**TITLE PAGE**

**ACADEMIC INDISCIPLINE AND FAILURE AMONG SECONDARY SCHOOL STUDENTS IN**

**ENUGU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE**

**PRESENTED**

**BY**

**NDUBUISI CHIAMAKA MARYJANE**

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**APPROVAL PAGE**

This project, written under the direction of the candidates’ project committee, has been presented to, and accepted by, the faculty of education.

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**Ndubuisi Chiamaka**

Candidate Date

**PROJECT COMMITTEE**

-------------------------------- -----------------------

**Dr. Okoye Chukwuemeka**

Supervisor Date

-------------------------------- -----------------------

**Dr. Mrs. F. N. Ene**

H. O. D Date

-------------------------------- -----------------------

**Prof. F. A. Ezeh**

Faculty Dean Date

-------------------------------- -----------------------

External examiner Date

DEDICATION

This project is dedicated to almighty God who is the author and finisher of my faith, my great sustainer and great provider, for leading me through to achieve this academic success.

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I am grateful to God, the father of our lord Jesus Christ, who in his infinite mercy in spite of my unworthiness endowed me with intellectual ability, inspiration and energy for all this benefits. He remains my light, help, shield, provider and my all.

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**TABLE OF CONTENTS**

TITLE PAGE I

APPROVAL PAGE II

DEDICATION III

ACKNOWLEDGEMENT IV

TABLE OF CONTENTS V

ABSTRACT VI

**CHAPTER ONE**

**INTRODUCTION**

Background to the Study 1

Statement of the Problem of the Study 3

Purpose of the Study 5

Significance of the Study 5

Scope of the Study 7

Research Questions 7

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

 Conceptual Frameworks 8

 Theoretical Frameworks 9

 Review of Related Empirical Studies 12

 Summary of Literature Review 28

**CHAPTER THREE**

**RESEARCH METHODS/METHODOLOGY**

Research Design 29

Area of the Study 29

Population of the Study 29

Sample and Sampling Technique 29

 Instrument for Data Collection 30

 Validation of the Instrument 30

 Reliability of the Instrument 30

 Method of Data Collection 30

 Method of Data Analysis 30

**CHAPTER FOUR**

**ANALYSIS OF DATA AND RESULTS**

 Analysis of Research Question 31

**CHAPTER FIVE**

 Discussions of the Result 36

 Conclusions 38

 Educational Implications 40

 Suggestions for Further Studies 41

 Limitations 41

 Summary of the Study 42

 Recommendations 42

REFERENCES

APPENDIX

ABSTRACT

This study investigated Academic Indiscipline and Failure among Secondary School Students. (A case study of some selected schools in Enugu East Local Government Area of Enugu State). The general purpose of this study was to investigate the Academic Indiscipline and Failure among Secondary School Students. The research method adopted in this study was a descriptive survey method and data were collected from both primary and secondary source. The accessible population of the study was 800 individuals (both male and female including staff, students and parents) of the selected school in Enugu East Local Government Area of Enugu State. A well structured questionnaire was used as the main instrument of data gathering. However, eight secondary schools were selected for the purpose of this study while a convenient sampling technique was applied. The total number of questionnaires distributed was 800 in all the eight schools and 500 were returned to the researcher which was the sample size. The data was summarized and interpreted using simple percentage. The responses from the questionnaires were measured with likert scale. Based on the data collected, the following findings were made with regards to types of academic indiscipline and how it linked to failure. These types include: defiance of school authority, class disruptions, truancy, fighting, use of profanity, theft, examination malpractice, leaving campus without permission and so many others. These acts of indiscipline can lead to failure, thus: repetition of class, bad result, drop out, engage more in risky behaviours, looking older than class mates etc. The researcher recommended that there should be adequate facilities for teaching and learning; parents and teachers should show good examples to students; Moral punishment, rewards, praise and blame create room for reinforcement of positive performance; schools should abolish harsh rules and regulations, Parents should give their children the necessary home training; All secondary schools have guidance and counselors.

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Indiscipline may be said to be as old as the time when men started to organize him into society and consequently made laws to order the affairs of men in a social set up. In the Holy Scripture Cain exhibited some form of indiscipline when he out of envy murdered his brother Abel in their abode. According to Oxford Advanced learners Dictionary (7th editions) failure is lack of success in doing or achieving something. It is pertinent (relevant) to know that everybody in every walk of life is afraid of failure. According to American Heritage (R) Dictionary, failure is lack of discipline or restraint (control) while failure to fulfill promise is called indiscipline. We have heard of people engaging in indiscipline behaviour on daily basis. Many of our students today especially those in our secondary school exhibit various forms of indiscipline in form of juvenile delinquency. This could be in the form of arson, murder and robbery etc. these acts involve both adult and youths, the rate of indiscipline tends to be on the increase in the modern world. Africa is not an exception of this general increase in the young stars, negative attitude to constituted authority.

 This rate of indiscipline tends to be on an increase despite the various measure taken by successive government most especially Nigeria, to curb the menace among our students so as to bring about a socially stable society. We read our newspapers and hear from the electronic media of students in the country committing all forms of crimes raging from the violation of parental regulations to truancy, stealing, assault, robbery and other socially undesirable behaviours. Available information shows that our students are most frequently implicated in the acts of indiscipline that in every five caught for a criminal offence; there are usually young stars. These offence ranges from drugs and robbery. During the military rule, several measures were put in place to curb the trends, on its assumption to power on the 31st December 1983, the government of general Mohammuadu Buhari (Rtd) made it known that one of the causes of our problems in our country (Nigeria) was indiscipline and as such, the war against indiscipline (WAI) was introduced into all aspects of the life of the nation. Also our past head of states, General Sani Abacha (Lt) on assumption I office (1993) launched the war against indiscipline and corruption (WAIC). President Olusegun Obasanjo also launched independent corrupt practices commission (ICPC) and economic financial crime commission (EFCC). This was aimed at checking the various corrupt practices in our society. Despite all these commendable effort of our youth are still very much indiscipline. The Nigeria youth is yet to embrace the principles behind the war against indiscipline and corruption programme even when he is supposed to have great roles to play in the success of the programme. There is often the saying that our youths are the leaders of tomorrow, but from what happens on a daily basis, one is forced to wonder if actually the youths are the future leader of tomorrow, if they could actually be entrusted with the leadership roles of the futures, people from various works of life have expressed concern. Olusegun Obasanjo formal president and head of state of the Federal Republic of Nigeria lamented over the rate of indiscipline in the Nigeria society. He pointed accusing fingers to most youths and adults noting that they suffering from what he called social, moral, political and economic indiscipline. Also formal head of state general Ibrahim Babaginda confirmed the obvious fact that the rate of indiscipline and crime among youths was growing fast. He said moral decadence is threatening the nation as evidenced by the get rich quick syndrome that pervaded all facts of the society. Crimes of violence in which our young stars are involved in indication of the malaise which affects most of our communities. (Daily Times 26th December, 1985. pp 1). The problem of indiscipline among students is fast becoming a canker worm that is eaten deeper and deeper in to the fabric of our society and thereby constituting a greater threatens to the stability of the nation.

 Indiscipline of various types has eaten deep into the fabric of the social system, it is a problem that is increasing at a fast rate and needs prompt attention. We have come to notice that hardly any family exists without a child possessing one trait of indiscipline or the other. It is either the child steals, is rude, not well mannered, runs away from classes, and or at time if the child is a female, it may be that she posses indulgent illiant sexual acts which may create great concerns for the parents. It is also possible that the child is one way or the other drug addict. In whatever way it is viewed whether the child exhibits any of these features or many others, which are socially undesirable, such a child is certainly a problem to the family and the society at large. It is also sad, to note that student indiscipline has had a lot of negative effects on the school system and learning, many academic calendar are being disrupted as a result of this indiscipline many students now form themselves into gangs, they threaten the life of fellow students and even teachers.

 It is as a result of this indiscipline that we now have secreted societies or secrete cults even in our primary and secondary schools is necessary for the nation to pay attention to the frequent indiscipline among our students, if she is to achieve fame and progress in all field of human endeavour,. This is because the fate of any nation depends on the youths she breeds, as they are the leaders of tomorrow.

**Statement of the Problem**

 It is with dismay (a worried, sad feeling) to observe the damaged academic indiscipline has done to our schools even our secondary schools which the preparatory stage of higher education. Teachers are not coping well with the implementation of the curriculum, hence the low achievement of the product of secondary schools illiteracy.

 Despite the efforts by the stakeholders to instill discipline in schools, such as strengthening of Board of Management to deal decisively with this problem and training of administers and teachers through workshops, indiscipline has persistently remained a big problem. There are many extreme cases of indiscipline that attract newspapers headlines, there are routine cases of truancy, boycotting of lessons, watching and practicing pornography, lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/class mates, alcohol consumption, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, absenteeism, fighting and other example of indiscipline in the classroom which do not appear or are reported in the Newspapers. Parents blame teachers for the indiscipline among school children and teachers blame parents, government and school administrators for the indiscipline in the society. Student’s misconduct in the Classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social out-comes.

A close investigation on why our students fail in their Senior Secondary especially on Economics will reveal the fact that most of the students, susceptible i.e influenced or harmed to failure are those who indulge in academic indiscipline such as truancy, lateness to school, fighting, vandalism (crime of destroying or damaging something) and others.

The rate at which students are engaging in different vices is breath taking. Many measures have been applied in recent past by government and school administrators in the bid to check the occurrence of indiscipline. However, the worry is that despite all stern measures the rate of indiscipline among students is on the increase. Measures have not adequately addressed the situation. However, the researcher discovered in recent times that students’ poor academic performance is attributed to school’s administrator, teacher and student indiscipline. Indiscipline in schools can manifest itself in students’ violent behaviour, poor disciplinary style, ineffectiveness and inefficiency of teacher, poor time management, and ineffective code of conduct and so on. These acts of indiscipline engage by the schools disrupt learning and have direct impact on students’ achievement. This has enabled the researcher to pose the question: have parents, school counselors and religious organizations in schools abandoned or neglected their duties in nurturing their children of becoming acceptable citizens of the community and the future? With this nonchalant attitude, teachers find it difficult to motivate their learners to learn because they equally lack peace and motivation within the school.

**Purpose of the Study**

The general purpose of this study is aimed at Investigating into Academic Indiscipline and Failure among Secondary School Students in Economics. (A case study of some selected schools n Enugu East Local Government Area of Enugu State). Specifically, the study seeks to:

1. Critically define indiscipline and failure in secondary schools in Enugu.
2. Identify the frequent and regular types of indiscipline in secondary schools in Enugu east local government.
3. Investigate the causes of academic indiscipline and failure into our schools.
4. Recommend possible ways of cubing academic indiscipline and failure among secondary school students.

**Significance of the Study**

The study is significant to the students, teachers, principals, parents and the society at large. This study would be of immense help to the secondary schools as it would investigate clearly why our students are involved in academic indiscipline and how it relate to their failure in examination It will also want to find out positive and lasting solution towards their being made better examination candidates especially in compulsory subjects like economics.

The study will enable the, principal to be aware of the causes of indiscipline among secondary school student and this will help to find strategies which they will implement in the school in order to reduce the high rate of indiscipline in their various schools. The principals should make sure that they have enough teachers to teach the students. School heads, will discover what negative role they play and which in turn affect events that can lead to indiscipline in school. They will then adjust their administrative loopholes and forge ahead for a well-disciplined schools system. They should encourage their economics teachers to attend workshops organized for them. The principals in collaboration with the government, and PTA will make sure that every material needed for teaching and learning of Economics is provided. The secondary schools should make sure that Economics get enough periods on the time.

The out come of this study will enrich the teachers’ arsenal of knowledge; in that it will enable the teacher to identify the various problems of students and the study will place the teachers at a good position to find out the best remedy in handling in disciplined student in the school. This study will be of great benefit to teachers and students of economics because the information from this research work will review some important data such as advise the teachers to further their education and get more knowledge on the study of economics and find ways to make it interesting. The teachers in charge of guidance and counseling departments may find this research useful to manage their roles more effectively in modeling the student’s behavior.

With this study parents should be aware that they should train their children at home so that they can be good mannered and behave well in school. Hence there is a saying that says that charity begins at home.

The study would also be useful to the government and policy makers in formulating policies that will ensure a disciplined and patriotic behaviour on the part of the students. The findings would provide valuable information to the Ministry of Education as well as to the Teachers Service Commission. The Ministry of Education may use the findings to influence management of discipline in secondary schools while the Teacher Service Commission may use the findings to influence deployment of head teachers in the country.

This will help in wiping out of indiscipline among out students so that teaching learning atmosphere will be conducive and free dangers. In such an environment, there will be better enhancement of knowledge. This study may also open doors for further research on the issues of indiscipline.

**Scope of the Study**

This study limits its scope to investigation into academic indiscipline and failure among secondary school students in economics. This study is a case study that was carried out in some selected schools in Enugu east local government area of Enugu state. These school incudes:

1. Annunciation Secondary School Nike
2. Girls Secondary School Abakpa Nike
3. National Grammar School Enugu
4. St. Patrick’s College Emene
5. Transekulu Girl’s Secondary School Enugu
6. Umuchigbo High School Iji-Nike
7. Girls Secondary School, Emene
8. Community Secondary School Ugwuogo Nike

**Research Question**

The following research question has been drafted out to guide the researcher carry out a fruitful research thus:

1. Critically analyze indiscipline and failure among the secondary schools economics students
2. What are the frequent and regular types of indiscipline in Enugu East secondary schools?
3. What are the factors that causes of academic indiscipline and failure in these secondary schools especially among economics students?
4. What are the possible ways in which academic indiscipline and failure among secondary school students in Enugu East can be cubed?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter deals with the review literature. This review is presented under the underlisted below:

**Conceptual Framework**

* Failure
* Indiscipline:
* Academic indiscipline
* Secondary school
* Parenting styles
* Parental background
* Discipline
* Student

**Theoretical Framework**

* William Glasser’s (1998) theories of educational transformation;
* B.F. Skinner’s (1992) behavioual modification model;
* Curwin and Mendler’s (1999) discipline with dignity model;
* L. and M. Canter’s(1997) assertive behavioural model;
* R Dreikurs’s (1971) mistaken goal model;
* J.S. Kounin’s (1971) behaviourist, stimulus-response model;
* H. Ginott’s (1971) constructivist, congruent communication model;
* F.H. Jones’s (1987) management model; and
* Gordon’s (1974) effective educator training model.

**Conceptual Framework**

**Failure**: It is lack of success in doing achieving something.

**Indiscipline**: Failure to fulfill promise. It Is a deviance from the normal rules and regulations and norms of the society or schools. Lack of control in the behaviour of a group of people,

**Academic indiscipline:** involves all those undesirable attitudes exhibited by students in the schools. Examples are bullying, fighting, stealing, poor attitudes to schools activities, vandalism etc.

1**. Truancy**: According to NTI, NCE (2001) Education cycle 4, truancy is an act of staying away from school without good reason or permission and students who involve in this act is called truant. A times, they leave the school to stay in a hide out playing, gambling (the activity of playing games of chance for money and watching movies.

2. **Bullying**: A bully is someone who use his strength or power to hurt or frighten people. He enjoys oppressing others weaker then himself.

3. **Vandalism**: According to oxford Advanced learners Dictionary) it is the crime of destroying or damaging something, especially public property, deliberately and for no good reason.

4. **Malpractice**: The dishonest use of a position of trust for personal gain. It is an act of omission or commission which comprises the validity, reliability and integrity of any examination.

**Secondary school:** This is an educational institution where the second stage of the three schooling periods known as secondary education takes place. It follows primary education and is followed by university education.

**Parenting styles:** The way the parents bring up their children.

**Parental background**: Parents have an enormous influence on their children’s discipline for several reasons, but most importantly, because they are their children’s first teachers. The researcher considered three types of parental backgrounds; the orphaned students, single parent students and students whose both parents are alive.

**Discipline**: The term discipline was used to refer to a controlled behavior resulting from disciplinary training or self-control obtained by enforcing compliance and order, a systematic method to obtain obedience and a state of order based on submission to rules and authority.

**Students:** A person who is studying at a college or university Discipline: Training especially of the mind and character set of rules for conduct method by which training may be given.

**Theoretical Framework**

The theoretical framework of this study is based under the following theories:

**Skinnerian model**

The Skinnerian model is behavioural in nature. It takes its starting point from the fact that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards good behavior and punishes bad behaviour (Phillips 1998, 13). The Skinnerian model as a behaviour modification paradigm derived from the work of behavioural psychologist, BF Skinner. Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings (Duke and Meckel 1980, 15). Skinner believes that consequences (in other words, what happens to the individual after performing an act) shape an individual’s behaviour. He focused his approach on reinforcement and reward. Reinforcers are like rewards; if used in a systematic way, they influence an individual’s behaviour in a desired direction (Charles 1989, 35). Skinner made use of terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements (Charles 1989, 36-37).

Operant behaviour is a purposeful, voluntary action. Reinforcing stimuli are rewards that the individual receives directly after performing an appropriate behaviour. Receiving rewards pleases learners; this makes them more likely to repeat a good behaviour pattern in the hope of obtaining further rewards. Schedules of reinforcements occur when reinforcement is produced on an ongoing basis (Van Wyk 2000, 22). Positive reinforcement is the process of supplying a reward that the learners favour; all rewards can thus be seen as reinforcement. Negative reinforcement means taking away something that the learners like.

The Skinnerian model assumes that behaviour is learnt and that reinforcements contribute towards achieving good behaviour when reinforcement procedures are used to shape a learners behaviour in a desired direction. Educators reward desired behaviour with praise and enjoyable prizes; they punish undesirable behaviour by withholding all rewards. It is vital that educators who utilise behaviour modification consider their own behaviour and how it may be used to reinforce good behaviour in the classroom environment. Skinner describes freedom as escape or avoidance. Escape is doing whatever it takes to remove contact with an aversive stimulus that is already present. This is done by removing, stopping or reducing the intensity of the stimulus or by simply moving away from it. Similarly, avoidance is doing whatever it takes to prevent contact with the aversive stimulus not yet present (O’Donohue and Ferguson 2001, 207-208).

Most animals will make every effort to free themselves from aversive circumstances. For example a hare will struggle to get free when caught in a trap. Humans take similar action when they walk away from irritating friends. Skinner uses the terms “controller” and “controllee” to label people who control others and those who are controlled by other people (O’Donohue and Ferguson 2001, 208-209). The situation described above of humans and animals striving for freedom can be applied to the classroom situation when the learner feels that his/her freedom is being taken away by the educator who expects work from the learner. The learner may wish to escape from the confinement of this situation by being absent from class or defying instructions; in this case the educator is the controller and the learner may be called the controllee. Skinner sees all behaviour as being controlled all the time. By this Skinner implies that there are always external factors from the environment that constantly impinge on the individual; these consciously or unconsciously influence his/her behaviour. Skinner also points out that organized control, e.g. by the educator, is often arranged in such a way that it reinforces the behaviour of the controller at the controllers expense. This usually has immediate aversive consequences for controllers. Immediate aversive consequences might be in the form of a lash. The effect of employing aversives on the learners usually results in immediate compliance. Technically speaking, using aversive stimuli by negatively reinforcing the behaviour of the learner (avoid lashing), and the learner’s behaviour (compliance) in turn positively reinforces the educator’s use of the aversive technique (O’Donohue and Ferguson 2001, 211-213).

Behaviourists, and in particular Skinner, propounded a powerful behavioural approach, the reinforcement theory, for managing and controlling classroom outcomes. According to this theory, an educator who applies it controls the effect of a student’s behaviour bychoosing whether or not to follow that behaviour with a positive experience named a reinforcer. Reinforcement depends on whether or not appropriate behaviour occurs. In the classroom, the educators can be the contingency manager by giving or withholding reinforcement selectively, guided by the student’s behaviour. Reinforcers may be primary or secondary. Primary reinforcers include such things as food and protection and learners do not necessarily have to like them. However, there are reinforcers that students have learned to like and these are called secondary reinforcers. They include praise, money and the opportunity to play. There are also positive and negative reinforcers. Positive reinforcers are those pleasant experiences or stimuli that people enjoy whereas negative reinforcers refer to those aversive experiences that people wish to terminate, escape from or avoid. Finally there are social, token and activity reinforcers. Social reinforcers refer to desirable interactive experiences with other people for example learners. They include praising, smiling, patting on the back, hugging and kissing. Tokens are things that can be converted to a basic form of reinforcer, e.g. gold stars or smiling faces posted in a learner’s book; money may also be used in the same manner. Finally, there are activity reinforcers that are enjoyable things to do; e.g. going out to play, having recess and going on a field trip.

**Kounin’s Model** Kounin (1971) is also a pioneer of a behavioural approach based on the typical behaviourist stimulus-response theory. Kounin, like Skinner, argues that learners will adopt good behaviour and eliminate bad behaviour in an attempt to gain the reward and avoid punishment. Wielikiewicz (1995, 3) indicates that behaviour followed by a desirable reward, such as praise, is likely to be repeated. If behaviour is followed by undesirable incident, such as pain or fear, the behaviour is less likely to be repeated. Whereas Skinner focused on how the behaviour of the learner could be controlled and behaviour modification could be achieved, Kounin (1976) focuses more on the behaviour of the educator and what the educator should be doing to achieve the desirable behaviour in learners.

 The school discipline model developed by Kounin (1976) is based on a detailed scientific analysis of school discipline and describes lesson and movement management as a meansto control students’ behaviour. The model could be termed a group dynamic model, within which educators work with a group of learners. Kounin recommends two techniques that can be used to address learner misbehaviour. He terms these “withitness” and “overlapping”. He describes withitness as the educators’ attribute of having “eyes at the back of their heads” (Kounin 1976, 74). The concept in its simplest terms implies that an educator must be able to know and see what is happening in her/his class, even if she/he is busy writing something on the chalkboard. An educator who is “with-it” knows what is going on in the classroom at all times (Burden 1995, 47). Overlapping is the ability to attend to two things at the same time (Kounin 1976, 85). For example, an educator may be helping a small group of learners and simultaneously also observes that two other learners are playing instead of doing their class work.

Kounin also outlines what he calls the technique of movement management to control discipline. Movement management is the ability to move smoothly from one activity to the next. Good movement in a lesson is achieved by effective momentum (Burden 1995, 48). Some educators make two movement management mistakes: jerkiness and slowdowns. Jerkiness refers to a change in the flow of activities; this creates confusion and results in misbehaviour. Educators who are not sure of what to offer in the classroom also confuse learners. Slowdowns are delays that waste time between activities; they occur when the educator is guilty of over-dwelling and fragmentation. Burden (1995, 48) describes over-dwelling as focusing exclusively on a single issue long after students have understood the point.

**Canter’s Assertive Behavioural Model**

Canter (1992) developed an approach which he terms “assertive discipline” that cannot be described as purely behaviourist in nature, but does contain certain elements of a behaviourist approach. These researchers assert that an educator who uses assertive discipline has a clear sense of how students should behave in order for him/her to accomplish his/her teaching objectives. Assertive discipline is different from many other models in that it provides a system of dealing with behaviour at the time it occurs, through a plan that makes the learners responsible for his or her behaviour and resulting consequences (Steere 1978, 46). The essence of assertive discipline is captured in the following quotation: “An assertive educator will actively respond to a child’s inappropriate behaviour by clearly communicating to the child her disapproval of the behaviour, followed by what she/he wants the child to do” (Duke and Meckel 1980, 11). Key ideas that form the core of assertive discipline include the fact that students have rights and that they need a caring educator who will provide warmth attention and support. Educators also have rights; they must teach in an environment that is conducive to learning and enjoy support from both parents and learners. Educators must be assertive and communicate their needs freely; they should also provide a model of good behaviour. Learners have the right to an educator who will be firm, consistent, provide positive encouragement and motivate good behaviour (Canter and Canter 1998, 13). Learners have a right to learning that calmly and consistently enforce rules of conduct, to learning where an educator makes calm but firm declarations. Educators should also refrain from asking rhetorical questions about misbehaviour and should develop a system for rewarding good behaviour (Steere 1988, 48).

The educator should be able to communicate to the learner what is wrong and provide a model of good behaviour. Assertive discipline is premised on the notion that the educator’s attitude influences his/her behaviour that in turn influences learners’ behaviour. In illustrating the effectiveness of their model, the Canters distinguish three types of educators: non-assertive, hostile and assertive educators. Non-assertive educators are those who allow themselves to be pushed around and manipulated by learners; hostile educators err by imposing control in an arbitrary manner. Assertive educators, on the other hand, believe in their abilities and their right to use them to foster learning (Duke and Meckel 1980, 13). Assertive educators also know when and how to instil good behaviour. Being assertive is different from being aggressive – the goal of assertive discipline is to foster in educators a feeling that they are in control in the classroom. An educator taking calm but firm

**William Glasser’s Theories of Educational Transformation**

William Glasser developed a tool he calls Choice Theory for use in his attempts to transform and revitalise education in schools. He designed three distinct models and practices, namely Choice Theory, Quality Management, and Reality Therapy (Palmatier 1998, 3-23). Choice Theory can be described as a biological theory about our functioning as living creatures. The theory states that all behaviour is an attempt by individuals to satisfy needs that are built into the genetic structure of the brain. In short, all motivation is internal and not external, meaning that motivation is directed from the brain, which makes it cognitive in nature. There are five elements involved in Glasser’s Choice Theory. These are: Basic needs. In our brains there are genetically encoded needs, e.g., love and belonging; power; competence; survival, fun diversion; and the freedom to choose options (Palmatier 1988, 22).requires trust between people. The stage must be set by being supportive and no punitive. Micro-managing is out; encouraging initiative is in. Reality Therapy looks for what is right and builds on positives (Palmatier 1998, 27-48). In applying Glasser’s three-pronged educational transformation theory the educator must always keep in mind that the main thrust of this theory is to encourage learners to empower themselves and to take full responsibility for their behaviour at school. The educator must then proceed to remove the barriers to teaching choice theory; crises must be managed on an ongoing basis and specific ways must be devised for creating a suitable context for quality teaching and learning (Palmatier 1998, 48). Glasser (1992) contends that when his choice theory is applied to classroom discipline practices, students choose to behave as they do; they are not forced to do so. He describes misbehaviour as a bad choice and appropriate behaviour as a good choice and urges educators to formulate class rules (and the consequences of breaking these rules) and to involve students in this process. He insists that educators should never accept excuses for misbehaviour and always should see to it that students experience the reasonable consequences, pleasant or unpleasant, of the choices they make. He also maintains that an educator’s role in discipline should be one of continually helping students to make better behaviour choices. Glasser also popularized the holding of class meetings, now incorporated in almost all systems of discipline; he advocates that those meetings be conducted with students and educator seated in a close circle.

**Gordon’s International Model of Effective Training**

Gordon believes that good classroom discipline involves students developing their own inner sense of self-control. He uses a behaviour window, which is a visual device that helps to clarify whether a problem exists and who it is that has the problem. He indicates that there are two feelings, namely a primary feeling, which an individual experiences after unacceptable behaviour, and a secondary feeling sensed after the resolution of the matter (Van Wyk 2000, 77). Gordon rejects power-based authority and win-lose conflict resolution. Unlike Jones (discussed below) he advises educators not to use rewards or punishment to control student behaviour. According to him giving rewards to learners to control their behaviour is so common that its effectiveness is rarely questioned (Gordon 1989, 34-35). Using rewards, he says, will merely make learners concern themselves with getting rewards and forget about learning or behaving desirably. There is also the possibility that learners may equate the lack of rewards with punishment. To implement Gordon’s model effectively planning, time, administrative support and cooperation from educators, parents and learners are needed. Educators and parents should see discipline as school-wide concern that must be handled on a collaborative basis. Although other models regard motivation as a key to effective teaching and learning, Gordon sees rewards as detrimental as far as learning good behaviour is concerned. Learners must be made aware that misbehaviour is unacceptable and must learn to control their behaviour. The educator’s role in helping them in this process is not, however, clearly captured in Gordon’s model. Like all the models mentioned above, learners should be made responsible for their behaviour; discipline is a wide concern for all. Stakeholders should work together to create conducive learning and teaching environment.

**Dreikurs’s Mistaken Goal Model**

Harlan (1996, 24) states that Dreikurs approaches discipline from a cognitivist point of view by holding that behaviour is reasoned and goal directed. The underlying belief of this model is that learners want to belong, to be accepted, and that they are able to choose right from wrong behaviour. Dreikurs sees the prime goal (that of belonging) as an underlying motivator of student behaviour, and identifies the mistaken goals (such as attention, power, and revenge) that students turn to when unable to achieve the primary goal of belonging. In line with this, Dreikurs (1971) postulates two assumptions underpinning his approach to discipline: student behaviour is goal directed and people learn best through concrete experiences (Duke and Meckel 1980, 18). Dreikurs (1971) claims that the key to correcting behavioural problems lies in exploring with the learner the goals prompting the learner’s conduct. He asserts that a child should be held responsible for his/her action that is the result of a goal-directed decision taken by the child. According to Dreikurs (1971) a child should be given a chance to make his/her own choices, being fully aware of the consequences of these choices. The consequences should be logically related to the rightness or wrongness of the choice. At the heart of Dreikurs’s model is thus the use of logical consequences – in this respect it is similar to Glasser’s reality therapy theory and Canter’s theory. Dreikurs (1971) explained behavioural choices as the necessity of having students accept the logical, natural consequences of their behaviour (Harlan 1996, 24). In addition, Dreikurs asserts that democratic procedures must be followed that allow learners to contribute in the formulation of rules of classroom behaviour. Once the rules are established, the consequences of obeying or disobeying them can be determined. For Dreikurs every learner can attain his/her place in life but needs the active help of the adult (Wolgang and Glickman 1988, 94). As for the educator’s behaviour, Dreikurs assumes that the best classroom manager is the educator because he/she has the psychological skills to change learners’ behaviour. He urges that educators and students should collaborate to formulate rules of classroom behaviour and should link these rules with logical consequences that occur should students either comply with, or break the class rules.

In an analysis of Dreikurs’s findings, Harlan (1996, 24) writes that according to Dreikurs discipline is not punishment, but a way of helping learners to improve themselves. He emphasises choices and that the responsibility for one’s behaviour is learnt by accepting (and sometimes suffering) the natural or related consequences of those behavioural choices. It is important that the child should be asked to choose between behaving in the correct manner and continuing with bad behaviour, which will be followed by adverse consequences. Dreikurs emphasizes self-worth; learners need to feel capable of completing tasks, have a sense of belonging and believe that they can connect with the educator and other learners. A great deal of the success of Dreikurs’s ideas in the classroom depends on how correctly educators are able to diagnose the motives underlying student misbehaviour. Incorrect diagnoses may undermine student confidence in the educator and make subsequent interactions more difficult. He identifies two types of consequences, namely naturalconsequence, which is a result of a learner’s own behaviour and is not influenced by the educator, and logical consequence, where the educator imposes the response to the behaviour. Dreikurs advocates that logical consequences should be in proportion to the misbehaviour and that safety and a danger situation may prevent the use of logical consequences. Logical consequences work best when the child’s goal and behaviour is “attention seeking” (Steere 1988, 30).

Dreikurs also provides a number of more specific suggestions on how educators should interact with students. He stresses that educators should never use punishment and should avoid using praise, which he feels makes students dependent on educator reactions. Instead of praise, Dreikurs would have educators use encouragement. Praise, by its nature, is directed at the character of the student. Encouragement, by its nature, is directed at what the student does or can do. Instead of saying “You can certainly play the piano well”, an enlightened educator would say, “I notice a great deal of improvement”, or “I can see you enjoy playing very much”. Dreikurs gives encouragement a very strong role in the way educators should speak with students.

**Ginott’s Congruent Communication Model**

Ginott’s congruent communication model is one of the constructivist approaches to school discipline. From a constructivist point of view, playing the blaming-game is not constructive. Blaming prevents us from taking constructive action towards the resolution of the problem. Haim Ginott, a former professor of psychotherapy, viewed discipline as a series of little victories; a long-term developmental process and an immediate solution to a child’s misbehaviour (Charles 1989, 56-57). Ginott focused on how adults can build the self-concepts of children. Ginott maintains that educators should ensure a secure, humanitarian and productive classroom through the use of what he terms “congruent communication”, i.e. communication that is harmonious, where educators’ messages to learners are relevant and matches learners’ feelings (Burden 1995, 38). Educators should use calm languagewhich is appropriate to the situation and feelings. Ginott believes that the educators, like parents, hold the power to make or break the child’s self-concept. He puts forward the following main points: Educators’ own self-discipline is the most important ingredient in maintaining good classroom discipline. Harmonious communication is vital in the classroom, educators should model good behaviour; educators should avoid labeling learners and there should be a conducive environment that promotes optimal learning; a dehumanizing environment will affect discipline negatively (Ginott 1973, 25).

Ginott’s model is largely based on the words spoken to learners when “educators are at their best and when educators are at their worst”. At their best educators strive to express their anger and feelings appropriately; they invite cooperation and accept and acknowledge learners’ feelings. Educators at their worst are sarcastic. They label learners and do not model good behaviour. Many educators act unbecomingly if they are constantly under attack. Ginott sees reward as an important element to help in changing learners’ behaviour, but learners should not only rely on praise and reward to change their bad behaviour. One striking aspect of Ginott’s model is that educators should handle conflict calmly without losing their temper. There will be times when an educator is upset and expresses displeasure by the use of an “I”-message (Steere 1978, 20). In this case an educator may say: “I am disappointed because you did not do your homework”. The “I”-message is more appropriate than the use of the “You”-message. The “You”- message shames and blames the learner, as is seen in the statement: “You are lazy”, which is disrespectful towards the learner. Ginott’s model advocates providing opportunities for children to become less dependent on educators and to become more responsible for what happens in the classroom. The underlying principles of his model are: Developing a calm language that appropriately fits situations and feelings; finding alternatives to punishment; preventing oneself from judging a child’s character and remaining a good model; and training oneself to use “I”-messages rather than “You”-messages (Steere 1978, 21).

**Jones’s Management model**

Jones’s model classroom management training programme acknowledges that there is no single, “best” method of dealing with discipline in the classroom. Classroom situations differ and they will therefore require different approaches. This underpinning rationale opens the opportunity to combine insights from behaviourist and cognitivist approaches. Every model makes some contribution to reducing classroom disruption and increasing productivity. These models can either fail if they are abused or succeed if used appropriately. Jones (1987) suggests the use of body language and incentive system (behaviourist elements) and efficient individual help for students (cognitivist approach). Jones has the following recommendations for educators:They should structure learning in their classroom properly; they should learn how to maintain control by using appropriate instructional strategies. They should build patterns and co-operation; they should develop appropriate back-up methods in the event of misbehaviour (Burden 1995, 50).

Jones (1987) argues that educators lose approximately 50 per cent of their instructional time attending to learners who cause disturbances in the classroom. Effective body language, incentive systems and individual help can be used to redeem the lost teaching time. He further confirms that good discipline comes from effective body language, which includes posture, eye contact, facial expressions, signal and gestures (Burden 1995, 51). Jones (1987, 85) holds that the body language is the language of the emotions, thus discipline is 90 per cent effective body language. He notes that most misbehaviour occurs away from the educator (Charles 2002, 132). Educators tend to make sure that all learners who are prone to misbehave are seated in the front of the classroom. Incentive systems as one of the strategies is something outside of the individual, it makes the learner react. All educators know that well-motivated learners tend to work more diligently at school tasks and in doing so they learn more and cause fewer disciplinary problems. A concern about this model is the need for a long-term commitment from educators. As is the case with reality therapy, considerable time is needed. It assumes that incentives make learners behave well and this enables motivated educators to be in a position to motivate learners. Suffice it to say that techniques of handling learner misbehaviour are often seen in the most effective and motivated educators. Underlying belief of the model includes making rules that will be quickly enforced, learning and implementing Jones’s body language and procedures for stopping misbehaviour. Remaining unemotional and firm in correcting behaviour and developing an incentive system are also important elements.

**Curwin and Mendler’s Model: discipline with dignity**

 Curwin and Mendler (1999) suggest strategies for improving classroom behaviou through maximising students’ dignity and hope. The model sees the educator as important; his/her crucial responsibility is to help students. The educator must clearly articulate to learners that schooling is to their benefit. Curwin and Mendler use the term dignity” to indicate the value placed on human life. They say that the school exists more for learners than for educators (Van Wyk 2000, 85). According to Curwin and Mendler it is the duty of educators to see to it that students learn and that they behave appropriately and responsibly. Furthermore, according to Van Wyk 2000, 85) they say that when the learner’s dignity is damaged, motivation is reduced, resistance is increased and the desire for revenge would be promoted. They provide three dimensions of classroom discipline, namely prevention; action and resolution. They see these aspects as valuable because they believe that the school can be stressful place. Educators can help learners to regain a sense of hope. It is incumbent upon educators to make learning more attractive in order to ensure success. Educators who lack confidence in themselves or who distrust learners may find the model too threatening and it also demands a great deal of time. Those who use the model should be patient as learners adjust to the fact that they have a role to play in classroom management. As indicated earlier, this model emphasised dignity and respect for others, for life and for oneself. Learners with chronic behaviour problems see themselves as losers – they do not try to gain acceptance in normal circles.

 There is need for effective management of disciplinary problems among secondary school students. It was discovered that students’ misbehavior is a prevailing problem affecting schools not only in Enugu East metropolis but also across many towns in Enugu state. Students’ misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. However, apart from the fact that effective discipline helps in the achievement of goals, expectation and responsibility in students. Discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007;); resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government. From the view of these scholars I can say that the outcome of indiscipline if not tackled is dropout, poor results etc. An undisciplined child is an uncontrollable child and can do any damage in school when he does not get what he wants (Asiyai, 2012). The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline. The standards of discipline were also reported to be deteriorating. Some scholars suggest that disciplinary policies simply do not have different effects (Verdugo and Glenn, 2002; Chen, 2008; Schoonover, 2009). Other asserts that suspensions do not prevent students’ future misbehaviour (Nichols, 2004). If school is effectively disciplined, the academic performance on the part of student and teacher will be highly rated. Gawe, Vakalisa and Jacobs, (2001:190) express cooperative learning if academic performance is to be achieved among students. Canter, (2000) who argues that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. Docking, (2000) in his opinion on application of punishments in schools in the United Kingdom he observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended to instill fear. This opinion is also shared by Cotton, et al (2000), who said that Punishments in a school system are expected to teach students the relationship between their behaviours and the outcome or accountability for their mistakes. Creswel, (2003), also argues that with a well-behaved class, teaching could be among the most wonderful jobs in the world. However what really occurs on the ground is that unwanted behaviours are on the increase despite the presence of these punishments. Teachers are worried about the aggression being directed to them by both students and their parents. This has resulted into some students being expelled, others suspended, forced to do hard labour at school, chased out of classes all of which seem to affect their academic performance. They further argue that some forms of punishments like corporal punishment could lead to physical injury if teachers are not careful in its administration. This would lead to absence from schools and consequently reducing the academic performance of the injured students. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers need always realize the appropriateness of punishment before initiating it. Cotton, et al, (2000) also contends that uniform punishment can be an effective way of controlling students‟ behaviour if students, teachers and school administrators know and understand that punishment are firm, fair and consistent. Hernandez and Seem, (2004), argue that the operation of schools’ is directly influenced by the way the schools’ administered students disruptive behaviour. They further explained that the parameters for students’ behaviour and academic expectations must be clearly stated to students. If the school administrator fails to clearly established rules and consequences are ambiguous and incidents of students’ disruptive behaviour will further affect academic performance. Jones et al, (2002), also concur with Hernandez and Seem, (2004), he argues that effective schools demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice. The school discipline therefore prescribes the standard of behaviour expected of the teachers and the students. According to Matsoga, (2003) in his study, he discovers the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline which interferes with the teaching and learning process manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home. Schools disciplines are among the strategies designed to instill good conduct of students, this implies self-control, good behaviour and obedience to school authority (Adams, 2003). However, on admission students are given prospectus, which spell out some of these rules specify in most cases what students should do and what they should not do. Kabandize, (2001) observes that disciplines are enforced through prefects‟ bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton, et al, (2000) also argue that the best results could be obtained through vigilantly reminding students about disciplines in school and monitoring their compliance with them. Adeyemo, (1985), in his study on the level of discipline in secondary schools in Nigeria, he established that there is wide spread violation of school rules and regulations which was capable of obstructing the smooth functioning of the school system and thereby affect pupils performance.

**Empirical Framework**

The empirical study of this work is arranged under the following sub headings

1. Concept of indiscipline and failure among the secondary schools economics students.
2. Frequent and regular types of indiscipline in Enugu East secondary schools.
3. Factors that causes of academic indiscipline and failure in these secondary schools especially among economics students.
4. Possible ways in which academic indiscipline and failure among secondary school economics students in Enugu East can be cubed.

**The Meaning and Nature of Discipline**

According to Jonathan Crowther (1968) Discipline is seen as a set of rules for conduct method by which training may be given. In essence, discipline is the conformity with laid down rules, procedures, values and patterns of acceptable behaviour within any specified context. This element of conformity with the required standard is a necessary element of system persistence and orderly change. The point is that no system can survive as an on going concern if there are no laid down rules of conduct and if there are no minimal standards beyond which deviation will not be tolerated. Koutseline (2002) defines student indiscipline as any student behavior that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of ideal behavior as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public. Discipline is thus contextual. Each organization be it political system, the educational system, the employing organization and name it, possesses understanding or its order and the standard required to maintain and ensure it. This is the basis of indiscipline and it is a necessary aspect of the attainment of the goals of any of the units mentioned above especially the educational system. Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society (Omote, Thinguri, & Moenga, 2015).

Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values. It is a violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system. Indiscipline is when there is a total break of law and order. It is also a partial deviation from acceptable patterns of behaviour within any specified social unit. The problem of indiscipline has in recent times become a national concern indiscipline manifest itself in several spares of both school and society. The situation of indiscipline in school has generated a lot of concern with no positive action to arrest the situation. Indiscipline in school also include such unwanted and retrogressive acts like sexual abuse, smoking drug abuse, drunkenness, carefulness attitude, rudeness/insubordination, truancy refused to do assignment, cheating and lots of other social vices. He stated that in recent years students also exhibit different indiscipline behaviour in school ranging from aggressing delinquency, stealing, truancy, laziness, temper tantrum, bulling, fighting, lying etc. it will be seen that things are no more what they use to be when the school were in the hand of different voluntary agencies and adequate disciplinary measure were taken against any act of indiscipline and misbehavior among children and their teachers. On this account child from different social background mixed up in school and emphasis on moral behaviour which was prevalent before the civil war started degenerating at alarming rate. He said that many homes contributed to student’s indiscipline, for example, in the home where parent fight each other, there is very tendency that the child from that family will be wild and here by constituting nuisance in the school.

**Types of Academic Indiscipline that leads to Failure**

Owing to the wide range of behaviors which are considered as indiscipline, several researchers have listed the most frequent forms displayed by students. the most frequent discipline problems in schools as follows: truancy, physical aggression towards others, using hands, feet or objects such as hitting, chocking, pushing, tripping, biting, throwing stones at someone and pinching; disturbing others with hands, feet or objects with malicious intent such as inappropriately touching other students or taking their materials; use of disrespectful and threatening language such as swearing, name calling, demeaning commends and verbal insult. Bowen, Heron, Steer and El Konmy (2008), did a study with teachers and developed a list of top ten behavioural problems which was similar to the list presented by Mcewan and Damer. However, they excluded the inappropriate use of school materials as well as the use of threatening languages which were replaced by disrespect for others, arguing and tattle rile. Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other. According to and Phiri (2011), disruptive behavior refers to that which serious interferes with the teaching process and or seriously upsets the normal running of the school. Viega (2009) attempted to classify indiscipline by categorizing it into three levels. The first level of indiscipline involves those incidences of disruptive nature whose disturbances affect the good functioning of the school. Conflicts among peers are considered the second level of indiscipline while conflicts with student teacher relationships are considered the third level of indiscipline. Benard Charol Kuntz, a Professor of education in the University of St. Denis in France, has categorized students’ misbehavior into four types (Glaser, 2008). He cites violence which involves serious injury punishable in a court of law as the first type. This he calls it “real violence”. Unruliness, disregard for school rules and rudeness, are grouped together in the second category and the third category involves breaches of good manners such as slamming door on someone’s face. The fourth group deals with indifferences of students which he states is increasingly stressful to teachers. Durkheim, a well-known sociologist explains deviance as a breakdown of norms. In his study he states that true deviance exists not from the pressure of social constrains but from the loosening or breakdown under conditions of social disintegration (Rira, 2012). Durkheim called this the situation of anomie or norm less and he meant the condition of individual whose liberation from traditional norms has left him without collective moral guidance in his social adaption.Other forms of indiscipline involve drug and substance abuse. In the recent spate of school unrest in Kenyan schools, drugs were cited as having contributed to the disturbances. Examples of commonly abused drugs include bhang, hashish, madras, heroine, cigarettes and alcohol. Peer pressure and influence and the negative media adverts are the leading motivators regarding abuse of illicit drugs by youngsters which increases the chances of student indiscipline.

**Types of disciplinary problems in Enugu East Secondary Schools**

The following are the ten types of disciplinary problems in Enugu East which may lead to a learner’s suspension, therefore encouraging failure. They are namely;

1. **Defiance of school authority:** it involves some behaviours or attitude student portray against the school rules. They do that just to disobey the school rules and regulation. It shows that such students are not willing to obey the school authority.hte symptoms include questioning authority, negativity and argumentativeness.
2. **Class disruption:** is behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of a class. Example includes repeated, unauthorized use of cell phones in the classroom: persistent speaking without being recognized; or making physical threats
3. **Truancy**: This is irregular attendance in school or classes with many factors within or outside the school building peer group influence, teacher methods of teaching or discipline are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself, engage in labour to raise money, parenting/guarding methods of discipline, security among others.
4. **Fighting**: Children fighting at the secondary school level are very low in self esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child’s basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: the need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child.
5. **The use of profanity:** it involves the use of such language like swearing, cursing, or cussing. When used in this sense, profanity is a subset of a language’s lexicon that is generally considered to be strongly impolite, rude or offensive.
6. **Damaging school property** such as writing on walls breaking fences, writing on the wall.
7. **Dress code:** is a set of standard that companies develop to help provide their employees with guidance about what is appropriate to wear to work.
8. **Violations:** an action that breaks or acts against something, especially a law, agreement, principle, or something that should be treated with respect. It is an action that causes harm or damage by treating someone or their possessions without respect.
9. **Theft**: This is the removal of another person’s property without his permission. The socioeconomic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly permissive behaviour. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples’ property.
10. **Leaving campus without permission**: This may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork.
11. **Drug Addiction/Abuse**: This is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs. There is a general moral decadence in this regard because many parents are also guilty of the same misbehavior and are unable to instruct correct, advice or guide children along the proper paths concerning the use of drugs.
12. **Cultism**: is related activities abound in the nooks and crannies of our society especially in institutions of higher learning. Worrisome it has become that such cult activities have been taken to secondary schools. Casualties of cultism cut across innocent civilians, gang members and security personnel.
13. **Malpractice**: is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair advantage or disadvantage. It is a behavior of a person contrary to laid down code of conduct. Nwana (2000) examination malpractice is described as the massive and unprecedented abuse of rules and regulations pertaining to internal and external examination, beginning from the setting of such examination through the taking of the examination, their making and grading, to the release of the result and the issuance of certificate. As we all know that examination malpractice is rampant in our secondary schools of which the school administration is aware or harnesses.

These types of disciplinary problems mentioned above are similar to the ones being experienced in secondary schools here in East Local Government Area and can lead to failure especially in economics.

 Lists several types of misbehaviours which make the work of educators difficult include; Repeatedly asking to go to the toilet, Missing lessons, Absconding, Making rude remarks to the educator, Talking when the learner is supposed to be writing, Being abusive to the educator, Fighting in class, Packing up early, as if to leave, Wearing bizarre clothing and make-up, Threatening the educator;

**Causes of Disciplinary Problems in Enugu east Local Government**

1. **Parental/Home Factor**

Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Some disciplinary problems in our schools today are sometimes a projection or maturation of what began at home. It is in the home that the student should be disciplined and brought up in the right manner. Factors such as parents’ support and type of parenting (single or two parenting system) could also account for variation in student’s performance (Eweniyi, 2002; Okolie *et al.,* 2014). Also study shows that social background remains one of the major sources of educational inequality. In other words, educational success depends largely on the socio-economic status of one’s parents (Okolie, Inyiagu, Elom, Ndem and Nwuzo, 2014). Some children from broken marriages are often very harsh, unhappy, insecure, and frustrated due to an unhappy home. They go to the extent of wandering idling, pick pocketing and slop lifting to amuse themselves. He further said that some parents offer alcoholic drinks, cigarettes, hard drugs, to their children or wards, which lead them to flouting, armed robbery, thuggery, theft, damaging of public property and killing fellow human being. Some parents are caught in the act of hot arguments in the family which leads to fighting and rampage by throwing of missiles there by destroying their house hold property in the presence of their children. Most secret cult’s activities in schools, smack of armed robbery etc. have remained uneasy to eradicate due to the fact that most culprits are children of highly placed and wealthy citizens. These acts are attributed to the faceable nature of the problems in the fact that parents gives excess stipends to their children. Children of we wealthy parents have allowed themselves to drive on the high ways without licenses or even the learners permit and this had led to accidents in the high ways and consequent loss of lives in such dangerous circumstances. Parents/guidance has been always influenced students behaviour and attitude to life. Ede (2001) some influenced parents in our society use their position to thwart disciplinary measures made in our schools especially when they affect their children. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents’ failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a laissez-faire approach towards their children. Some other factors related to the lack of parental involvement in schools that influence discipline and failure are: Single parent homes, lack of parental control at home, negative influence of television, Neighbourhood and community problems that influence the home, Values differences between the home and the school.

1. **Political, Social and Economic Factors**

Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners’ rights, and of being accused of misconduct. Saying that the over-emphasis placed on learners’ rights may cause a “don’t-care attitude” and a lack of regard for the educators’ role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from others are often misbehaved. The political situation in Nigeria is also blamed for children’s misbehavior. Moloi (in: Rossouw 2003) states that the involvement of the youth in the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is, both educators and parents”. Accordingly, Maree (in: Rossouw 2003) also blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

1. **School Environment**

Every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day. Apart from being legally in criminating and apart from being an act of professional misconduct on the part of school personnel intimacy between a teacher and student poses reject able educational administrative and disciplinary problems. Therefore given the changing value system of our society to prologue schooling and adaptation to changing of organizational structure, many adolescents respond to social life in a way that is deviant it is the causes of breaking school rules, examination malpractices, insubordination etc. Children of rich families are not punished whenever they misbehave for fear of what their parents would say or do. These are left to drift to such a level that it becomes irrevocable unimportant to call them to order. Some principal or teachers are so greedy and selfish that they tamper with food meant for students. They try to drive personal gains at any given opportunity without any consideration for the feelings of the student. The growing rate of indiscipline in school is due to unqualified teachers. The teacher and the principals should be well trained, devoted, disciplined and hardworking in order to present appropriate model to students. Ede (2001) some teachers dress very badly to school, some come to school drunk, some sexually harass their students etc. Incompetent teachers tend to have more disciplinary problems with their student and such teacher find it difficult to manage their classes during lessons. In other words, all members of the school community students, staff and parents must know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment. According to Rowne (2005) “The school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential”. However, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school manager and teachers

1. **Poor Teacher-Students Relationship**

 Ede (2001) The relationship between the teacher and student can deeply affects either for good or for bad, Akuma (2006) The teachers, functions more that an employee of the school board. The teacher is the school parents of their students, both the well behaved and their misbehaved ones. When a teacher relates with his students and he fails to play such a fatherly or motherly role and allows him to be drifted by indulging in mean lifestyle such as harassing the students, quarreling with the students, throwing abusive words on them, embarrassing them publicly, and sexually harass the students etc. Children of rich families are not punished whenever they misbehave for fear of what their parents would d. When the teacher is sp harsh on the students, they will not be free to meet the teacher whenever they have problems and it can lead them to disciplinary act. Poor student-teacher relationship causes indiscipline among the students.

1. **The Curriculum**

The relevance of the curriculum to learners’ needs also influences discipline at school. Learners can engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Adeyemi and Uko-Aviomoh (2004) observed that the curriculum planning and physical expansion without adequate and sustainable human and material resources would definitely fail to produce the desired results. Learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities. As a result there should be extra curricular activities. Most of these curriculum are implemented without considering the need of the learner.

1. **Peer Group Influence**

The peer group influences what the child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group. There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks. Poor peer relationships were closely associated with social cognitive skill deficits. This peer group influence may be as a result of when the family has been unable to fully meet a child’s needs; other adults who play a significant role in the child’s life have extraordinary potential for influencing the child in taking charge of his or her life”. It is worth noting that peer influence can lead to discipline problems and delinquent behaviours both inside and outside school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. We can say that criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect ones self concept.

**Relating Academic Indiscipline and Failure.**

 There are many factors contributing to failure among secondary school students and its better we note that academic indiscipline is the most influential factor. Children who fail in school are more likely to engage in subsequent health impairing behaviours as adolescents like smoking, drinking and drug abuse. Grade repetitions which have become distinctive characteristics of some secondary schools (not all). You can agree with me that student involved in academic indiscipline tend not to achieve good marks. It can lead to serious consequences if untreated. The failing student losses self-confidence, becomes discouraged, decreases effort and is most likely to fail again. Grade failure and academic indiscipline makes the student to be older than there same-grade peers, which will eventually affect their self-esteem negatively. Older secondary school students are reported to be smokers or possess high risk behaviors.

 Parent factor is the most influencing factor in this sense because it’s linked to both academic discipline and failure. When the parent of the student take good care of their child knowing that he/she is in adolescent stage like asking him or her for her notes or if they enjoyed their classes and if they are having difficulties. You will find out that the child will be very conscious of things he/she do in school knowing that the parent is at home waiting for them. But parents of nowadays feel so less concern about every thing and when reported about any form of indiscipline act that the child portrays they tend to be overprotective. The child continues with whatever his doing and as a result amount to failure.

 In these schools, they have class teachers or form teachers or guidance or counselor and their duty is to take care of these students, monitor them while in school. In fact, they are like their school teacher. These teachers don’t care about what there students do and as a result academic indiscipline keeps increasing that’s why in secondary schools we have so many failures. Students now see exam malpractice as a normal thing because the teacher are backing them up or better still giving them support.

 In conclusion, it is likely to note that each of these causes or factors that leads to academic indiscipline and the various types of indiscipline can lead to failure among student not just in economics but also in the various courses that they are doing or offering.

**Ways in Which Academic Indiscipline and Failure Among Secondary School Students can be Curbed.**

However, students’ indiscipline seems to be ubiquitous in the 21st century in secondary schools in Nigeria. With recent problem of increase in school enrollment, discipline problems are bound to accentuate and cause more burdens on teachers and school administration. According to Rigby (2000) student’s indiscipline has plagued schools leading to series of unrest particularly in secondary school”. Consequently students resort to unconstitutional measures in channeling their grievances.

Furthermore, there is a feeling that school discipline practices are generally informed by theory from psychologists and educators. The following theories to form a comprehensive discipline strategy for an entire school or particular class:-

1. Positive Approach: This approach is grounded in teachers’ respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.
2. Teacher Effectiveness Training: This method differentiates between teacher-owned and pupil owned problems, and proposes different strategies for dealing with each. Emmer (2005) opined that effective teacher training reflects in pupils’ knowledge through problem-solving and negotiation techniques.
3. Appropriate School Leaving Theory and Educational Philosophy: It is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school.
4. Detention: This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, e.g. “Saturday detention” held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like “Command Secondary Schools or Navy Secondary Schools” such practice is common perhaps because of the military nature of the schools.
5. Suspension or Temporary Exclusion: This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student’s parents/guardians are notified of the reason for and duration of the out-of-school suspension. Sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that student only report in school but serve punishment like cutting grass or digging holes or uprooting a plant or work in school farm.
6. Exclusion or Expulsion: Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school had report. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.
7. Deprivation of Privilege: It is useful and efficient form of punishment. The loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.
8. Moral Punishment: Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to. Great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer.
9. Self-government: It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization.
10. Praise and Blame: The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher’s armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Sarcasm is a weapon which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.
11. Rewards: There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.
12. Punishment: It has a necessary place in the school economy but it must be based on certain principles if it is not to be a “hit or miss” affair. These are the following guidelines for the use of punishment:-

• Punishment should fit the “crime” as well as the “criminal”. This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.

• There should be no uncertainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal.

• Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary.

• Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters. In a nutshell, all the above mentioned measures except blame and sarcasm are positive measures to secure discipline but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. Scult (2009) opined that children are dynamic, effervescent and therefore, heedless. They need checks to prevent excesses, restrictions to keep them within the speed limit of property.

**Summary of Literature Reviewed**

This chapter has presented pungent and trenchant analyses of the investigation into the academic indiscipline and failure among secondary school students in economics. And draw lesson that would be useful to the interested reader who loves reading. causes of indiscipline includes peer group, the home, school environments, communities, home punishment etc. it was also observed that frustration, inadequate teaching environment and condition differences in teachers and students, family background, poor organizational structure and poor teachers-student relationship all this can cause indiscipline among secondary school students. The student in our secondary school have been suffering from disciplinary problem because of their family background, some children from broken homes are often very harsh, unhappy, insecured and frustrated. It was also observed that most secret cults activities in our schools today, smack of armed rubbery and others have remain uneasy to eradicate due to the fact that most culprits are children of highly placed and wealthy citizens. Some parents are caught in the act of fighting each other in the presents of their children. Peer group exercise is a potent influence on the behaviour of a child, that peer group pressure force the members into patterns of life which might be against their own inner best judgments. Student learn most of these ill-behaviours or problems behaviour from their peer group. Many adolescents respond to social life in a way that is deviant, it is the causes of breaking school roles, examination malpractices, insubordination etc. Lastly, poor student-teacher relationship has influence the students in our secondary school. The teacher as the school parent to the student, he have to relate with his student and study them very closely so that he will know when they are having problems or in difficulty. Poor student-teacher relationship leads to the teacher to always harass the students, quarreling with them, throwing abusive words on them, sexually harassing them and embarrassing them publicly. With this attitude towards the students, the students may think that is the best way of living their life because they copy from the model before them.

**CHAPTER THREE**

**RESEARCH METHOD/ METHODOLOGY**

**Research Design**

Descriptive survey research design was employed. Quantitative approach is grounded on a positivist paradigm*.* This approach and design were the best most suitable means to better explore the persistent of students’ indiscipline and failure in secondary schools in Enugu East because it basically determines the way the study exists as at the time of the study without sentiment or biasness.

**Area of the Study**

This research was conducted in some selected school Enugu East Secondary purposely to investigate into academic indiscipline and failure among secondary school student in economics.

**Population**

The state is divided into 17 administrative units called local government areas of which Enugu East is one of them. Enugu East has the total student population of 90, 830 of which the population of public schools is 81,682. The targeted population is 800

**Sample and Sampling Technique**

The researcher used convenience sampling technique to achieve a successful sampling. The sample was made up of eight (8) secondary schools and they include: Annunciation Secondary School Nike, Girls Secondary School Abakpa Nike, National Grammar School Enugu, St. Patrick’s College Emene, Transekulu Girl’s Secondary School Enugu, Umuchigbo High School Iji-Nike, Girls Secondary School, Emene, Community Secondary School Ugwuogo Nike. The researcher chooses fifty (50) staff and fifty (50) students which Comprise of eight hundred (800) respondents.

**Sample Size**

Out of eight hundred (800) questionnaires distributed, five hundred (500) questionnaires were returned. So our sample size is five hundred (500).

**Instrument for Data Collection**

The major instrument used for data collection was a well- structured questionnaire. The instrument was applied for easy and well-documented information issued to the chosen sample size of the population. The instrument was designed on improved likert scale provided for respondents for easy comprehension and response. They are strongly agree, agree, strongly disagree and disagree

**Validation of the Instrument**

The researcher presented the instrument for face validity. The face and content validity of the instrument was done by two experts in educational management who read through the items and made useful suggestions which were incorporated into the final copy.

**Reliability of the Instrument**

The questionnaire was used to carry out a test-retest exercise for the reliability test and the reliability was found to be high which proves it most competent effective for this particular study.

**Method of Data Collection**

The data was collected using both primary and secondary data collection. It was also collected through the means of face to face contact or personal delivery. Hand delivery method was used for both distribution and collection of the questionnaire. The Secondary data were generated from library, basic statistics, and internets, published and unpublished materials, from ministries, departments and agencies of Imo state government. The students were interviewed in a focus group while personal interviews were carried out with the principals. Questionnaires were filled in by principals, deputy principals, counselors and the students. A properly filled questionnaire were collected and analyzed.

**Method of Data Analysis**

The data collected was analyzed using simple percentage.

**CHAPTER FOUR**

**ANALYSIS OF DATA AND RESULTS**

**Research Questions**

This chapter is to arrange the data collected by the use of questionnaire in a systematic manner for analysis. The questionnaire was arranged in a tabular form and simple percentage was used for its analysis as shown below.

 Administration and retrieval of questionnaires

|  |  |  |  |
| --- | --- | --- | --- |
| Area covered | No. of questionnaires administered | No. of questionnaires returned | Percentage% |
| School in Enugu East Local Government Area of Enugu State |   800 |  500  |   |

% response = no. of questionnaire returned × 100 = 80%

No. of questionnaire administered 1

The table above stated that the number of questionnaire that were distributed and the number that was returned from the sample area (Enugu East Local Government of Enugu State)

**Research question 1**

***Critically analyze indiscipline and failure among the secondary school students***?

Item 1: **indiscipline is defiant in behaviour**.

|  |  |
| --- | --- |
| **ITEMS** | **A SA D SD N ∑FX X REMARK****4 3 2 1** |
| Indiscipline is deviant from 250 100 80 70 500 1530 3.06 AcceptedbehaviourIndiscipline in school 190 150 150 10 500 1520 3.04 Acceptedgreatly affects the quality of teaching and learning.Disciplines are enforced through 200 130 170 -- 500 1510 3.02 Acceptedprefects‟ bodies and councils, disciplinary committees, teachers and involvement of parentsIndiscipline is when there is a 140 260 50 10 500 1450 2.9 Acceptedtotal break of law and orderLack of self-discipline can 190 230 80 -- 500 1610 3.22 Acceptedcontribute to academic indiscipline |

***Research Question two (2)***

***What are the frequent and regular types of indiscipline in Enugu East secondary schools?***

|  |  |
| --- | --- |
| **ITEMS** | **A SA D SD N ∑FX X REMARK****4 3 2 1** |
| Disobedience to school 170 300 -- 30 500 1600 3.2 Acceptedauthority is a form of indiscipline.Students who are undisciplined 300 150 50 -- 500 1750 3.5 Acceptedsteal money from home and bring to school to squander.Absenteeism is a form of 450 50 -- -- 500 1950 3.9 Acceptedacademic indiscipline and causes failure.Poor studying habit is a form 250 150 50 50 500 1560 3.12 Acceptedof indiscipline and can lead to failure.Wearing dirty and wrong 160 50 200 110 500 1300 2.6 Accepteduniforms is inclusive to the various types of indiscipline. |

***Research Question three (3)***

***What are the factors that cause academic indiscipline and failure?***

|  |  |
| --- | --- |
| **ITEMS** | **A SA D SD N ∑FX X REMARK****4 3 2 1** |
| lack of extra-curricular activities 300 110 50 40 500 1670 3.34 AcceptedTeachers lateness and 350 100 50 -- 500 1800 3.6 AcceptedAbsenteeism contribute to failure and indisciplinePoor teaching by some teachers 200 150 70 80 500 1470 2.94 AcceptedAbuse of seniority by prefects 210 190 100 -- 500 1610 3.22 AcceptedParental overprotection of 250 150 100 -- 500 1650 3.3 AcceptedChildren |

***Research Questions four (4)***

***What are the possible ways in which academic indiscipline and failure among secondary school students can be cubed in Enugu East Local Government?***

|  |  |
| --- | --- |
| **ITEMS** | **A SA D SD N ∑FX X REMARK****4 3 2 1** |
| Moral leadership and education 250 100 80 70 500 1530 3.06 AcceptedSchool authorities to be good 190 150 150 10 500 1520 3.04 AcceptedmodelInvolvement of students in 200 130 170 -- 500 1510 3.02 Acceptedmaking rules and regulationsReduction of class size 140 160 50 50 500 1450 2.9 AcceptedHigh parental and school 190 230 80 -- 500 1610 3.22 Acceptedsupervision and counseling. |

**CHAPTER FIVE**

**DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, CONCLUSIONS AND SUMMARY OF THE STUDY**

**Discussion of the finding**

In this chapter, the researcher presented an in-depth discussion of the result from the analyzed data. The researcher also discussed the findings of the study. As stated in the questionnaire, when the percentage of the respondents strongly agreed (SA) and agreed (A) exceeds 50% it means that the research question is accepted.

 From the result as stated earlier in chapter four, 500 respondents whose questionnaire were properly answered were used to calculate the result. The following interpretations were made from the data collected and analyzed on the study.

 From table 1 (Research Question 1), item one notified that 20% of the respondents strongly agreed (SA) and 50% respondents agreed on the that indiscipline is deviant from behavior while 14 strongly disagreed 16 agreed. The analysis of item 2 shows that 30% of the respondents strongly agree and 38% agreed that Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum while 30% disagreed and other 2% strongly disagreed. In item three, 40% of the respondents agreed and 26% strongly agreed that disciplines are enforced through prefects‟ bodies and councils, disciplinary committees, teachers and involvement of parents. And 24 % disagreed while none strongly disagreed that lack of capital is not a challenge. Proceeding to item four, 28% agreed as 52% strongly agreed that Indiscipline is when there is a total break of law and order while 10% disagreed and 10% strongly disagreed. With regards to item five, 38% agreed while 46% strongly disagree that lack of self-discipline can contribute to academic indiscipline. And the rest 16% and 20% disagreed and strongly disagreed respectively.

In considering table 2 (research question 2) item six notified that 70% of the respondents strongly agreed (SA) and 24% respondents agreed on the view that disobedience to school authority is a form of indiscipline. While none of the respondent disagreed and 6% strongly disagreed. The analysis of item 7 shows that 30% of the respondent strongly agrees and 60% agreed that students who are undisciplined steal money from home and bring to school to squander while 10% disagreed as no one strongly disagreed. In item eight, 90% of the respondents agreed and 10% strongly agreed that Absenteeism is a form of academic indiscipline and causes failure.While no one neither disagreed nor strongly disagreed with the assertion. Proceeding to item nine, 50% agreed as 30% strongly agreed that poor studying habit is a form of indiscipline and can lead to failure while 10% disagreed and 10% strongly disagreed. With regards to item ten, 32% agreed while 10% strongly disagree that wearing dirty and wrong uniforms is inclusive to the various types of indiscipline. And the rest 40% and 28% disagreed and strongly disagreed respectively.

In considering table 3 (research question 3) item eleven notified that 60% of the respondents strongly agreed (SA) and 22% respondents agreed on the view that lack of extra-curricular activities. While 10% of the respondent disagreed and 8% strongly disagreed. The analysis of item twelve shows that 20% of the respondent strongly agree and 70% agreed that teachers lateness and absenteeism failure and indiscipline. While 10% disagreed as none strongly disagreed. In item thirteen, 40% of the respondents agreed and 30% strongly agreed that Poor teaching by some teachers. While 14% disagreed and 16%strongly disagreed with the assertion. Proceeding to item fourteen, 42% agreed as 38% strongly agreed that Abuse of seniority by prefects. While 20% disagreed and none of them strongly disagreed. With regards to item fifteen, 50% agreed while 30% strongly agree that Parental overprotection of children. And the rest, 20% and none disagreed and strongly disagreed respectively.

From table 4 (Research Question 4), item one notified that 50% of the respondents strongly agreed (SA) and 20% respondents agreed on the view that Moral leadership and education while 14 strongly disagreed 16 agreed. The analysis of item 2 shows that 30% of the respondent strongly agree and 38% agreed that School authorities to be good model while 30% disagreed and other 2% strongly disagreed. In item three, 40% of the respondents agreed and 26% strongly agreed thatInvolvement of students in making rules and regulation. And24 % disagreed while none strongly disagreed that lack of capital is not a challenge. Proceeding to item four, 28% agreed as 52% strongly agreed that Reduction of class size while 10% disagreed and 10% strongly disagreed. With regards to item five, 38% agreed while 46% strongly disagree that High parental and school supervision and counseling. And the rest, 16% and 20% disagreed and strongly disagreed respectively.

**Conclusion Finding**

The result of the study revealed that the common types of indiscipline in Enugu East secondary schools as cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. The most common cases of indiscipline relating to the collective misbehaviour of students such as the vandalization of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of pidgin English, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniforms and examination malpractice.

 As regards the students based causes of indiscipline, the result of the study showed that constant negative labels on students, abuse of seniority by school prefects, students poor study habits and students restlessness and inattention in class were the major factors. The excess energy accumulated by children kept passive and inactive for long tends to make them inattentive in class and restless. In addition, students may become restless and inattentive when lessons are boring due to acute shortage of instructional facilities and problems of curriculum. The use of constant negative labels on students by the teachers can make them to begin to build low self-concept by developing a negative frame of mind. Such student may begin to see himself as one who cannot perform well whenever the teacher is in the class, become deliberately rude to the teacher and may be withdrawn from activities. The school based causes of indiscipline revealed by this study are teachers’ lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators

The results further revealed the society based causes of indiscipline as parental overprotection of children, poor value system, and injustice in the society indicated by the practice of favouritism, nepotism and corruption, unwholesome mass media and unsatisfactory home condition. The poor value system in the society which no longer honour the hard work and meritorious services are responsible for the breakdown of law and order in schools. Hard work is jettisoned while favouritism and nepotism become the order of the day. Unsatisfactory home condition breeds in children, a feeling of insecurity and frustration and thus contributing to the formation of deviant behaviour which they manifest at school. Some parents are too busy to keep their eyes

on their children. Their children go out at will and return home any time they like. They do not even bother about the type of friends their children keep. Their children become morally loose. In school, such children have no respect for school rules and regulations and even they exhibit absolute disrespect for school authority.

 The findings on the possible solutions to indiscipline revealed provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching games and sports, establishment of effective and functional Parent-Teacher Association (PTA), reduction in class size, schools emphasizing extracurricular activities, involving students in making rules policies that affect them, positive teacher-students relationships, provision of ICTs and internet connectivity, high parental and school supervision and counseling and enforceable school rules and regulations. School administrators should devise means of involving students in formulating rules and policies that affect them. Involvement of students in evaluation and improvement of instruction programme, involvement in the planning and implementation of co-curricular programmes, involvement in the control of students’ behaviour and in deciding the consequences of flaunting the school rules will help to curb indiscipline among students. Positive teacher-students relationship is attainable when teachers take cognizance of the child socially, psychologically and physically. Teachers must appreciate, understand and accept today’s students. As a result, the social distance between the students and teachers should be reduced. In addition, with the provision of ICTs and internet connectivity in schools, students will spend most of their extra time searching for information and expanding knowledge rather than loitering about during such free periods.

**Implications of the Findings**

 The researcher was able to investigate into Academic Indiscipline and failure in Enugu East Local Government in Enugu state. From the investigation the researcher identified the various types of indiscipline portrayed by secondary school student in Enugu East which results to failure. And the common types of indiscipline in Enugu East include cases of insubordination to school authority such as assault and insult on teachers and non-teachers and assault on school prefects. The most common cases of indiscipline relating to the collective misbehaviour of students such as the vandalization of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of pidgin English, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniforms and examination malpractice, cultism, bullying etc

 These types of indiscipline have many implications on education of students which will result to poor academic performance, drop out, falling into trouble and many others. As a result of these implications the researcher identified the possible solutions to indiscipline revealed provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching games and sports, establishment of effective and functional Parent-Teacher Association (PTA), reduction in class size, schools emphasizing extracurricular activities, involving students in making rules policies that affect them, positive teacher-students relationships, provision of ICTs and internet connectivity, high parental and school supervision and counseling and enforceable school rules and regulations. School administrators should devise means of involving students in formulating rules and policies that affect them. Involvement of students in evaluation and improvement of instruction programme, involvement in the planning and implementation of co-curricular programmes, involvement in the control of students’ behaviour and in deciding the consequences of flaunting the school rules will help to curb indiscipline among students. Positive teacher-students relationship is attainable when teachers take cognizance of the child socially, psychologically and physically. Teachers must appreciate, understand and accept today’s students. As a result, the social distance between the students and teachers should be reduced. In addition, with the provision of ICTs and internet connectivity in schools, students will spend most of their extra time searching for information and expanding knowledge rather than loitering about during such free periods.

**Recommendation for further Study:**

The researcher recommends further studies in the following areas;

1. Investigation into the roles educational policy and educational development in Nigeria.
2. Measures taken to curb indiscipline in Nigeria and enhancement of teaching and learning

**Limitation of the Study**

During the cost of this research, the researcher was faced with many problems among them are:

**Time factor**: this was another important impediment as many of them claim they were too busy to attend to the researcher.

**Inadequate finance**; as a student the researcher lacked enough ware withal to embark on the research. Both in transportation to the various places and typing and photocopying the research questions.

**Summary of Findings**

Summarily through the observation made, it is obvious that the there are many causes of indiscipline in Enugu East and as a result lead to failure. Grade repetitions which have become distinctive characteristics of some secondary schools, dropout, falling into trouble of which the researcher highlighted many ways in which the indiscipline can be curbed.

**Recommendations**

It is imperative to ensure that the good behaviour and conditions are inculcated, established and maintained for effective learning in schools. Consequently this study proffers the following recommendations:

1. The government, policy makers, education reformers and school administrators should ensure that schools are provided with adequate facilities for teaching and learning, sports and games as well as information communication technologies and internet connectivity.
2. Concerted efforts of stakeholders such as parents, teachers' non-governmental organizations, educational authorities, corporate bodies, past students and government should be made to find a lasting solution to the social menace.
3. School administrators, parents and teachers must show good examples to students since they imitate and copy their behaviour.
4. School administrators, teachers and parents should reduce indiscipline through increased supervision. Support staff can be used to assist teachers in classroom supervision especially in large classrooms.
5. In cases of serious misconducts, parents of children should be invited to the school by the administrators.
6. Teachers should correct students’ mistakes with love rather than label them negatively.
7. School curriculum should emphasize moral education for good character training.
8. Moral punishment, rewards, praise and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.
9. All staff should cultivate model self-discipline bevahiour. This serves as role-models for their learners thereby inculcating self-discipline in learners.
10. School management should approach the problem of discipline with empathy for the possible problem the learners may be experiencing at home or at school that cause their poor behavior. This necessitates the services of a guidance and counselor in all schools.
11. Since parents have been cited as influential in the development of disciplinary problems in learners, it is also of vital importance to look into how parent involvement in the education of their children may be improved. Parents have a major role to play in ensuring that proper teaching and learning are attainable in our schools. Therefore, the parents, school management, and other staffers of the school should join hands in ensuring that a climate conducive to teaching and learning.
12. Provide guidance and counseling services should be provided be the school. The national policy on education states that “in view of the apparent ignorance of many young people about career prospects, and in view of the personality maladjustment among school children, career officers and counsellors shall be appointed in the primary and post primary institutions” and “government shall continue to make provisions for the training of interested teachers in guidance and counseling”. The aim is to meet the educational vocational and personal needs of children in the school.
13. The school should establishment of effective and functional Parent-Teacher Association (PTA).
14. Teachers should engage students in personal goal setting involve all students productively.
15. Teacher and guidance and counselors should provide task that require students’ participation, exploration and experimentation.
16. Government should ensure publicity campaign to create greater awareness on the adverse effects of corruption and a clear and unequivocal official pronouncement on the desirability to bring it under control.
17. The government with the ministry of education ensures responsiveness, accountability, and transparency should be a must for a clean system. Bureaucracy, the backbone of good governance, should be made more citizens friendly, ethical and transparent.
18. The government should also sponsor school administrators for leadership training

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**APPENDIX I**

**QUESTIONNAIRE**

Department of Art and Social Science

Education

Godfrey Okoye University,

Enugu State.

29th June, 2018.

Dear Sir,

LETTER TO REPONDENTS

 I am a final year student of department of economics education from the above institution. I am carrying out an Investigation into Academic Indiscipline and Failure with reference to Enugu East Local Government Area of Enugu State. The study is purely for academic purposes.

 I am soliciting for your co-operation by answering the questions in this questionnaire. The responses are going to be treated as confidential.

 Thanks for your anticipated co-operation.

 Yours sincerely,

 Ndubuisi Chiamaka M.

**APPENDIX II**

**QUESTIONNAIRE**

**Instruction**: respondents are humbly requested to approach each item by ticking good in one of the following spaces stipulated below.

**Name of respondents**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sex** : male ( ) female ( )

**Ages** : 15 – 19 ( )

20 – 24 ( )

 25 – 30 ( )

 30 – 40 ( )

 40 and above ( )

**For Staff Only For Students Only**

**Qualification**:WAEC ( ) **Class:** SS 1 ( )

 OND ( ) SS 2 ( )

 HND ( ) SS 3 ( )

 B. ED ( )

***Research Question two (1)***

***What are the frequent and regular types of indiscipline in Enugu East secondary schools?***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **A** | **SA** | **D** | **SD** |
| 1 | Indiscipline is deviant from behavior |  |  |  |  |
| 2345 | Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculumDisciplines are enforced through prefects‟ bodies and councils, disciplinary committees, teachers and involvement of parentsIndiscipline is when there is a total break of law and orderLack of self-discipline can contribute to academic indiscipline |  |  |  |  |

***Research Question two (2)***

***What are the frequent and regular types of indiscipline in Enugu East secondary schools?***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **A** | **SA** | **D** | **SD** |
| 12345 | Disobedience to school authority is a form of indisciplineStudents who are undisciplined steal money from home and bring to school to squanderAbsenteeism is a form of academic indiscipline and causes failure.Poor studying habit is a form of indiscipline and can lead to failureWearing dirty and wrong uniforms is inclusive to the various types of indiscipline |  |  |  |  |

***Research Question three (3)***

***What are the factors that causes of academic indiscipline and failure in these secondary schools especially among economics students?***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **A** | **SA** | **D** | **SD** |
| 12345 | Lack of extra-curricular activitiesTeachers lateness and absenteeism failure and indisciplinePoor teaching by some teachersAbuse of seniority by prefectsParental overprotection of children |  |  |  |  |

***Research Questions four (4)***

***What are the possible ways in which academic indiscipline and failure among secondary school students can be cubed in Enugu East Local Government***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **A** | **SA** | **D** | **SD** |
| 12345 | Moral leadership and educationSchool authorities to be good modelInvolvement of students in making rules and regulationsReduction of class sizeHigh parental and school supervision and counseling. |  |  |  |  |