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Perceived Implications of Indiscipline Behaviours on the Health and Social Well-Being of Secondary School Students in Pankshin District of Plateau State – Nigeria

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ABSTRACT - The study was designed to determine the perceived implications of indiscipline behaviours on the health and social well-being of secondary school students in Pankshin District of Plateau State. The descriptive research designed, which made use of simple survey method, was employed to accomplish the purpose of the study. The sample of the study consisted of 304 male and female secondary school students in Pankshin District who were randomly selected. The instrument for the study was a self developed questionnaire. Health experts and educationists validated the research tool and the test retest reliability of 85 was established. Percentage and inferential chi-square were the statistical tools used for data analysis. It was found that indiscipline behaviour have implications on the health of secondary school students. Disorderly conducts occur to a large extent, but there was no significant difference in the extent of indiscipline disorderly behaviour between senior and junior secondary school students. Gender had no significant influence in disorderly behaviour among the students.

KEYWORDS: Indiscipline behaviours, implications, well-being, students, Pankshin.

INTRODUCTION

Nigeria in particular and Africa in general is beset with indiscipline and moral decadence (Mgbo, 1989). Secondary school have been noted for various acts of indiscipline behaviours and vices ranging from examination

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malpractice, dishonesty, occultism, violence, stealing, arson, drug abuse, sexual abuse, alcoholism and smoking to mention a few. This justifies why Okechukwu (1989) exclaimed that the issue of indiscipline in school is of concern to educators because it affects students' education, health and social well-being.

Adima (1981) described indiscipline in school as a behaviour disorder, which can be described as deviation from age-appropriate behaviour. Mgbo (1989) describing rather the negative aspects of indiscipline holds that disciplinary problems are seen to rest with slackness which include laxity, irresponsibility to duties, loitering, bullying, smoking, alcoholism, sexual abuse, occultism, fighting, dishonesty and all other forms of scandalous behaviours and non-observance of school rules and regulations. In this context, the term indiscipline shall be used to mean behaviour disorders of secondary school students which include fighting, violence, occultism, sex abuse, drunkenness, smoking and other forms of scandalous behaviours that are inimical to the health and social well-being of the individual students, the entire class and the school as a whole. Ohameje (1984) asserted that moral standards in our schools have been on the decline as teachers and students alike, lack proper sense of decency and decorum. This has led to schools breeding social misfits.

There have been hues and cries from the public about the increasing rate of indiscipline behaviour in secondary schools. The whole exercise has been one of blames counter blames. Some blame it on the school, others see the home as the culprit, others see students as the culprit while others blame it on the society. Some religious leaders apportion the blame on the government take-over of schools and the resultant de-emphasis of religious and moral instructions in schools.

The purpose of this study therefore, was to examine the implications of discipline problems on the health and social well-being of students, frequencies of indiscipline behaviours and extent of discipline disorderly conducts among secondary school students. Further more, the paper offers recommendations on how to prevent discipline disorderly behaviour in secondary schools.

Research Questions

In order to give direction to the study, the following research questions were formulated:

1. What are the implications of indiscipline behaviour on the social well being of secondary school students?
2. What are the implications of indiscipline behaviour in the health of secondary school students?

3. What is the extent of indiscipline disorderly conducts among secondary school students?

Hypotheses

In this study, it is assumed that:

1. There is no significant difference in the extent of indiscipline disorderly behaviours between Junior and Senior Secondary School Students.
2. There is no significant difference in the frequency of indiscipline disorderly behaviour between male and female secondary school students

Methodology

The study is a descriptive research design, which made use of simple survey method. The sample consist of 156 males and 148 females. This gave a total of 302 respondents. The multi-stage sampling technique was used for the selection of subjects. The first stage was random selection of districts. Out of the districts in the local government, Pankshin district was randomly selected leaving out 7 districts. The second stage was the selection of schools within the district selected. Five schools namely: G.S.S. Pankshin, Trinity College, Government College, Saint Benedict, and G.S.S. Bet were randomly selected, leaving out four namely: G.S.S. Kor, Langkuk Memorial Secondary School, School of Relevant Techology, and High Vocational Institute.

Finally, stratified random sampling technique was adopted for the selection of subjects. The equal allocation technique was used in sampling 61 students from J.S.S. I, J.S.S. II, S.S. I, and S.S. II in each of the five schools. Except that in one of the arms (J.S.S III) only 60 students were sampled. These constitute the sample frame.

The research instrument was five-section instrument-structured questionnaire consisting of 29 items. The questionnaire items were closed-ended design. Section A dealt with personal data of the respondents. Section B focused on the implications of indiscipline behaviour on the social well-being of students, section C dealt with implications of indiscipline behaviours on the health of secondary school students. In Section B and C, the respondents were instructed to tick as many options as possible. Section D focused on extent of indiscipline behaviours among secondary school students,. Respondents ticked from options ranging from: to a very high extent, to moderate extent and to a low extent. While Section E dealt with frequencies of indiscipline behaviours with options ranging from: always, sometimes, rarely and occasionally. Respondents were instructed to tick only one option in Section D and E.

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The questionnaire was validated by five experts: three in Health Education and two from Educational Foundation Department. To establish the reliability of the instrument, the test-retest technique was used and reliability of .85 was obtained.

Percentage of frequencies were used to answer the research questions while inferential chi-square statistics was used in testing the hypotheses at $p < 0.05$ level of significance.

Result

In presenting the major findings relevant to the present study the answer to the research questions are presented first using frequencies and percentages. This is followed by testing the postulated hypotheses using the inferential statistics of chi-square. The findings are hereby presented in the table below according to the research questions and hypotheses posed in the study.

Table 1 reveals that the perceived social implications of indiscipline behaviours were breakdown rules and regulations 249 (81.90), rioting 288 (75%) and fighting 214 (70.39%). The table further reveals that violence, crimes and expulsion as indicated by 204 (67.10%), 203 (66.77%) and 191 (62.82%) respondents respectively were the social implications of discipline disorders among students of secondary school. The least social implications of discipline disorder among students of secondary schools. The least social implications of discipline disorder were 159 (52.30%) and disrespect for teachers 180 (9.21%)

Table 2 above shows that riots in schools leading to death and injuries 250 (82.23%), sex abuse culminating into contacting sexually transmitted disease 241 (79.27%), taking of hard drugs culminating into the dangers of death, damage to the lungs, liver, kidneys and mental disorder 235 (77.30%) were some

Table 1: Perceived implications of indiscipline behaviours on the social well-being of secondary school students.

n = 304

Social Implications	Responses	
	f	%
Indiscipline behaviours lead to breakdown of school rules and regulations	249	81.90
Indiscipline behaviours lead to rioting	228	75.00
Indiscipline behaviours lead to stealing	159	52.30
Indiscipline behaviours lead to expulsion	191	62.82
Indiscipline behaviours lead to crime	203	66.77
Indiscipline behaviours lead to disrespect for teachers	180	59.21
Indiscipline behaviours lead to fighting	214	70.39
Indiscipline behaviours lead to violence	204	67.10

Table 2: Perceived health implications of indiscipline behaviours on the health of secondary school students.

n = 304

Health Implications	Responses	
	f	%
Indiscipline behaviours lead to acts of sex abuse which often culminates into contracting sexually transmitted diseases including AIDS.	240	79.27
Indiscipline behaviours culminate into smoking which leads to health problems of bronchitis, lung cancer, heart diseases etc.	208	68.42
Indiscipline behaviours culminate into acts of taking hard drugs, which lead to the dangers of death, damage to the lungs, livers, kidneys and mental disorder.	235	77.30
Indiscipline behaviours culminate into joining secret cults, which often lead to wanton acts of maiming, killing and subjecting innocent students into stress.	198	65.13
Indiscipline behaviours culminate into drinking alcohol, which leads to damaging the brain and the central nervous systems.	156	51.31
Indiscipline disorderly conducts may well produce bruises, sprains, broken bones, loss of sight or more serious injuries due to recklessness.	191	62.82
Indiscipline behaviours often culminate into riots in schools leaving many students dead or seriously injured.	250	82.23

of the health implications of discipline disorder conducts among secondary school students.

The tables also reveals that indiscipline behaviours of smoking giving rise to the health problems of bronchitis, lung cancer, heart diseases etc. 208 (68.42%) and membership to secret cults which often result in wanton maiming, killing and subjecting innocent students to stress 198 (65.13%) were some of the health implications emanating from discipline disorder as perceived by the respondents. The least health implication emanating from indiscipline behaviours was drinking alcohol leading to damaging of brain and central nervous systems 156 (51.31%).

Table 3 reveals that discipline disorderly conducts as perceived by 98 (32.23%) respondents, occur to high extent.

Table 4 above indicates that discipline disorderly conducts always occur

Table 3: Extent of indiscipline disorderly conducts among secondary school students.

n = 304

Extent of discipline problems	Responses	
	f	%
To a high extent	98	32.23
To a very high extent	79	25.98
To a moderate extent	73	24.01
To a low extent	54	17.76
Total	304	100

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as indicated by 85 (27.96%) respondents.

Table 5 indicates that there is no significant difference in the extent of

Table 4: Frequency of discipline disorderly conducts among secondary school students.

n = 304

Frequency of discipline disorderly conducts.	Responses	
	f	%
Always	85	27.96
Sometimes	79	25.98
Often	54	17.76
Rarely	34	11.18
Occasionally	52	17.10
Total	304	100

discipline disorder behaviours between Senior and Junior secondary school students. Therefore, the null hypothesis of no significance was accepted.

Table 6 indicates that there is no significant difference in the frequency of indiscipline disorder behaviours between male and female students. Therefore, the null hypothesis of no significant difference was accepted.

Table 5: Chi-square for difference in the extent of discipline disorderly behaviours between Senior (SSS) and Junior (JSS) Secondary School Students.

Variable	Cal. X^2	df	Level of significance	Table x^2	Deision
Extent	4.66	3	0.05	7.815	Accepted

Discussion

Considerable evidence was produced to show that indiscipline behaviours have both social and health implications on secondary school students. The finding

Table 6: Chi-square for difference in the frequency of discipline disorder behaviours between male and female secondary school students.

Variable	Cal. X^2	df	Level of significance	Table x^2	Deision
Frequency	2.04	4	0.05	9.488	Accepted

in table 1 that indiscipline behaviours of secondary school students leads to the breakdown of school rules and regulations was not a surprise because indiscipline behaviours often culminate into breakdown of rules and regulations. This finding agrees with the study of Jatau (1995) who found that behaviours of students emanating from drug addiction precipitate the action of breakdown of rules and regulations in schools. The findings also revealed that one of the social problems of indiscipline behaviours is rioting. This finding was not a surprise because students

take rioting as the only means of communicating their dissatisfaction to school authorities. This finding is in line with the view of Jatau (1985) who asserted that secondary school students with the social problems of indiscipline behaviours often engage in rioting, protest and unjustifiable demonstration against school authorities. This finding further lends credence to Mgbo (1989) who reported one of the incidents of riot where students heckle, strike, demonstrate and throw stones and other missiles, injuring teachers and destroying school properties.

The finding in Table 1 indicated that problem of indiscipline behaviours leading to fighting is one of the social problem of secondary school students. This finding was not a surprise because majority of secondary school students are at adolescence stage. A stage which they love experimenting their strength and power thus culminating into fighting. This finding corresponds with Mgbo's (1998) assertion that crime has been rising because more young people who are in secondary schools have indiscipline disorderly behaviours. The students drop-out of school and resort to crime or armed robbery

The findings in table 2 revealed that contracting sexually transmitted diseases and AIDS are some of the implications associated with indiscipline behaviours. This findings is in line with the study of Jatau (1995) who found that students with indiscipline behaviours are prone to sexually immorality. Sexual immorality predisposes such students to sexually transmitted diseases such as gonorrhea, syphilis and even AIDS.

The finding also indicated that joining secret cults activities lead to wanton acts of maiming and killing. This corresponds with the study of Wadak (1997) who found that the nefarious activities of secret cults on campuses have led to the destruction of life and properties.

The finding reveals that taking of hard drugs could lead to death, damage to the lungs, livers kidneys and mental disorder. This finding lends credence to the view of Thompson et al (1983) who asserted that drugs especially the hard ones are dangerous and could cause depression of the central nervous systems. Many students have been admitted into psychiatric hospitals due to illnesses resulting from drug abuse.

Conclusion

Findings from this study have revealed that indiscipline behaviours have implications on the health and social well-being of secondary school students. Disorderly conducts always occur in the schools and there was no significant

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difference in the extent of indiscipline disorderly behaviours between senior and junior secondary school students. Likewise, there was no significant difference in the frequency of indiscipline disorderly behaviours between male and female secondary school students.

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