

**DILEMMA OF INDISCIPLINE IN SECONDARY SCHOOLS: A CASE STUDY OF TORO LOCAL GOVERNMENT AREA PLATEAU STATE NIGERIA, IMPLICATIONS FOR CORRUPTION AND TERRORISM**

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**ABSTRACT:** *This research was prompted by the dilemma of indiscipline in secondary schools in Toro local government area of Plateau state. The essence of the study was to identify risk factors of indiscipline, its effects on students' academic performance, its' implications for teacher effectiveness and relate its' potentials for corruption and terrorism. The purpose was to come up with more effective alternative ways to address the phenomenon. The study had six objectives. Ten research questions guided the study. The theoretical anchor was Ivan Pavlov operant conditioning theory which explains maladjusted behavior. The sampling frame was made up of 102 secondary schools, 2887 teachers and 31604 students. The survey design was adopted. The convenient sampling technique was used. The simple percentage and averages were utilized to analyze the data. The sole instrument used was a structured questionnaire. The basic suggestion advocates a rethink of the effectiveness of the teachers and the state of school environment. The government should provide scholarships at secondary and tertiary levels for deserving students, implement free education, and also explore avenues of providing lucrative jobs for graduates as motivating factors. Disciplinary cases should be referred to juvenile courts. The system of education should provide differentiated curriculum.*

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**KEYWORDS:** Dilemma, Indiscipline, Implication, Secondary schools, corruption, Terrorism

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## **INTRODUCTION**

In any civilized society, the fostering of discipline is a necessary condition in the maintenance of law and order. It is a prerequisite for the promotion of political, social and economic development of a society. School indiscipline as, been over time, an issue of concern for

educators, policy makers and the society. Indiscipline is a behavioral disorder that is classified as an act of delinquency. It is often the cause of a lot of mental, emotional and also physical damage. An indiscipline child is an uncontrollable child and can do just about any damage. Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its functions in the social, psychosocial and pedagogical fields. (Ali, Dada, Isiaka, & Salmon, 2014). Asiyai (as cited in Ali, Dada, Isiaka, & Salmon, 2014) posited that education is a critical tool for the transformation of the individual and the society. Secondary education in Nigeria is aimed at preparing the individual for useful living within the society, preparation for higher education, and for the individual to be able to live a useful life in his society and contribute maximally towards socio-economic and political development of the nation in which he/she belongs, hence relevant skills, values, attitudes, knowledge and competencies that will make them to be discipline must be inculcated. Discipline is paramount to learning. It is very essential for any teaching. It is also very important for peace and harmony in any learning environment.

One of the critical issues the present society is battling with is the high rate of social indiscipline among its teeming youth. Education is therefore placed in high esteem to channel its resources to address this ugly situation. The school system is viewed as an avenue for socio-transformation of people's lives and imparting knowledge, skills, values, and attitudes that would enable the recipients to be useful and responsible members of the society. Flourishing anti-social activities in the society such as smuggling, corruption, bribery, black marketing without any check provides wrong cues to impressionable minds of young students. (Deepti, 2016).

Indiscipline in schools constitutes non-conformity to institutions' rules and regulations in respect of school uniform, noise making, punctuality, homework, class shirking, playing the truant, consuming alcoholic drinks, smoking cigarettes, being verbally and physically aggressive towards their peers. And members of the staff, vandalizing school properties, arson, dishonesty, idleness, disorderliness, sex drug abuse, fighting, quarreling, robbery, pick pocketing, shop lifting, tugging, damaging of public property, killing, hooliganism, gambling, immoral acts, late coming, sleeping in the class and bunking lessons. This is translated into terrorism across the world.

Joseph (as cited in Deaukee, 2010) submits that over the last two decades growing incidence of school violence has left educators shaky and nervous about the potential for violence in schools. Reporting on a study done with principals and teachers, he lists tardiness, absenteeism, physical conflicts, drug use, gangs, and physical abuse among the major concerns. He also reports that the zero-tolerance has not been very effective. The study reports that the level of indiscipline has escalated in schools over the years. Teachers as well as parents express frustration at the number of serious offences reported each week. The society cannot be exonerated, indiscipline is a societal problem. It originates from societal values which nowadays have been corrupted. The current wave of indiscipline among students is most disturbing and it demands immediate attention of all stakeholders, in the education sector, the clergy, the family, the government, and the society.

Corruption is a form of dishonest, unethical conduct by a person entrusted with a position of authority, often to acquire personal benefits. Corruption may include many activities including

bribery and embezzlement. Corruption is the cause of so many problems in the world today. It destroys jobs and holds back growth, costing the world economy billions of pounds every year. It traps the poorest in the most desperate situation as corrupt governments around the world syphon off funds and prevents hard- working people from getting the revenue and benefits of growth that are rightfully theirs. It steals vital resources from our schools and hospitals as corrupt individuals and companies evade the taxes they owe. It can even undermine our security (Cameron, 2016). The causes of corruption are many, it is caused by the emergence of political elites who believe in interest-oriented rather than nation-oriented programs and policies, increase in the change of value system and ethical qualities of men who administer. The old ideals of morality, service, and honesty are regarded as an archaic. Vast size of population coupled with widespread illiteracy and the poor economic infrastructure lead to endemic corruption in public life. In a highly inflationary economy, low salaries of government officials compel them to resort to corruption.

As one of the oldest and most perplexing phenomenon in human society, political corruption exist in every country in the contemporary world and it is not exclusively a problem of developing countries (Frunzik, 2000). There is considerable evidence showing that corruption represents an obstacle along the path of development. There are many ways in which corruption is detrimental to sustainable economic growth and socio economic development. In developed countries talent is not honed and it is not put to use (Pelizzo, 2015). Corruption on a grand scale, associated with some dictators and their cronies can involve embezzlement of huge sums of public fund, and the mismanagement, wastage, inequity, and social decay. It can be disastrous for an economy. Underground economic activities exist in all countries. They become pervasive where corruption is wide spread. Under a corrupt system, the privilege and the well-connected enjoy economic rent as such there is a tendency for wealth to be concentrated in the hands of a tiny minority of the population. Income distribution, therefore, becomes highly uneven. In addition, the burden of corruption falls more heavily on the poor as they cannot afford to pay the required bribes to send their children to a decent school, to obtain proper health care, or have adequate access to government provided services such as domestic water supply, electricity, sanitation, and community waste disposal services (Myint, 2000).

Corruption adversely impact on investment, both domestic and foreign, is considered to be particularly harmful for a developing economy. Bribes may have to be given before any investment can take place. Corruption can have undesirable consequences on both revenue and expenditures of the government budget by paying bribes to reduce taxes, fees, dues, custom duties and public utility charges. Consequences on the expenditure are more insidious. Corruption places severe constraints on a country's capacity to undertake economic reforms (Myint, 2000). All these are rooted in indiscipline.

Terrorism is a form of indiscipline, in its broadest sense is the use or threatened use of violence (terror) in order to achieve a political, religious, or ideological aim. Terrorism is a major threat to society. Broad arrays of political organizations have practiced terrorism to further their objectives. It has been practiced by political organizations, nationalist groups, religious groups, revolutionaries, and ruling governments (Encyclopedia Britannica). According to data from the

Global Terrorism Database, more than 61,000 incidents of non-state terrorism claiming over 140,000 lives have been recorded from 2000 to 2014 (Institute for Economics and Peace, 2016).

Terrorism is classified into six categories: civil disorder a form of collective violence interfering with peace, security, and normal functioning of the community, political terrorism is a violent criminal behavior designed primarily to generate fear in the community, or substantial segment of it for political purposes, non-political terrorism is not aimed at political purposes, exhibit conscious design to create and maintain a high degree of fear for cohesive purposes, the end is individual or collective gain rather than the achievement of a political objectives; Quasi-terrorism are activities incidental to the commission of crimes of violence that are similar in form and method to genuine terrorism but which nevertheless lack its essential ingredients. It is not the main purpose of the quasi-terrorist to include terror in the immediate victim as in the case of genuine terrorism, but the quasi-terrorist uses the modalities and technique of the genuine terrorists and produces similar consequences and reactions. Official or state terrorism refers to nations whose rule is based-upon fear and oppression that reach similar to terrorism or such proportions (Crime Museum, 2016 & Earth Dashboard, 2016)).

Terrorism has become a big national and international problem all over the world. It is a global issue which has affected almost all the nations throughout the world directly or indirectly. The effects of terrorism include the injuries, deaths, and psychological trauma of the immediate victims, a short and long term impact on the economy of the attacked country. Terrorism impedes peace and progressive development. It hinders political development, affects rapid economic growth and distorts socio-cultural equilibrium and leads to environmental deterioration (Ifeyanyi, 2011).

### **Statement of the Problem**

Indiscipline among secondary school students in Toro local government area of Plateau state has become so rampant to the point that it has raised panic among educators, administrators, parents, the government and the society. 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. The danger is that if the trends continue, the objectives of the secondary school education may be an illusion. Some of the disciplinary acts exhibited by secondary school students are examination malpractices, rape, cultism, forging of certificates, impersonation. The measures taken to deal with indiscipline are barely adequate coupled with the fact that there exist no administrative or legal guidelines which could be referred to in such cases. Action taken are often ad-hoc and uncoordinated both within and across schools. Teachers most prominently feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities.

### **Purpose of the Study**

The purpose of the study is to investigate the phenomenon of indiscipline in secondary schools in Toro local government area of Plateau state. Specifically the study had the following objectives:

1. identify the causes of indiscipline among secondary school students
2. identify the types of indiscipline acts exhibited by secondary school students

3. identify gender variations in the acts of indiscipline in secondary schools
4. find out if indiscipline affect academic performance
5. find out if guidance counselors exist in secondary schools
6. ascertain the effects of students act of indiscipline on teachers effectiveness

### **Research Questions**

1. What are the school-based factors that cause indiscipline in students?
2. What are the different acts of indiscipline prevalent in secondary schools?
3. Are their gender variations in acts of indiscipline in secondary schools?
4. Do acts of indiscipline affect the academic performance of students?
5. Do secondary schools in Toro have guidance counselors?
6. do students acts of indiscipline affect teachers effectiveness
7. What are the society- based factors that causes indiscipline in schools?
8. What is the government- based factors that cause indiscipline in schools?
9. What are the students- based factors that cause indiscipline in schools?
10. What system of education breeds indiscipline in students?

### **Significance of the Study**

The study is significant to principals, teachers, parents, government, school guidance counselors, students and the global society. The study will enable principals to be aware of the causes of indiscipline among students and this will help them to find strategies which they will implement in the schools in order to reduce the high rate of indiscipline. The outcome of this study will enrich the teachers arsenal of knowledge, since it will enable the teachers to identify the various causes of students indiscipline hence help teachers address disciplinary issues appropriately and also take measures to avert, educate and preclude. The study will guide parents on their parental responsibilities to prevent indiscipline in their children. The study will highlight the need for the government to employ school guidance counselors that will counsel students on the right attitude, behaviors and the consequences of indiscipline. The global society will benefit from this study because discipline children will form a society of responsible individuals. The suggestions from this study will provide knowledge on disciplinary issues among students hence help students to adopt positive attitudes.

### **Theoretical Framework**

The study anchored on Ivan Pavlov theory. The major assumption of the operant conditioning is that all behaviors whether adaptive or maladaptive, social or antisocial, defiant or non-defiant, praiseworthy or condemnable are learnt and can be unlearned, it could be said therefore that all manners of indiscipline that pervades our secondary school environment are results of poor learning experiences. It is therefore pertinent that students should be taught behavioral norms at a tender age. The influx of and acceptance of some foreign culture that are not in consonance with the practices and norms in our society and which the adolescent take after without adequate sensor make them perpetrate acts of indiscipline within and outside the school premises. Students should be guided to unlearn such culture.

## METHODOLOGY

The research design adopted was the field survey design. The population was made up of 103 secondary schools, 2887 teachers and 31604 students. The convenient sampling technique was applied. A structured questionnaire was used to collect data. The simple percentage and averages were used for data analysis.

## RESULTS AND DISCUSSION

### Research Question one

What are the school-based factors that cause indiscipline in students?

Table 1: School-based factors that cause indiscipline in students

S/no	Items	Yes	%	No	%	No idea	%
1	Harsh rules and regulations	11	42	14	54	1	4
2	Non conducive school environment	14	54	9	35	3	11
3	Poor leadership of school administrators	19	73	3	11	4	16
4	Lack of extracurricular activities	10	39	13	50	3	11
5	Use of poor teaching methods	16	62	6	23	4	16
6	Teachers lateness and absenteeism	20	77	2	7	4	16
7	Teachers lack of content knowledge	14	54	12	46	0	0
8	Absence of school guidance counselor	18	69	3	11	5	20
9	Poor teacher- student relationship	15	58	8	31	3	11
10	Lack of teacher authority	16	62	8	31	2	7
11	Failure of school to enforce rules	21	82	3	11	2	7
12	Bad peer group influence	18	69	4	16	4	16
13	Teachers abusive language	12	46	12	46	2	7
	Average Percentage		61		29		11

Table 1 reflects school-based factors that can cause indiscipline in students. 61% of the factors listed accounts for indiscipline in the schools.

### Research Question Two

What are the different acts of indiscipline prevalent among secondary school students?

Table 2: Acts of indiscipline prevalent in secondary schools

S/no	Acts of indiscipline	Most common	%	Common	%	Rare	%
1	Wrong school uniform	9	35	10	39	7	26
2	Not doing home work	11	42	14	54	1	4
3	Class shirking	6	23	7	27	14	54
4	Truancy	11	42	11	42	4	16
5	Consuming alcohol	4	16	4	16	18	68
6	Smoking	7	27	12	46	7	27
7	Verbal and physical aggression	9	35	6	23	11	42
8	Bullying	9	35	7	26	0	39
9	Vandalizing school property	7	27	12	46	7	27
10	Arson	7	27	3	11	16	62
11	Dishonesty	10	39	15	58	1	3
12	Idleness	6	23	11	42	10	39
14	Sex	7	27	11	42	8	31
15	Drug abuse	7	27	10	38	9	35
16	Robbery	4	16	2	8	20	77
17	Pick pocketing	3	11	3	11	20	77
18	Shop lifting	3	11	7	27	16	46
19	Tugging	2	8	9	35	10	39
20	Damaging school property	11	42	13	50	2	8
21	Killing	3	11	0	0	23	89
22	Late coming	18	69	8	31	0	0
23	Gambling	4	16	5	20	17	65
24	Sleeping in class	11	42	14	54	1	4
25	Bunking lessons	8	30	9	35	9	35
26	Bribery and corruption	4	16	8	30	14	54
27	Smuggling	4	16	6	24	16	61
28	Hooliganism	7	27	3	11	16	61
	Average Percent		83		30		39

Table 2 is a relay of acts of indiscipline prevalent in secondary schools. 31% of these acts are most common, 30% are common and 39% rare.

### Research question three

Are their gender variations in the acts of indiscipline in secondary school

Table 3: Gender indiscipline acts

S/no	Items	Boys yes	%	No	%	Mortality	Girls Yes	%	No	%	Mortality
1	Pick pocketing	13	50	5	19	8	2	8	8	31	16
2	Bunking lessons	11	42	7	27	8	4	16	9	35	1
3	Sleeping in the class	9	35	1	4	16	22	85	2	8	2
4	Late coming to school	12	46	0	0	14	20	77	1	4	5
5	Immoral acts	16	62	2	8	8	7	27	3	11	16
6	Killing	7	27	10	38	9	1	4	11	42	14
7	Damaging of public properties	18	69	1	4	7	8	31	2	8	16
8	Bribery and corruption	9	35	8	31	9	4	16	10	38	12
9	Improper dressing	20	77	1	4	5	8	31	2	8	16
10	Smuggling	10	39	8	31	8	2	8	10	38	14
11	Quarreling	10	39	1	4	15	16	62	2	8	6
12	Laziness	6	23	4	16	16	21	82	1	4	2
13	Fighting	19	73	0	0	7	7	27	3	11	16
14	Arson	9	35	7	27	10	1	4	9	35	16
15	Dishonesty	25	96	1	4	0	7	27	0	0	19
16	Shoplifting	20	77	3	3	3	5	19	6	23	15
17	Hooliganism	15	58	6	6	5	4	16	6	23	16
18	Tugging	13	50	5	5	8	4	16	7	27	15
19	Truancy	19	73	3	3	4	3	11	5	19	18
	Average Percent		53		13			30		20	

Table 3 indicates gender disparity in acts of indiscipline. 53% of the acts are exhibited by boys while girls accounts for 30%.

#### Research question four

Do acts of indiscipline affect the academic performance of students?

Table 4: Performance profile of some sampled students with disciplinary cases

Name of Student	Average score
1	80%
2	30%
3	40%
4	40%
5	20%
6	50%
7	45%
8	60%
9	70%
10	55%
11	45%
12	40%
13	30%
14	70%
15	40%
16	35%
17	50%
18	60%
19	35%
20	45%

Table 4 is a tabular relay of the average scores of sampled students with cases of indiscipline. 60% of the students have low averages. This shows that indiscipline in students is an impairment to good academic performance.

### Research question five

Do secondary schools in Gere have guidance counselors?

Table5: Schools with guidance counselors

School	Yes	No
1	✓	
2	✓	
3		X
4	✓	
5	✓	
6	✓	
7	✓	
8	✓	
9		X
10		X
11		X
12	✓	
13	✓	
14		X
15	✓	
16	✓	
17	✓	
18	✓	
19	✓	
20	✓	
21	✓	
22	✓	
23	✓	
24		
25		X
26		X
27		X
28	✓	
29	✓	
30	✓	
31	✓	
32	✓	
33	✓	
34		X
35		X
36		X
37	✓	
38	✓	
39	✓	
40	✓	
41	✓	
42		X
43		X

44		
45		X
46		X
47		X
48		X
49	✓	
50	✓	
51	✓	
52	✓	
53	✓	
54	✓	
55		X
56	✓	
57	✓	
58	✓	
59	✓	
60	✓	
61		X
62	✓	
63		X
64	✓	
65		X
66		X
67	✓	
68	✓	
69	✓	
70		X
71		X
72		X
73	✓	
74		X
75		X
76	✓	
77	✓	
78	✓	
79	✓	
80		X
81		X
82		X
83	✓	
84	✓	
85		X
86		X
87		X
88	✓	
89	✓	
90	✓	
91		X
92	✓	
93		X
94	✓	
95	✓	

96		X
97		X
98		X
99		X
100	✓	
101	✓	
102	✓	
103		X

Table 5 is a spreadsheet of the availability of school guidance counselors. Despite the fact that 63% of the schools have guidance counselor, indiscipline abounds.

### Research question six

Does students acts of indiscipline affects teacher effectiveness?

Table 6: Teacher effectiveness rating scale

S/No	Items	Effective	%	Ineffective	%
1	Students learning outcome	12	46	13	54
2	Gives task that can be completed	11	42	15	58
3	Engages students in personal goal setting	11	42	10	38
4	Focuses on students behavior	18	69	3	11
5	Encourages students to seek academic help	18	69	7	27
6	Involves all students productively	13	50	7	27
7	Loose time concentrating on students behavioral problems	12	46	9	35
8	Gives challenging task	9	35	7	27
9	Provides enriching activities for students who have completed their task	14	54	7	27
10	Creates tasks that allow students to engage in substantive intellectual work	17	65	4	16
11	Provide tasks that require students participation, exploration and experimentation	18	69	6	23
12	Gives multidimensional tasks	12	46	9	35
13	Provide tasks that are novel, complex and have elements of surprise	11	42	11	42
14	Allows students some choice of topics	10	39	11	42
15	Integrate students' interest and experience into lessons and discussion	18	69	3	11
16	Ask students to express opinions	11	42	11	42
17	Connects new and abstracts concepts to familiar or concrete ones	10	39	11	42
18	Gives students the opportunity to collaborate	14	54	7	27
19	Varies tasks day to day	15	58	6	23
20	Provides substantive feedback rather than grade or scores on test and assignment	16	62	5	19
	Average Percentage		52		31

Table 6 shows the effect of students' indiscipline on teacher effectiveness. 31% of these factors explain teacher effectiveness.

**Research question seven**

What are the society-based factors that cause indiscipline in schools?

Table 7: Society-based factors that causes indiscipline in schools

S/No	Society based factors	Yes	%	No	%	No idea	%
1	Poor value system	17	65	8	31	1	4
2	Injustice in the society	24	92	1	4	1	4
3	Unwholesome mass media	17	65	7	27	2	8
4	Unsatisfactory home condition	21	81	5	19	0	0
5	Parental overprotection	15	57	9	35	2	8
6	Parental rejection of children	15	57	8	31	3	12
7	Social disturbance and unrest	20	77	4	16	2	8
8	Undue emphasis on material culture	6	23	17	65	3	12
10	Disorganize and indiscipline behavior of some members of the community	22	84	0	0	4	16
	Average Percentage		60		23		7

Table 7 indicates society based factors that cause indiscipline in schools. 60% of these factors explain indiscipline in students.

**Research question eight**

What are the government-based factors that cause indiscipline in schools?

Table 8: Government based factors that cause indiscipline in schools

S/No	Items	Yes	%	No	%	No idea	%
1	Wrong and harmful impact of involving students in political agitations	21	80	4	16	1	4
2	Interference of political parties in educational institutions and students unions	19	73	5	19	2	8
3	Sudden change in government policies related to education	19	73	6	23	1	4
4	Inability of the government to provide jobs to educated youth	17	65	6	23	3	12
5	Abolition of corporal punishment	13	50	11	42	2	8
	Average Percentage		68		25		7

Table 8 relays government-based factors that cause indiscipline in schools. 68% of these factors accounts for indiscipline students.

**Research question nine**

What are the student-based factors that cause indiscipline in schools?

Table 9: Student-based factors that cause indiscipline in schools

S/No	Items	Yes	%	No	%	No idea	%
1	Lack of motivation	15	57	9	35	2	8
2	Laziness	19	73	4	16	3	12
3	Frustration	18	69	5	19	3	12
4	Aggressiveness	7	27	10	39	9	35
5	Inappropriate self-concept	10	39	13	50	3	12
6	Peer group pressure	19	73	4	16	3	12
	Average Percentage		56		29		15

Table 9 shows students-based factors that explains indiscipline in schools. 56% of these factors are responsible for students' indiscipline.

**Research Question Ten**

What system of education breeds indiscipline in schools?

Table 10: System of education-based factors that breeds indiscipline in schools

S/no	Items	Yes	%	No	%	No idea	%
1	Examination-oriented rather than learning-oriented system of education	18	69	4	16	4	16
2	Undue emphasis on performance in written examination and marks	11	42	10	39	5	19
3	Lack of individual attention in schools	16	62	2	8	7	27
4	Lack of innovations in syllabi and methods of teaching	14	54	8	30	4	2
	Average percentage		57		23		16

Table 10 is on the system of education-based factors that breeds indiscipline in schools. 57% of these factors explain indiscipline in schools.

**DISCUSSION**

The study was able to discover varying factors that accounts for indiscipline in secondary schools in the study area which could be broadly applicable. 61% of the outlined factors in table 1 explain school-based factors that cause indiscipline in secondary school students. Table 2 outlines acts of indiscipline, 83% of those acts are expressed by the students. Table 3 expresses gender disparity in acts of indiscipline, boys have a higher tendency. Table 4 indicates that 60% of students who are indiscipline have a low academic average. Table 5 shows the 69% of the secondary schools have school guidance counselors yet indiscipline abounds. Table 7 highlights society-based factors that cause indiscipline in schools. 60% of these factors explain the causes of indiscipline in secondary schools. Table 8 indicates government based factors that cause

indiscipline. 68% of those factors explain indiscipline. 56% of students-based factors accounts for students' indiscipline as reflected in table 9 and 57% of the system of education-based factors in table 10 are responsible for indiscipline in secondary schools.

## **CONCLUSION**

Indiscipline implies the lack of self-control, disobedience resulting in blatant violation of rules and regulations which in turn create mayhem and turmoil. It accounts for moral decadence, displeasure and voracity which lead to stealing, robbery, corruption and terrorism. To control indiscipline especially in secondary schools, is a herculean task, as it has eating deep into all facets of life in the society. The adults that students look up to as pace setters are also involved in the acts of indiscipline. However, it is the duty of parents, government and non-governmental organizations, religious organizations to rise to the challenges in curbing indiscipline among students.

## **RECOMMENDATIONS**

Schools should:

1. have provision for recreational activities
2. provide moral education
3. provide guidance and counseling services
4. provide clear guideline/rules
5. use behavior contract strategy to model behavior
6. abolish harsh rules and regulations
7. provide good leadership

Teachers should :

1. engage students in personal goal setting
2. involve all students productively
3. provide enriching activities for students who have completed their work
4. give challenging tasks to students
5. provide task that require students participation, exploration and experimentation
6. give multidimensional tasks
7. integrate students interest and experiences into lessons and discussions
8. ask students to express opinions
9. connect new or abstract concepts to familiar or concrete ones
10. give students the opportunity to collaborate academically
11. provide substantive feedback rather than grades or scores
12. avoid going to school and to their classes late

Parents :

1. Parents of children in every school need to work with the school authority to enforce discipline through forum like the PTA
2. Parents should give their children the necessary home training
3. Parents must be disciplined to serve as a model to their children

Government should:

1. provide conducive learning environment

2. ensure that all secondary schools have guidance counselors
3. 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
4. ensure responsiveness, accountability, and transparency should be a must for a clean system. Bureaucracy, the backbone of good governance, should be made more citizen friendly, ethical and transparent
5. sponsor school administrators for leadership training
6. make teacher training programs functional to improve subject content knowledge
7. publicity campaign to create greater awareness on the adverse effects of corruption and terrorism and a clear and unequivocal official pronouncement on the desirability to bring them under control would be helpful.

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