

Causes of Indiscipline Among Students as Viewed by Primary School Teachers in Nigeria

Aminat Adeola Odebode

Department of Counsellor Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria

✉ odebode.aa@unilorin.edu.ng

Abstract. Indiscipline in Nigerian schools remained a source of great concern to stakeholders as it has caused a lot of mental, emotional, and physical damages in the society. This research investigated the causes of indiscipline among students as viewed by primary school teachers in Nigeria. Furthermore, it also examined the influence of gender, school locale, years of teaching experience, and educational attainment on the respondents' views. This research employed a descriptive survey method involving 200 primary school teachers in Nigeria. They responded to a researcher-designed questionnaire entitled 'Causes of Indiscipline Questionnaire' (CIQ), in which the psychometric properties of the instrument were established. The data were analyzed using both descriptive and inferential statistics. The results revealed that the causes of indiscipline among students as viewed by primary school teachers in Nigeria were societal factor, government factor, parental factor, school factor, and students' factor respectively. In view of the findings it is recommended that the government and school administrators formulate policies in schools to curb indiscipline among students.

Keywords: causes, primary school teachers, indiscipline, students, Nigeria.

How to Cite: Odebode, A. (2019). Causes of Indiscipline Among Students as Viewed by Primary School Teachers in Nigeria. *Mimbar Sekolah Dasar*, 6(1), 126-140. doi:<http://dx.doi.org/10.17509/mimbar-sd.v6i1.15217>.

INTRODUCTION ~ School aims and objectives in line with the overall educational objectives are to produce integrated citizens to benefit themselves and the society. This can only occur when the school could produce students with good character. This means that the school system is not only meant for training students in different field of study, but also a place to inculcate their moral values to be responsible individuals who can contribute to the development of their society. It is implied that discipline among them is important to achieve academic success. In this case, Warren (2014) states that discipline is an indispensable

component of instructional programs in schools because the children are ignorant of what is expected of them and might sometime act like "barbarians" inside and outside of the school.

According to Zubaidia (2009), discipline is an act of respect for laws and regulations and the maintenance of an established standard of behaviour and ability to imply self-control, restraint, and respect for oneself and others. In similar a term, Redempta (2010) defines discipline as a system of arranging conditions for healthy learning and living. It is important as society to expect children to develop and assume leadership roles, be of good moral

standing, and behave well. Thus, for students to understand that they need to behave in an appropriate manner, their socially acceptable behaviour should be consistently reinforced; hence, much need to be done in moral upbringing of the students. When students behave well in school, the school environment will be free of vices, illicit, and immoral acts. However, a school with students who do not behave well will lead create them to be indiscipline (Truners, 2002).

Indiscipline is the negative form of discipline; a behaviour that contradicts the acceptable rules and regulations of the school system. Orhungur (2003) explains that indiscipline is the absence of one's readiness or ability to regard rules and regulations in society. It refers to the exhibition of behaviors that negate formulated rules in a given society. Students manifest indiscipline behaviour in various forms; i.e. not arriving school early, truancy, rioting, cultism, insulting/assaulting, drug abuse, gambling, stealing, and out of other several unacceptable behaviors. Incidentally, elders or constituted authorities are the target of many unacceptable acts, for instance, a student who disobeys school rules and regulation such as leaving the school vicinity before closing time (Zubaida, 2009). Johnson (2010) highlights disorderliness, smoking, examination malpractices, bullying, disobedience stealing and dishonesty as part of

indiscipline behaviour perpetrated by students.

Amado and Freire (2009) classify indiscipline into three levels; (1) disobedient acts that disrupt classroom serenity, (2) delinquent acts that can cause quarrel among class member, and (3) rebellious acts that lead to conflict among students and teachers. The first level is still considered low frequency compared to the second and third levels.. In a contextual manner, delinquent act is not meant to offend any authority, but an attempt to defend one's image or a means by which psychic is being maintained (Amado, 2001).

Gutuza and Mapoliza (2015) observed that indiscipline among students was a common phenomenon in the Nigerian education system. They emphasized further that the rapid rise of indiscipline among primary school could be traced to the environment and education and may not put a stop to its occurrence unless it is continuous. An environment where there is a prevalence of low parental control, substance use and abuse, use of too much corporal punishment, peer influence, and media could trigger indiscipline among students.

Madziyire (2010) claims that indiscipline in schools should be blamed on the parents who have neglected the discipline of their children at home. Furthermore, Kiprof (2012) observed that the act of indiscipline cannot be detached from society and

vice-versa. The society determines its members; invariably, a good society breeds good members and a disciplined society breed disciplined individuals. In Nigerian society, there are many indiscipline cases and they are affecting students (Sarumi & Okoji, 2010). As an example, a primary school teacher who is requesting a gift from students to make them passed in an upcoming examination. Students could learn from this act that it is not necessary to study to pass an examination because they can easily bribe their way through. According to Macmanus (2009), lack of discipline among parents, teachers, and school administrators also contribute grossly to students' delinquent behaviors and indiscipline. Parents who behave promiscuously before the children could influence them to be promiscuous. Likewise, teachers who steal, fight, or curse before students could be sending the wrong signal to them and they usually emulate these, resulting to indiscipline in society (Madziyire, 2010).

Ndakwa (2013) opines that peer influence could cause indiscipline among students. Students of the same age range tend to emulate one another's behaviour easily. Peers of good behaviours promote the same among their peers and vice-versa. Carter and McGoldrick (2005) state that children lose trust and have reduced interaction with their parents. They develop more trust in their friends as they are able to flow well among themselves]

Their bond grows stronger, especially for those who have low support from parents. Poor peer influence, substance use and abuse, undisciplined teachers and parents, broken home, and morally decayed society are the main causes of indiscipline (Gutuza & Mapolis, 2015).

Corporal punishment banning in school has been advocated as another cause of indiscipline among in-school adolescents. Mwaniki, Ngunjiri and Kanjogu (2016) revealed in their study that the thrust of children's rights and subsequent banning of corporal punishment has encouraged learners to disrespect their teachers. They emphasized that the students did this because they know that nothing will happen to them. In addition, Kaburu (2006) opined that even the guidance and counselling services that could have been used to curb indiscipline among students were not effective because there were very few counsellors in the schools, while some schools did not have counsellors and available teachers did not have the skills. Murithi (2010) lamented that even though a lot has been done by the government to curb acts of indiscipline in the society, the act seems to still be on the increase in schools and the society at large.

In view of this, Madziyire (2012) argued that in order to achieve high academic performance, indiscipline must be eradicated among the school administrators, teachers, and parents. Discipline among learners will help them to differentiate between acceptable and

unacceptable behaviors and gain control over their acts. Based on this consideration, a research investigating the causes of indiscipline among students as viewed by primary school teachers in Nigeria was conducted.

Theoretical Framework

More than one theory is required to vividly describe the emanation and management of indiscipline. In this research, the cognitive-behavioral theory was assessed. This entails both the behavioral and cognitive theories. The theory was developed from the work of Skinner, Pavlov, and Bandura. These psychologists opined that early experience has no link with present behaviour. They believed that present individual's behaviour is learned and can be unlearned in the environment that they live in, which makes a man a product of his environment (Bandura, 1985, Kunmi, 2012). These theorists believed behaviour can be observed and measured using the scientific procedure. This implies that indiscipline is learnt in society and it can be measured and managed through the systematic procedure.

There are three distinct areas that are considered under behaviour theory. First, classical conditioning, which emphasizes on the fact that individuals perform certain actions and they do not know that their behaviour is being controlled. By conditioning a dog to salivate with the sound of a bell, Pavlov manipulated the environment to bring out an action.

Second, operant conditioning, which was propounded by Skinner, emphasized on reward (positive reinforcement) and punishment (negative reinforcement). He described positive reinforcement as something that increases the occurrence of acceptable behaviour while negative reinforcement decreases the exhibition of unacceptable behaviour. This implies that indiscipline occurs due to reward/reinforcement of human behaviour e.g. a student who cheats and passes the examination is being rewarded for cheating. Third, the social learning theory. According to Bandura (1985), social learning theory explains that people learn by watching and observing others. They imitate others through observing the other persons, retaining what is being observed, they get motivated, and finally, imitate the other persons. This implies that learning passes through a process, which in turn, affects how one behaves. It can be summarized that indiscipline, therefore, is a product of learning.

Cognitive behaviour is not the event that compels individuals to behave the way they do, instead, the way they perceive and give meanings to such events. Consequently, this interpretation determines how they feel and behave. This theory is germane to know the cause of indiscipline among students so that the appropriate factor can be manipulated to achieve the desired result.

Statement of the Problem

Over the years, a lack of discipline in schools has been increasingly becoming a source of worry to stakeholders and the Nigerian society as a whole. Indiscipline is an act of behaviour disorder and delinquency. It is often the cause of a lot of mental, emotional also physical damage. There is an increase in anti-social behaviours in Nigeria society, such as corruption, smuggling, bribery, political violence, and insurgency without any check hardened the minds of students, in which the majority are adolescents. Many students are found telling lies, playing truancy, stealing, disturbing the class, harassing their female colleagues and teachers sexually, disobeying the school rules and regulations, and involvement in risky sexual behaviours. Since these acts of indiscipline are not curbed in the Nigerian schools, many students have advanced into robbery, vandalism, political thuggery and involvement in a high level of terrorism across the globe.

Teachers and parents expressed their grievances on the number of serious offences reported each week that are committed by the students. Students no longer respect teachers and school management and the school have been only able to do little or less to address the situation, which unfortunately became national concern. In view of this, the current wave of indiscipline among students demands immediate attention from all educational stakeholders in order

to achieve the set objectives of education in Nigeria.

Some of the studies that have been conducted in relation to the focus of this research are Idu and Ojedapo (2011), which centred on indiscipline in secondary schools. The findings revealed that parental attitude, government nonchalant attitude, teachers' influence, and peer-group influence among others were responsible for indiscipline among students. Sarumi and Okoji's (2010) study was conducted in River State on indiscipline among the female students in selected rural communities. The results revealed that there was a significant effect of the peer group, administrative policy and parental influence on indiscipline among the students. Ndaita (2016) explored the nature and causes of indiscipline cases among public students in Thika sub-county, Kiambu County, Kenya. The findings revealed that common cases of indiscipline are noise making, bullying, fighting, failing to complete assignments, drug abuse, and sexual deviance among others.

Based on the previous studies cited, there are few studies related to indiscipline among students that had been conducted in Nigeria, particularly among primary school teachers, in Kwara State. This research, therefore, explores the causes of indiscipline among students from the perspectives of primary school teachers in Kwara State, Nigeria to bridge the gap left by earlier researchers.

Research Question

For the purpose of this research, the following research question was raised:

1. What are the causes of indiscipline among students as viewed by primary school teachers in Nigeria?

Research Hypotheses

The following null hypotheses were formulated:

1. There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on gender.
2. There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on school locale.
3. There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on years of teaching experience.
4. There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on educational attainment.

METHODS

Research Design

This research, which was conducted between February and October 2018, is descriptive in nature. Descriptive research entails collection of research data that describes acts, events, or issues as they exist or occur without any manipulation (Clarke, 2005). Descriptive survey is

important in educational researches and it can be done either through the use of questionnaire, interview, or observation. The use of questionnaire particularly is to allow the collection of information from respondents without prejudice or bias (Jack & Clarke, 1998). Descriptive survey is considered appropriate for this research because the questionnaire was used as a research instrument to investigate the causes of indiscipline among students as viewed by primary school teachers in Nigeria.

Population, Sample and Sampling Procedures

The population for this research comprised of all primary school teachers in Ilorin South Local Government Area, Kwara State, Nigeria. According to the estimation of Kwara State School Census Report, the population of school teachers in Ilorin South was 1,203. Based on the given population, simple random and purposive sampling techniques were used. This means that 10 teachers from a school were chosen to participate in the study. At Stage 1, a simple random sampling (dip-hat) method was used to select 10 primary schools in Ilorin metropolis. At Stage 2, the simple random sampling technique was, again, used to select 20 primary school teachers from each of the selected schools. This made a total of 200 primary school teachers participated in the research.

Instrument

To reach the research objectives, a questionnaire entitled "Causes of Indiscipline Questionnaire (CIQ)" was developed to collect data. Through the review of relevant literature, this researcher-made questionnaire was developed to collect information on the causes of indiscipline among primary school teachers. It consists of Section A and Section B. Section A focuses on the demographic data of respondents, while section B consists of 20 items.

Validity: Validity is the ability of an instrument to measure accurately what it purports to measure. In order to check its validity. The instrument was given to the supervisor and four other experts (lecturers) in the Faculty of Education, University of Ilorin, for vetting and modifications. The corrected copies of the vetted instrument were represented in order and considered suitable for carrying out the study.

Reliability: An instrument is reliable when its scores are consistent over a given period of time after repeated administration to the same group of people or respondents. The reliability of the instrument for this research was determined using the test re-test method. This method entails administering the same instrument twice at an interval of four weeks to the same group of ten (20) teachers in Ilorin West LGA, Kwara State who were not part of the research. The two set of scores were correlated using Pearson Product Moment Correlation Co-efficient (r) statistics and a

coefficient of 0.65 was gotten, which adjudged the reliability of the instrument.

Procedures for Scoring the Instrument

Likert-scale was used to score each item on the questionnaire in the following scales: Strongly Agree (SA)= 4 points, Agree (A)= 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. Section A that consists of four items on demographic data was scored using frequency and percentage. Sections B that contains items on causes of indiscipline, was scored using the following modality: the score on the instrument ranges from 4 to 1 (4, 3, 2, 1). Therefore, the average score any respondents can obtain is $4+3+2+1= 10/4 = 2.50$. This follows that mean scores from 2.50 and above indicates the significant the causes of indiscipline among students as viewed by primary school teachers, while mean score below 2.50 will be regarded as insignificant causes of indiscipline among students as viewed by primary school teachers.

Procedures for Instrument Administration and Data Collection

The questionnaire was administered to the selected respondents with the help of two assistants who had been trained. The training was on the process of administration in obtaining permission from the schools' authorities through writing and personal contact and seeking for the cooperation of the teachers by explaining to them the purpose of the research. Therefore, this built a good rapport with the respondents and allowed for prompt

response when respondent needed help in filling the questionnaire.

Method of Data Analysis

Percentage was used to analyze the data in Section A of the instrument, while. Section B was analyzed using t-test and Analysis of Variance (ANOVA). In view of this, Hypotheses 1 and 2 were tested using

t-test, while Hypotheses 3 and 4 were tested using Analysis of Variance (ANOVA).

RESULTS

Demographic Data

This section presents the results of data obtained on the respondents in percentage.

Table 1. Distribution of Respondents Based on Gender, School Locale, Years of Teaching Experience and Educational Attainment.

S/N	Variables	Frequency	Percentage%
1.	Gender		
	Male	90	45.0
	Female	110	55.0
	Total	200	100.0
2.	Schoole Locale		
	Rural	120	60.0
	Urban	80	40.0
	Total	200	100.0
3.	Years of Teaching Experience		
	1-5 years	76	38.0
	6-10 years	84	42.0
	11 years & above	40	20.0
	Total	200	100.0
4.	Educational Qualification		
	NCE	88	44.0
	B.Ed.	92	46.0
	Postgraduate	20	10.0
	Total	200	100.0

Source: Author's computation (2018).

Table 1 presents the distribution of respondents by gender, school locale, years of teaching experience, and educational attainment. A total number of 200 respondents participated consisted of 90 male participants(45.0%) and 110 (55.0%) female participants. The table shows that 120 (60.0%) of the respondents were in a rural area while 80 (40.0%) of the respondents were in the urban area. Also, 76 (38.0%) of the respondents had spent

between 1-5 years, 84 (42.0%) had spent between 6-10 years while 40 (20.0%) of the respondents had spent 11 years and above in service. Similarly, 88 (44.0%) had NCE certificate, 92 (46.0%) have B.Ed. degree, 20 (10.0%) of the respondents had a postgraduate degree.

Research Question 1: What are the causes of indiscipline among students as viewed by primary school teachers in Nigeria?

Table 2. Mean and Rank Order of Causes of Indiscipline among Students.

Item No.	Indiscipline among students is caused by:	Mean	Rank
Students' Factors			
1.	Lack of motivation	2.58	
2.	Laziness	2.55	
3.	Frustration	2.54	
4.	Poor self-concept	2.52	
5.	Peer group pressure	2.56	
	Mean	2.55	5th
Government Factor			
6.	Involving students in political agitations	3.65	
7.	Political interference in educational institutions	3.62	
8.	Sudden change in government policies related to education	3.64	
9.	Inability of the government to provide jobs to educated youths	3.70	
10.	Abolition of corporal punishment	3.68	
	Mean	3.65	2nd
Societal Factor			
11.	Poor value system	3.78	
12.	Unwholesome mass media	3.74	
13.	Disorganization of some members of the community	3.73	
14.	Undue emphasis material acquisition	3.76	
15.	Injustice in society	3.72	
	Mean	3.75	1st
Parental Factor			
16.	Poor home condition	3.60	
17.	Parental overprotection	3.53	
18.	Parental rejection of children	3.56	
19.	Parental separation to provide	3.54	
20.	Inability to provide for children needs	3.58	
	Mean	3.56	3rd
School Factor			
21.	Harsh rules and regulations	3.52	
22.	Teachers lateness to school	3.47	
23.	Absence of school guidance counsellor	3.50	
24.	Poor teacher-student relationship	3.48	
25.	Lack of extracurricular activities	3.51	
	Mean	3.50	4th

Source: Author's computation (2018).

Table 2 shows the mean and rank of causes of indiscipline among students as viewed by primary school teachers in Nigeria. Since the cut-off point for taking decision on the causes of indiscipline among students is 2.5 and all the 20 items have mean scores above the cut-off; it can then be concluded that the causes of indiscipline among students as viewed by primary school teachers in Nigeria were societal factor, Government factor,

parental factor, school factor and students' factor respectively.

Hypotheses Testing

Four null hypotheses were postulated and tested for this research. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis 1: There is no significant difference in the causes of indiscipline

among students as viewed by primary school teachers in Nigeria based on gender.

Table 3: Mean, Standard Deviation and t-value showing the Causes of Indiscipline among Students Based on Gender.

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value
Male	90	56	416.13	198	1.20	1.96
Female	110	52.00	7.20			

Source: Author's computation (2018).

Table 3 shows that the calculated t-value of 1.04 was less than the critical t-value of 1.96. This means there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on gender. Thus, the hypothesis was not rejected.

Hypothesis 2: There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on school locale.

Table 4: Mean, Standard Deviation and t-value showing the Causes of Indiscipline among Students Based on School Locale.

Locale	N	Mean	SD	df	Cal. t-value	Crit. t-value
Rural	120	44.01	7.21	198	1.51	1.96
Urban	80	48.32	9.08			

Source: Author's Fieldwork (2018).

Table 4 shows that the calculated t-value of 1.51 was less than the critical t-value of 1.96. This means there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on school locale. Thus, the hypothesis was not rejected.

Hypothesis 3: There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on years of teaching experience.

Table 5: Analysis of Variance (ANOVA) on the Causes of Indiscipline Among Students Based on Years of Teaching Experience.

Years of Teaching Experience	SS	Df	MS	Cal.F-ratio	Crit.F-ratio	Decision
Between Group	4234.141	2	2117.071			
Within Group	677840.512	197	3440.814	0.61	3.00	Not Sig.
Total	682074.653	199				

Source: Author's computation (2018).

Table 5 indicates that the calculated F-value was 0.61 while the critical F-value was 3.00. Since the calculated F-value of 0.61 was less than the critical F-value of 3.00 at 0.05 level of significance, the hypothesis was, not rejected. This means there was no significant difference in the causes of indiscipline among students as

viewed by primary school teachers in Nigeria based on school locale thus, the hypothesis was not rejected.

Hypothesis 4: There is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on years of teaching experience.

Table 6: Analysis of Variance (ANOVA) on the Causes of Indiscipline among Students Based on Years of Teaching Experience.

Educational Attainment	SS	Df	MS	Cal.F-ratio	Crit.F-ratio	Decision
Between Group	4004.245	2	2002.123			
Within Group	678070.408	197	3441.982	0.58	3.00	Not Sig.
Total	682074.653	199				

Source: Author's computation (2018).

Table 6 indicates that the calculated F-value was 0.58 while the critical F-value was 3.00. Since the calculated F-value of 0.58 was less than the critical F-value of 3.00 at 0.05 level of significance, the hypothesis was not rejected. This means there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on years of teaching experience. Thus, the hypothesis was not rejected.

DISCUSSION

The findings showed that the causes of indiscipline among students as viewed by primary school teachers in Nigeria are societal factor, Government factor, parental factor, school factor and students' factor respectively. This finding tallies with Mugams; (2005), Paaga (2007); Mwaniki (2003) and Bwire (2010), which

revealed that indiscipline among students was caused by school, societal, government, home and students' factors. This finding could be that of Nigeria society in which corporal punishment was abolished by Government in schools, government involves students in political agitations among others and teachers being members of the same society are able to perceive this anomaly.

The testing of Hypothesis 1, which states that there is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on gender, was not rejected. This means that there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on gender. This also means that both male and female teachers expressed the causes of indiscipline among students in the same

way. This finding is in line with that of Ndaita (2016) whose findings revealed that gender influenced the perception of teachers on the causes of Indiscipline among secondary schools' students. However, the finding of this research negates Adekanye (2017) whose finding revealed that there was no significant difference exists in teachers' perception of causes of indiscipline among students. This could be that indiscipline was a common occurrence in Nigerian schools. Therefore; male and female teachers would not have different opinions on the causes of indiscipline.

The testing of Hypothesis 2, which stated that there is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on school locale, was rejected. This means that there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on school locale. This also means that respondents who were in urban and rural areas did not differ in their expressions of causes of indiscipline among students. The finding of this research supports that of Okumu (2014) who revealed a significant difference in the causes of indiscipline among students as perceived by teachers based on school locale. Similarly, this finding is in line with that of Mpofo (2018) who revealed a significant difference in the causes of indiscipline among learners as perceived by teachers based on the

school environment. This finding could be that indiscipline is common in the society whether rural or urban, therefore, school locale will not have any significant influence on the respondents' views.

The testing of Hypothesis 3, which stated that there is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on years of teaching experience, was rejected. This means that there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on years of teaching experience. This also means that the number of years that the respondents have spent in the teaching profession did not have any influence on their expression of indiscipline among students. This finding is not in line with that of Ekpoh (2007) and that of Mwaniki, Ngunjoi and Kanjogie (2016) whose findings revealed a significant difference in the causes of indiscipline among students as perceived by teachers based on teaching experience. This finding could be that the act of indiscipline among students is increasing by the day. Therefore, teachers who have spent a few years in service will also be able to express the causes of indiscipline among students.

The testing of Hypothesis 4, which states that there is no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on educational attainment,

was rejected. This means that there was no significant difference in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on educational attainment. This also means that no matter the educational qualification of the respondents, it did not affect their expression of causes of indiscipline among students of secondary schools. This finding tallies with that of Ndaita (2016) who also found no significant difference in the perception of teachers on the causes of indiscipline among students based on educational attainment. Likewise, Fareo and Ballah (2018) concluded in a study that educational attainment did not have any influence on the perception of teachers on the causes of indiscipline. This could be that all the respondents are literate therefore; they are able to perceive the causes of indiscipline among students.

CONCLUSION

It can be concluded that the causes of indiscipline among students as viewed by primary school teachers in Nigeria were societal factor, Government factor, parental factor, school factor and students' factor respectively. Similarly, there were no significant differences in the causes of indiscipline among students as viewed by primary school teachers in Nigeria based on gender, school locale, years of teaching experience and educational attainment.

Based on the abovementioned findings, the proposed recommendations are:

- The society has a strong hold on its members; members portray the image of the society and the society breeds its members. Therefore, to curb indiscipline among students since they are the future leaders of the country, members of the society must be informed of the causes of indiscipline among these students and redress. This can be done to continuous orientation by teachers and counsellors.
- As introduced by Skinner, punishment is a way by which unwanted behaviour can be reduced and extinguished hence, the government should reverse the abolition of corporal punishment in schools so that students could be well disciplined. Efforts should also be made to curb indiscipline in society through other means if corporal punishment cannot be re-included.
- Students tend to observe, internalize and act out what they see among peers and authority figures Therefore, the school must at all time portray discipline to students. Similarly, Administrators, teachers and other staff members must be enjoined to be of good behaviour for the students who are the hope of the country.
- Parents should monitor their wards well as charity begins at home. Children should be well guided and monitored so that they can be of good behaviour. More so, parents must lead by examples; their utterances must not

negate their actions as this could send wrong signals to children for emulation. Parents should try as much as possible to create time for their children to create a feeling of bonding and acceptance in them, this would allow parents to observe, foresee, notice and caution unacceptable behaviours on time.

- As a matter of necessity, counsellors must educate the entire populace on the causes of indiscipline among students. Efforts should also be made to curb indiscipline in schools and society at large. This can be done by organizing talks and discussions on indiscipline for students in schools. Counsellors can also collaborate with teachers to organize talk shows and seminars for the entire public to get acquainted with indiscipline and its causes.

REFEREENCES

- Amado, J. & Freire, I. (2009). *Indisciplina(s) na escola. Compreender para prevenir*. Coimbra: Almedina.
- Bandura, A. (1985). *Model of causality in social learning theory: Cognition and psychotherapy* (pp. 81-99). Stanford University, California, USA: Springer.
- Bwire, S. (2010). *Drugs in schools at a alarming rates*. Retrieved October 8th, 2018 from <http://www.sunriseug>Education>Book Reviews>.
- Carter, B. A. & McGoldrick, M. (2005). *Family lifecycle: The individual family and social perspectives*. New Jersey: Longman.
- Clarke, R.J. (2005). *Research models and methodologies*. HDR Seminar Series, Faculty of Commerce, University of Wollongong (AU).
- Ekpoh, U. I. (2007). Causes of indiscipline among students as expressed by teachers and principals of public and primary secondary schools in Akwa Ibom State. *Journal of Educational Research*, 6(1/2), 35-36.
- Ellis, A. (2001). *Overcoming destructive beliefs, feelings, and behaviors: New directions for rational emotive behavior therapy*. New York: Prometheus Books.
- Fareo D. O. & Ballah, G. A. Y. (2018). Perception of teachers on indiscipline among secondary school students in Osun State, Nigeria.
- Gutuza, R. F., & Mapoliza, T. (2015). An Analysis of the Causes of Indiscipline amongst Secondary School Pupils in Nyanga District. *Global Journal of Advanced Research*, 2(7), 1164-1171.
- Idu, A. P. & Ojedapo, D. O. (2011). *Indiscipline in secondary schools: a cry to all stakeholders in education*. Proceedings of the 2011 International Conference on Teaching, Learning and Change. International Association for Teaching and Learning (IATEL), 729-735.
- Jack, B. & Clarke, A. M. (1998). The purpose and use of questionnaires in research. *Prof. Nurse*, 14(3), 176-179.
- Kaburu, L. W. (2006). *Effectiveness of Guidance and Counseling Program in Combating Indiscipline in Secondary Schools: A Case of Nakuru Municipality, Kenya*. Unpublished Master's thesis. Egerton University, Kenya.
- Kiumi, J. K. (2012). Personal and school based factors as predictors of principals' inclusiveness in students' discipline management: the case of public secondary schools in nyandarua and laikipia districts, Kenya. *Universal Journal of Education and General Studies*, 1(3), 49-54.

- Kiprop, C. J. (2012). Approaches to management of discipline in secondary schools in Kenya. *International Journal of Research in Management*, 2(3), 120-138.
- Madziyire, N. C. (2010). *Leadership and supervision*. Harare: Zimbabwe Open University.
- Macmanus, M. (2009). *Toublesome behavior in the classroom: A teachers' survival guide*. New York: Routledge Nicholas Publishing Company.
- Mpofu, J. (2018). Teachers' perceptions on the causes of indiscipline among learners with disabilities in inclusive education setting. A case study of Sanyati districts in Zibambwe. *Greener Journal of Social Sciences*, 8, 56-53.
- Miriti, M. J. (2010). *Challenges facing school administrators in enforcing students' discipline in public secondary schools in Yatta District, Machakos County* (Master's thesis). Mount Kenya Uni. Kenya.
- Mwaniki, G. S. K., Ngunjiri, M. & Kanjogu, J. (2016). Influence of teacher-student relationship on students' indiscipline In public secondary schools In Naivasha Sub-County, Kenya *Journal of Humanities and Social Science*, 21(9), 30-37.
- Ndaita, J. S. (2016). The nature and causes of indiscipline cases among public secondary school students in Thika sub-county, Kiambu County, Kenya. *British Journal of Education*, 4(7), 55-66.
- Ndakwa, D. (2013). *A simplified guide: The making of a new student*. Nairobi: Pavement Publishers.
- Okumu, M. A. (2014). *An investigation of factors influencing indiscipline among students in public day secondary schools in Makadara district, Nairobi County*. An unpublished Masters Research Project, Department of Educational Management, Kenyatta University.
- Orhungur, M. M. (2003). *Discipline theory and practice*. Ibadan: Spectrum Books Ltd.
- Redempta, E. N. (2010). *Methods Used to Enhance Students Discipline in Public Secondary Schools in Kamukunji Division Nairobi Province, Kenya*. An M.Ed. Thesis, Kenyatta University.
- Sarumi, A. & Okoji, O.O. (2010). Indiscipline among the female secondary school students in selected rural communities of Rivers State in Nigeria: Causes and effects on academic performance. *Journal of Education and Practice*, 1(1), 8-13.
- Truners, B. (2002). *Discipline in schools*. USA: Ward Educational Publications.
- Warren, S. S. (2014). *A Non-Authoritarian Approach to Secondary School Pedagogy: A Critical Action Research Project*. A(Ph.D Thesis, The University of Worcester.
- Zubaida, A. N. (2009). Indiscipline and its managements techniques: A case study of a special education school in Kano State. *The Journal of the National Council for Exceptional Children*, 11(2), 455-463.