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PSYCHO-SOCIAL FACTORS AND MANAGEMENT OF STUDENT DISCIPLINE IN IBADAN RURAL SECONDARY SCHOOLS

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Abstract

The problem of indiscipline among adolescents and youth in the Nigerian secondary school system has been a subject of discontent to stakeholders spanning decades. On management of disciplinary issues, urban schools receive more attention than rural schools. It is also observed that most student's migrate from rural to urban schools after acquiring vices hence the problem remain unabated. Several factors have been investigated previously but this study concentrated its investigation on psycho-social factors (peer pressure, parental influence and social factors) and disciplinary problems. The study used the individual theory and Bandura's theory of social learning as its theoretical framework. The survey research design was adopted using purposive sampling technique to select Oluyole Local Government Area (LGA). Out of 23 secondary schools in the LGA, 50% i.e. 12 were randomly selected for the study with a student population of 10% that resulted into 300 respondents. A researcher developed instrument titled 'Psychosocial Factors and Disciplinary Issues Questionnaire' (PFDIQ) 'r'=0.76 was used for the study after validity test by colleagues in the Faculty of Education of the University of Ibadan and a trial test among similar subjects. The 5 developed hypotheses were tested with Pearson product moment correlation coefficient (PPMC) and multiple regression analysis @ $p < 0.05$ level of significance. Result indicated a significant relationship between peer pressure and indiscipline $r = 0.015; p < 0.05$, parental influence and indiscipline $r = 0.234; p < 0.05$, social factors and indiscipline $r = 0.002; p < 0.05$. There were relative contributions and joint influences but recommendations included strengthening current disciplinary measure and introducing more via joint efforts between the homes and the schools.

Keywords: Psycho-social; Management; Indiscipline

Introduction

All over the world, the problem of discipline has been quite reoccurring especially in educational circles responsible for youth and adolescent training in morals, character and learning that eventually culminate into an egalitarian society. A

probable reason for this cannot be far from the human nature that is prone to deviation (deviants) where there are no laws. It is quite notable that where laws are in existence, over time, people still find ways to circumvent them hence as long as humans remain in the surface of the earth, the problem of discipline may not be conquered in the social system. It cannot be far from the truth that we have law enforcement agents, judiciary, reform processes and the others to help in the build up to an acceptable society. In educational circles, we have school administrators and teachers that are entrusted with the upbringing of students in acceptable social manner. School administrators and teachers are under obligation by their training and discipline to find ways of helping youth under their care to adjust to norms, rules and laws in a disciplined manner.

There could be no argument over the fact that daily, different stakeholders all over the world decry the problem of indiscipline among youth with one or more persons to blame for the rising problems of indiscipline among students either in tertiary institutions or secondary schools. Hope (2012), opined that in Britain, people are asking for more freedoms for schools and so long as such freedoms come, they will be associated with more moral challenges. In another study, Agbe and Akume (2008), opined that the arrival of the internet and the world wide web has redefined the modern youth with positive and negative values. While reading, teaching, education and shopping could be carried out on the internet, unscrupulous persons do place explicit sexual materials on line which has culminated into several disciplinary problems in secondary schools and many tertiary institutions. Again, the transmission of vices has gained much prominence. Also, Temitayo, Mohammed and Ajibola (2013), decried the rising tide of indiscipline among secondary school in jalingo (Northern Nigeria) identifying disciplinary problems among the youth and adolescents in secondary schools in the area to include absenteeism, fighting, stealing, peer group evil influence among others.

The fact cannot be argued that much attention is often paid to urban schools in research investigations as elite schools are located most times in urban centers where the affluent people in society reside to the neglect of the rural populace. Past researches on students discipline are either in Universities or others prominent institutions for example; Olatunde and Akinwumi (2014) while investigating cultural values and students' indiscipline chose the colleges of education being a character moulding institution and chose their geographical scope from Lagos which is not only an urban centre but a cosmopolitan town in Nigeria. Though it cannot be argued that most deviant behaviours are urban based, the rural areas also have challenges in these areas. Some scholars have identified youth disciplinary problems to include but not limited to the following which are closely associated with secondary education; Oyerinde and Onifade (2009), examined the effect of sleep deprivation on secondary school students' academic

performance arising from the use of stimulants. In another study, Jimoh (2005), identified the problem of peer pressure among youth and adolescents leading to deviant behaviours. Another study by a group of researchers from the Southeastern part of Nigeria investigated behavior disorder among adolescents attending secondary schools in Southeast Nigeria explaining that disruptive behaviours has negative effects on the adolescents themselves, their families and society at large (Chinawa, Manyike, Obu, Odetunde, Aniwada, Ndu and Chinawa, 2014). Another group of researcher trace both behavior disorders, deviant behavior as well as disciplinary problems of absenteeism, fighting, stealing, examination malpractices to the home factors that have to do with single parenthood, educational background of parents and economic viability of adolescent children's homes. However, this study will be looking at the problems associated with psychosocial problems.

According to Jessor and Jessor (1977), psychosocial problems fall into those categories of issues that change behavior of individuals after a period of interaction. Such behavior influence can be positive or negative but in most situations, the negative influence is more pronounced than the positive influences. The foregoing shows that disciplinary problems among youth and students are not only limited to Africa but all over the world with very great attendant consequences. For this reasons, it becomes mandatory for educational planners and administrators in Nigeria to explore methods and ways of averting national catastrophes in the future by finding solutions to the problems being investigated.

The importance and significance of a study of this nature cannot be over-emphasized why? Nigeria is currently plagued with a myriads of social problems that ranges from corruption, security challenges, sedition and poor development traceable to the problem of indiscipline. Such indiscipline could have developed in its citizens from adolescence and have become unmanageable hence governments, policy makers and administrators not only in education but nationally will be benefited from the findings of this study which will assist in managing the malaise even when it known that as long as human exists, disciplinary problems cannot be completely obliterated. Again, the study will be highly beneficial to parents whose children currently have disciplinary problems as it will guide them on the how to handle such problems.

Managing disciplinary problems stems from the ability of institutions mandated to shape a child's life ability to identify the problem, plan for the problem and solve the problem. In effect, it means that such problems require a sort of union between the home and the school to find amicable solutions. Indiscipline is not just a thing of the mind but a habit that is reinforced and has remained (Nwakoby, 2001). Again, Igwe (1990), described school indiscipline as any act or action that negates school rules and regulations.

What could therefore be the causes of student indiscipline in secondary schools?

According to Timothy (2008) explains that indiscipline in schools could emanate from school management/administration or schools themselves, the students homes and absence of some school facilities. Let's take the issue of students loitering out of the school compound to perpetrate criminal offences in any community. It is clearly visible that is a situation where a school has no fence, the school administrator can hardly contain the youth who are highly mobile in strength. Again, there could be indiscipline when there is moral laxity among administrators, staff and students. Others include excessive freedom for students and unusual acts of violence and vandalism occasioned by undue freedoms. Other sources of indiscipline include excessive freedom to social media use without guidance, bad influence of senior citizens through bad examples among others.

Denga and Denga (2007), suggests ways that could reduce indiscipline through the use of sanctions, detentions, penalties, censure and outright use of cane, suspension from school for some time, summoning student's parents to conference among others depending on the type of school offence committed.

The studies on psychosocial behavior are supported by some theories among which are the Individual psychology theory, psychoanalytic theory and the social learning theories. According to Siedlecki (2013), Adler postulated in his theory that to survive, human beings must undergo reforms. In the study, Adler gave prominence to environmental and social factors as determinants of behavior mostly put by humans against the postulates of his era by psychologists as Sigmund Freud who advocated sexuality and libido. He also explained behavior in terms of future goals rather than past causes. He therefore said that human personality are inherently goal directed. Adler explained that individual had to some extent determines his destiny. Adler's theory advocated prevention and rehabilitation. Another theory expounded by McLeod (2007), believes that people could be cured from their ailments by making conscious their unconscious thoughts and motivations thus gaining insight. They inferred that psychological problems were rooted in the unconscious mind. Their manifestations (symptoms) are caused by latent disturbances. Typical causes of for their manifestations were unresolved issues hence the treatment focuses on bringing the repressed conflict to consciousness where the client can deal with it.

Again, there is the Bandura social learning theory exposed by McLeod (2016). Bandura agreed with classical behaviourists and added that of mediating between stimuli and response, observational learning and environmental factors. The study therefore spoke about models (each individual) is a model and further explained behavior reinforcement as well as important whether external or internal.

From the foregoing theories, it is clear that student deviant behaviours need to be modified through appropriate reinforcements. Further to that there is the need to get to students consciousness to enable them understand their goals to take

their destinies in their own hands. Teachers need the road map to proper management of students' misdemeanors.

Statement of the Problem

The problem of indiscipline has been staring the Nigerian educational system in the face for quite some decades. While stakeholders have consistently argued that as long as there are humans there will always be such problems; Researches have been carried out in suspected or identified areas and have found out that such areas requires consistent research as factors responsible for indiscipline in one society may not be the same in another society. Common disciplinary problems among Nigerian adolescents and youth in secondary schools include, fighting, stealing, examination malpractices, bullying, robbery, prostitution, disobedience to school rules and regulations, absenteeism, abscondment from school, lateness to school among several others. Some of the problems have been found to be psychological judging from relevant theories from literature while others are social as can be detected from the individual personality theory and Bandura's theory of social learning. While some solutions that include the use of several penal codes have been introduced, the problem appears to aggravate with new dimensions at every point in time. Most of these researches have focused on urban areas hence this study investigated the management of student disciplinary challenges in rural setting in Oyo state by using Oluyole Local Government Area (LGA) in Ibadan as its platform. The study used home factors (parents' income, education etc), social factors (peer) and psychological factors in rural schools in Oluyole local government area of Oyo state.

Hypotheses

The following hypotheses directed the study;

- H₀₁:** There is no significant relationship between peer pressure influence and students discipline in Oluyole Local Government Area of Oyo state secondary schools
- H₀₂:** There is no significant relationship among parental factors (education, income) and students discipline in Oluyole Local Government Area of Oyo state secondary schools
- H₀₃:** There is no significant relationship among social factors and students discipline in Oluyole Local Government Area of Oyo state secondary schools
- H₀₄:** The independent variables (Peer pressure, parental factors and social factors) will not will not significantly influence (jointly) students discipline in Oluyole Local Government Area of Oyo state secondary schools

H₀₅: The independent variables (Peer pressure, parental factors and social factors) will not significantly influence (relatively) students discipline in Oluyole Local Government Area of Oyo state secondary schools

Methodology

The study adopted the survey research design that is correlational in nature. The total population for the study consisted of all students in 23 secondary schools in Oluyole Local Government Area (LGA) of Oyo State using the purposive sampling technique. 50% of the schools were selected for the study through random sampling while the same random sampling was deployed to select 10% of the Senior secondary school (SSS) 3 students that brought total respondent population to 300 from a population of 3, 800 SSS 3 students. The instrument for the study is a researcher designed questionnaire title, 'Psychosocial Factors and Disciplinary Issues Questionnaire' (PFDIQ). The questionnaire was divided into 4 sections A-D with section A eliciting students and staff bio-data information. Section B elicited responses on peer pressure, Section C, on home factors (education, income and psychological issues) and section D elicited information on social factors. The instrument was validated by colleagues in the Department of Educational Management of the University of Ibadan, Ibadan Nigeria and subjected to a reliability test using the method of split half on similar subjects outside the target group. The result was subjected to the statistical tool of the Cronbach alpha with 'r'=0.76 result considered high enough. The Likert type scale method was adopted to sections B-D. SA –Strongly Agree was 4 points while A – Agree was 3 points. D which is Disagree had 2 points while SD which was Strongly Disagree was 1 point. After corrections, the instrument was administered using trained research assistants with 100% success rate. The hypotheses formulated were tested using Pearson Product Moment Correlation (PPMC) @ $p < 0.05$ level of significance for hypotheses 1-3, while hypotheses 4 & 5 were tested with multiple regression analysis.

Results

Hypothesis 1

There is no significant relationship between peer pressure influence and students discipline in Oluyole Local Government Area of Oyo state secondary schools.

Table 1: Relationship between Peer Pressure and Indiscipline in Rural Secondary Schools in Oyo State, Nigeria

Variables	Mean	Std Deviation	N	R	p	Remarks
Peer Pressure	6.350	1.980	300			
Indiscipline	26.08	15.352	300	0.015	0.832	Significant

p<0.05

This results indicated that a significant relationship pressure exists between peer pressure and indiscipline at $r=0.015$; $p<0.05$.

Hypothesis 2

There is no significant relationship among parental factors (education, income) and students discipline in Oluyole Local Government Area of Oyo state secondary schools.

Table 2: Relationship between Parental Factors and Students Indiscipline in Oyo State Rural Secondary Schools

Variables	Mean	Std Deviation	N	r	P	Remarks
Parental Factors	52.31	4.287	300			
Indiscipline	26.08	15.352	300	0.234	0.261	Not significant

p<0.05

The result here indicated that a significant relationship between the independent variable parental factors (income and education) does not exist with $r=0.234$; $p<0.05$

Hypothesis 3

There is no significant relationship among social factors and students discipline in Oluyole Local Government Area of Oyo state secondary schools

Table 3: Relationship between Social Factors and Students indiscipline in Oyo state Rural Secondary Schools

Variables	Mean	Std Deviation	N	R	p	Remarks
Social Factors	1.63	0.957	300			
Indiscipline	21.35	15.280	300	0.002	0.859	significant

p<0.05

This result in Table 3 indicated that a significant relationship exist between social factors and students' indiscipline with $r=0.002;p<0.05$

Hypothesis 4

The independent variables (Peer pressure, parental factors and social factors) will not will not significantly influence (jointly) students discipline in Oluyole Local Government Area of Oyo state secondary schools

Table 4: ANOVA Table of the Composite (joint) Influence of Psycho-social Factors and Students Indiscipline in Ibadan rural Secondary Schools.

Model	Sum of Squares	Df	Mean square	F	Sig	Remarks
Regression	451.120	3	150.373	16.950	0.000	sig
Residual	2626.010	296	8.872			
Total	3077.130	299				

R = 0.383

R Square = 0.147

Adjusted R = 0.136

Std Error of the Estimate = 2.97853

$p<0.05$

The variables relate among themselves at $r=0.383;p<0.05$ indicating the independent variables are closely related i.e. peer pressure, parental factor and social factors. Again R^2 value of 0.14.7 indicates that the joint influence of the independent variable accounts for 14.7% of the factors that influence the dependent variable. The F-ratio indicates that 16.95% of factors are accounted for by the independent variables while some other factors not captured by this study accounts for the balance.

Hypothesis 5

The independent variables (Peer pressure, parental factors and social factors) will not will not significantly influence (relatively) students discipline in Oluyole Local Government Area of Oyo state secondary schools.

Table 5: Regression Table showing Relative Influence of Psycho-Social Factors on the Dependent Variable

Dependent Variable	Independent variables	Unstandardized Coefficients		Standard Coefficients	t	Significance
		B	Std Error	Beta Contribution		
Students' Indiscipline	Constant	14.11	2.217	-	6.368	0.000
	Parental Influence	9	0.057	0.250	4.497	0.000
	Peer Pressure	0.257	0.080	0.170	3.070	0.002
	Social Influence	0.245	0.076	0.160	2.967	0.003

p<0.05

Table 5 shows that all independent variables significantly contributed to the dependent variable at $p<0.05$ expressed in Beta weights of ($\beta=0.250$; 0.170 & 0.160 ; $p<0.05$) for parental influence, peer pressure and social factors respectively. The independent variables recorded the following relative influences; parental influence = 0.000 ; peer pressure = 0.002 ; social influence = 0.003 ; $p<0.05$. They were all $p<0.05$ indicating a rejection of the hypothesis.

Discussion of Findings

Findings from this study indicated that all the independent variables tested significant to the dependent variable except the one dealing with parental factors which was accepted therefore showing that parental factors was not significant. The test is however contestable except for the fact that this study dwelt more on the rural setting. Again, most psychological theories including Bandura's theory of social learning, classical conditional agree that home factors are quite contributory to the development of youth and adolescents. However, in dealing with home factors, parental income, education and influence form a great part of consideration in educational planning for children at this level (Ileuma, 2008). However, In the urban centres, pupils or students cannot afford to be too loosed as the consequences of their actions will fall back on the parents. Again, urban centers are highly policed at least more than the village settings hence previous researches always found a positive correlation between parental factors and indiscipline. The joint contribution of the three independent variables from Table 4 were quite significant. The $r=0.147$ $p<0.05$ and the F ratio = 16.95. Though several other factors contributed to indiscipline, it's evident that these three psychosocial variables (home, social and peer) showed significant relative joint contributions.

With this result, what or how should student's disciplinary problems be managed at the rural settings? Government appears to be taking proactive measures to tackle the issues. First, the Oyo state government has re-introduce the school Board Management Committees at Management and schools level with the result that it appears that school administrators are being re-empowered to deal with such issues. Again, the home is the first socializing institution which the adolescent interacts with. This result is showing that this institution is weak in the area of student discipline hence home factors needs to be well examined.

Peer influence is an age long psychological problem which has often affected young people and to a large extent school administrators and office personnel managers have been looking for solutions to those issues. Like previous studies it has tested positive in this regards with $r=0.015$; $p<0.05$. Social pressure did same testing positive. It is social pressures that have to do with student's smoking, dressing regimes etc. In result is the same whether in rural or urban settings.

Summary

This study investigated psychosocial factors (peer pressure, parental and social factors) influence on students discipline in Oyo state secondary schools in the rural setting using the individual theory, Bandura's theory of social learning as well as the classical version of the operant conditioning as theoretical framework. Oluyole LGA was purposively selected for the study. The investigation revealed that the three independent variables had a joint influence on students discipline while relatively, only parents factor proved otherwise as could be deduced from Table 4.

Recommendations

The following recommendations are hereby made to improve the level of discipline among secondary students in the rural setting

1. Though this study commends some of the current actions taken by the Oyo state government to improve the tone of school discipline in the state by introducing SBMC, more still has to be done by empowering the Parent Teacher Associations (PTA) to form school disciplinary committees that recommend punishment of erring students beyond the mandate of the schools to the state ministry of education.
2. A synergy should be in place for the 3 institutions; schools (Principals), home (PTA) and the government (SBMC) to deal with erring students.
3. Psychological therapies which could destroy lack of self-esteem among students should be introduced. It can be imagined how a secondary school will be in existence in this century without a school counselor contrary to the provisions of the FRN (2004). Schools must be empowered with trained

counselors not unemployed Pastors that come to advise students. Frustration on the part of students leads to truancy and other vices.

4. Create awareness through the PTA on the importance of the home to children development.
5. The presence of school counselors in schools will reduce areas of friction between teachers and students that could stop bullying. Again, it could to a great extent curb excesses in social relationships.

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