understand and know each individual students' area of needs, and they should correct any strange behaviour among the students and not indulge them at any point in time.

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