

TEACHERS' BEHAVIOUR AS RESPONSIBLE FACTORS IN STUDENTS' INDISCIPLINE IN SCHOOLS IN NIGERIA

BY

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ABSTRACT

This paper examines the negative behaviours of teachers that are contributory to students' indiscipline in schools. Descriptive survey design was used. The study was carried out in Enugu State. Four research questions and one hypothesis were formulated for the study. Questionnaire instrument of 25 items was used to gather information from secondary school teachers. Mean statistics was used to analyze the data from the questionnaire while t-test was used for the hypothesis. It was found out that teachers' negative behaviours in the school are contributory factors of students' indiscipline and therefore calls for counseling of teachers and students for effective positive changes.

INTRODUCTION

Efforts of educators over the decades have been mainly to improve the quality of education of all citizens and promote educational outcome of all learners. Martin and Peer (2007) defined indiscipline as deviant behaviours from the normal behaviour that are harmful to other people and neither promote learning nor interpersonal relationship.

Ogu (2001) also defined indiscipline as when a child cannot interact with peers and teachers and cannot exhibit appropriate behaviour when necessary. According to Pednekar (2009), indiscipline is that behaviour that is not in order, absence of normal behaviour. Supporting this view, Dijeh (2000) associated indiscipline with

obstacles in the development of social, moral and political life as well as good behaviour.

There has been increasing concern about the behaviours that children act out in schools. Teachers frequently complain that they spend more time trying to control students than teaching them. This is why Anokam (2002) complained that the prevalence of indiscipline among Nigerian adolescents has increased in the last three years in terms of frequency of recorded delinquent crimes and number of adolescents involved. Aroh in Nwobodo (2008) considered it to rest with slackness which includes laxity, irresponsibility to duties, lack of motivation, lateness, loitering, bullying and other forms of scandalous behaviours and non observance of school rules and regulations.

Administrators are concerned about problems ranging from chronic truancy to assaults on teachers. In fact, the concerns of teachers and parents about frequent lack of respect for authority and the apparent lack of discipline in schools is on the increase. As a result of this, a lot has been done to ensure that not only the majority of learners but all learners gain by improving in learning, training for adult life and developing their potentials.

Discipline exists in an organisation when members of that organisation behave in a manner that facilitates the realization of the set objectives of the organisation. Conversely, when members of an organisation exhibit dysfunctional behaviours capable of frustrating, jeopardizing, slowing down or completely impeding the attainment of the set objectives of an organisation, a state of indiscipline is said to exist. Acts of indiscipline prevalent in Nigerian schools include lateness to school, absenteeism, assault, extortion, theft, fagging, fighting, bullying, intimidation, violent demonstration, organised torturing of students, sexual immorality, use of abusive, foul and vulgar language, defacing and destroying of school property and equipment, examination malpractices, drug abuse and non-compliance to school rules and regulations.

In Nigeria's search for culprits of indiscipline in our society particularly as it affects secondary school students, teachers

(including principals) among other agents have been exposed and blamed. Unbridled involvement of teachers in professional unethical behaviours such as aiding and abetting examination malpractice, unhealthy interpersonal relationships, immodest dressing, truancy, irregularity to classes have also been reported to be responsible in part or whole, to such unruly behaviour among students. However, when teachers discuss the subject of indiscipline in schools, the tendency is for them to look beyond themselves to find scapegoats who are invariably the students and their parents.

Acts of indiscipline in schools have adverse effects on academic growth of students. Students' indiscipline can be felt in the society at large. Gwaram (2012) identified the ugly effects of indiscipline to include total absence of meaningful learning, disorder, disruption, instability, fear and uncertainty. Denga (2001) also revealed some obvious effects of indiscipline on the school. First, it destroys the image and personality of the school. The Ministry of Education frowns at the school and deprives it of some routine benefits. Expensive equipment get destroyed at the time of economic squeeze. However, the school remains a citadel of hope for correcting, reinstating, reorientation and redirecting the society to the path of sanity. The duty of the school is paramount considering the fact that stability and influence of the home, the church and mosque are also weakening. More and more of the responsibilities of the home, the church and mosque particularly in the social and emotional realms have been entrusted to the school.

Part of the way to end indiscipline in schools and beyond is through guidance and counseling. The teachers and students also deserve counseling to put things right and salvage sanity. Guidance and counseling in schools when channeled into finding out the cause of indiscipline, how it is perpetrated in schools, the individuals involved should be counseled accordingly. This paper sought to find out the negative activities of teachers in relation to the behaviour of the students and therefore get to the salient issues underlying indiscipline and possible solutions.

Purpose of the Study:

The study seeks to examine the negative behaviours of teachers as responsible factors in students' indiscipline. Specifically, the study examines:

1. The extent teachers irregularities to schools contribute to students' indiscipline.
2. The extent to which unhealthy teacher/student relationships contribute to students' indiscipline.
3. The extent to which teachers' poor classroom management contribute to students' indiscipline.
4. The extent to which immodest dressing contribute to students' indiscipline.

Research Question

The following research questions guided the study:

1. To what extent does teachers irregularities to schools contribute to students' indiscipline?
2. To what extent do unhealthy teacher/student relationships contribute to students' indiscipline?
3. To what extent does teachers' poor classroom management contribute to students' indiscipline?
4. To what extent does immodest dressing of teachers contribute to students' indiscipline in schools?

Hypothesis

In further pursuance of the purpose of the study, a null hypothesis

was formulated:

H01: There is no significant difference between mean scores of the responses of male and female students on how teachers' indecent dressings contribute to students' indiscipline in secondary schools.

Methodology

The study adopted descriptive survey design. The rationale for adopting this design was that it helped the researcher gather reliable information for the study. The study comprised 40 students drawn from two secondary schools in Enugu State, using simple random sampling. Stratified random sampling was used in drawing 20 students (10 boys and 10 girls) in each of the schools.

The instrument for data collection is Teachers Behaviour Factors in Students' Indiscipline Questionnaire (TBFSIQ). The instrument is designed with 25 items on a four-point scale of strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), to reflect the four research questions posed earlier for the study.

Mean was used in analyzing data. Each research question acceptance level for mean was 2.50 and above. T-test was used for the hypothesis. The sample size is small and t-distribution is most suitable.

Findings

Research Question 1: To what extent do teachers' irregularities to school contribute to student's indiscipline?

Table 1: Teachers' irregularities to school nice

S/N	Description	M
1.	When teacher are not in class, students often engage in loitering	3.26
2.	When teachers are not in class, students make much noise in class.	3.27
3.	Absence of teachers from classes makes students leave school before school dismissal.	3.30
4.	Absence of teachers in class make students fight often.	
5.	Absence of teacher in classes often leads to examination malpractice, especially in external examinations.	3.03
6.	Students engage in peer torturing when teachers are absent from classes.	2.00
7.	Teachers' absence from school often leads to students' vandalization of school property.	
8.	When teachers are not in school, students engage in secret cult activities.	3.00
9.	Absence of teachers from school make students play truancy.	
10.	When teachers are not in school, students often engage in immoral activities	

Table 1 indicates that all items on teachers' irregularities to classes except one agree to mean score ranging from 3.00 to 3.30. This implies that students' indiscipline acts like loitering, noise making and examination malpractices have strong connections to some negative behaviours of teachers like absenteeism and irregularities to classes.

Research Question 2: To what extent do unhealthy teacher/student relationships contribute to students' indiscipline in schools?

Table 2: Unhealthy teacher/student relationship.

S/N	Description	M
1.	Students often engage in bad acts when they are aware that teachers do not know them very well, especially their names	3.81
2.	Students often resort to disobedience when they think teachers do not care about them.	3.00
3.	Students protest whenever teachers show undue favoritism to some students at the expense of others.	3.12
4.	Some students do not take their studies serious when they know that their teacher-friend will always award marks to them during assessment.	3.00
5.	Students do not show much interest in school work when teachers show laissez-faire attitude towards them.	

Table 2 shows that all items on unhealthy teacher/student relationship is responsible for indiscipline behaviours from students agree to the mean score with range from 3.00 to 3.21. This is a clear indication that unhealthy teacher/student relationship contribute negatively to varied acts of indiscipline among students.

Research Question 3: To what extent does teachers' poor classroom management contribute to students' indiscipline?

Table 3: Poor classroom management

S/N	Description	M
1.	Student often resort to noise making in class when the teacher does not make adequate lesson plan that catches students' attention.	3.00
2.	When student do not understand the lessons taught, they often miss classes.	2.85
3.	When students are punished severely for minor offences, they often become violent and unruly.	3.12
4.	When teachers fail to consider the individual needs of the students in the classroom, students disobey rules and regulations.	3.13
5.	When classes are over-crowded with little or no space, students resort to fighting.	3.15

All items in table 3 here show that high mean scores ranging from 2.84 to 3.15 indicates that teachers' poor classroom management have strong connections to various acts of indiscipline among students in schools.

Research Question 4: To what extent does immodest dressing of teachers contribute to students' indiscipline in schools?

Table 4: Immodest dressing.

S/N	Description	M
1.	Over-dressing by lady teachers or male teacher can distract attention of students.	2.80
2.	Over-application of make ups by some teachers often lead to low concentration of students to lessons.	3.00
3.	A rough, haggard and tattered looking teacher is always a subject of ridicule among students who disrespect him.	3.00
4.	Students often imitate teachers who fly shirts put on thread-bare clothes and wear slippers to school, thinking it is fashionable.	2.80
5.	Students are often influenced to raise money illegally to buy costly items they see often worn by teachers.	

Table 4 indicates that all items on immodest dressing of teacher agree with mean scores ranging from 2.07 to 3.00. This implies that students often resort to indiscipline act when they model teachers who dress shabbily, wear clothes that turn heads, skimpy dresses and put on costly shinny jewelries to school.

Hypothesis I:

There is no significant difference between the mean scores of the responses to male and female students on how immodest dressing of teachers contributes to students' indiscipline in schools.

Table 5: Comparison between the mean scores of the responses of male and female students on how immodest dressing of teachers contributes to students' indiscipline in schools.

Respondents	N	\bar{X}_1	SD	DF	Calculated t-value	Table t-value
Male (\bar{X}_1)	20	3.37	0.27	38	0.321	1.96
Female (\bar{X}_2)	20	3.32	0.18	38		

$t = 0.321 < 1.96$

- N = Total number of respondents
- X = Mean scores
- SD = Standard Deviation
- DF = Degree of Freedom
- H0 = Null Hypothesis (Two tailed)

Decision Rule: Accept H01 if the calculated t value is less the table value, otherwise, reject H0.

Conclusion:

Since the calculated t-value (0.321) < (1.96), we do not reject H0.

Therefore, there is no statistically significant difference between the mean score response of both male and female students on how teachers immodest dressing contribute to students indiscipline in schools.

Discussion:

The results obtained in the study have shown that behaviour pattern of teachers is one influential factor of indiscipline among students in schools, truancy, irregularities to classes, unhealthy teacher/student relationships, teachers' poor classroom management, involvement in examination practices, immodest dressing among so many others, have strong connections to indiscipline in our schools. This is in line with Smith (2007) who pointed out that a teacher who is unskilled in managing the classroom or insensitive to students' individual differences may create an environment where aggression, frustration and withdrawal are common responses to the environment or the teacher. In the extreme case, students have lost confidence in their teachers and so indiscipline acts increase in rapid rates.

Discipline can be achieved through encouraging responsibility in schools rather than through aversive punishment. Teachers must rise to duty and dedicate themselves to their responsibilities without grudges in order to impact good virtues and help students overcome educational challenges. Self discipline of teachers is essential in impacting positive behaviour in students. Good teachers are able to analyze their relationships with students and the learning environment, and they keep close watch on problems and potential problems (Walker and Sprague, 2000).

The school guidance and counselors must focus on underlying issues in students' indiscipline and counsel teachers and student alike.

Conclusion:

The school system itself contributes to the development of bad behaviours in children. The poor attitude of teachers to work, poor

management and therapeutic skills contribute to students' indiscipline. Those indisciplinary acts of the students can be reduced drastically if teachers and education personnel rise up to their responsibilities in the school and become more dedicated to work.

Recommendation:

Recommendations were made based on the findings of the study. They are as follows:

1. Teachers should live exemplary lives in school.
2. Teachers should teach discipline through encouraging responsibility in schools rather than use of aversive punishment.
3. Teachers and education personnel should be flexible in their approaches and more sensitive to children's individuality.

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