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THE ROLE OF THE SCHOOL, HOME AND GOVERNMENT IN MAINTAINING DISCIPLE AMONG SECONDARY SCHOOL STUDENTS IN ENUGU STATE

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ABSTRACT

This study was carried out to examine the role of school, home and government in maintaining discipline among secondary school students in Enugu state. The study was guided by three research questions. It adopted the descriptive survey design for this research. The area of study for this research is Enugu state while the population comprises 6321 secondary school teachers in Enugu state out of which 1078 are male while 5243 females. The researcher adopted multi stage and simple random sampling in selecting sample for the study. Instrument used for data collection was a 24 item questionnaire drafted by the researcher with sections A,B and C. The instrument titled Roles of Schools, Home and Government in Maintenance of Discipline (RSHGMD) was validated by three experts. The reliability coefficient were determined using Cronbach Alpha reliability coefficient technique which yielded coefficient of 0.68,

0.65, and 0.72 for cluster A, B and C and a total value of 0.68. Mean and Standard deviation were used as analysis tool. The questionnaire items were arranged under a likert scale and a mean of 2.50 and above was accepted while a mean below 2.50 rejected. Findings reveal that both the home, school and government has significant role to play in maintaining discipline among secondary school students. Parents are to initiate home training and instilling in their children morality, this continuous in school with some punishment to maintain behaviors while government is to provide infrastructures needed by students in schools. Based on these findings, it was recommended that families, schools and government should come together in PTA's to chat way forwards how to enforce discipline among students. It also recommends that parents and would-be parents be schooled on application of discipline at homes and early in life. It was also recommended that teachers be re-trained on implementation of appropriate punishment and that government should come to the needs of students through provision of educational facilities needed for learning.

Keywords:

Introduction

The journey to academic success has been inseparable from discipline; reason is because discipline itself has been part and parcel of academic life which contributes to students' performances and achievements. Discipline goes along with active learning, consistency and hardworking. These qualities bends students to academic pursuits which make them excel in life. The absence of discipline attracts indiscipinarybehaviours and contributes to passiveness among students during teaching and learning, it's likely to impoverish their future. Nwamuo (2010) held that discipline remains a drive by which students achieve academic pursuit.

Discipline creates in students a character which helps them learn. Egwunyenga (2009) identified discipline as training that ensures that an individual develops orderly conduct, self-control as well as self-direction. Peretomode in Uzoechina, Oguegbu, Akachukwu and Nwasor (2015) held that discipline entails respect for self and respect for

others. It is important that good discipline be looked upon not as student conformity to arbitrary standards of conduct, but rather as individual responsibility for behavior**.** Joseph (2010) and Temitayo, Nayaya&Lukman, 2013) respectively admitted that discipline is a willingness to accept laid down rules and regulations as well as the ability to act in accordance with societal expectations, implying that a self disciplined individual should be able to control his inner riotous tendencies which are forces that drive disobedience and disorderly conduct.

With particular emphasis to the school, discipline connotes students respect for school authority, obedience to school rules and regulations as well as the maintenance of established standard behaviour. Zubaidia (2009) citing Dare, Hashim, Sweinan and Ofie (2004) defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behavior. It also implies self-control, restraint, respect for oneself and others. Lukman and Hamadi (2014) see school discipline as an essential element of school administration since discipline is a mode of life according to society's rules, the violations of which are questionable and punishable. Ekpenyong and Aniefiok (2013) refers to School discipline as a systematic instruction given to a disciple (students) to enable him follow a particular code of conduct. Where there is no discipline, disciplinary problems emerge. Disciplinary problems among students comes in form of disruptive and antisocial behaviors, which contribute to the high stress levels on the students, school administrators and community at large (Onyekwere, Okoringa& Dike, 2017).

Disciplinary problems in secondary education system in Nigeria have become a major problem not only to stakeholders but the society at large. This is because disciplinary problems are believed to have negative impact on effective teaching and learning. It makes the classroom environment less conducive for effective teaching. Earthman and Lemasters (2009) confirmed that classrooms where disruptive behavior occur frequently get less academic engaged time, and the students in disruptive classrooms stand in low category in achievement tests. It is also believed that parents and government quest for students to be discipline because it benefits families

and societies at large. A child who is well disciplined brings honour to his family and stand a better chance to man an aspect of the country's economy. Hence, it is believed that the school, home and government have roles to play in maintenance of discipline.

The school here is a place of academic enterprise. The significant of schooling in every nation cannot be overemphasized. This is because the school is the only institution that determines the transformation of the economy. The school trains individuals to man all aspect of the economy, and by this, seems to be the highest institution one can ever think of. Louis (2017) identified the school as the place where adolescents spend most of their daily time, interacting and socialising with others. It is the natural social setting for them. The social setting moulds children into future managers of the economy. Wikipedia (2020) defined school as an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. It is also believed that the school makes moral education available for her students which is an ingredient that spices up discipline among students.According to Bentley (2006), The word *school* derives from Greekσχολή*(scholē*), originally meaning "leisure" and also "that in which leisure is employed", but later "a group to whom lectures were given. The school contributes significantly in maintaining discipline among students, but it is believed that the home also has major role on this.

The home is a place of residence and where people have shelter. Wikipedia (2020) refers to home, or domicile, as a living space used as a permanent or semi-permanent residence for an individual, family, household or several families in a tribe. It is often a house, apartment, or other building, or alternatively a mobile home, houseboat, yurt or any other portable shelter. The home according to childhood scholars Ileoye (2015), Poper and Clotheir (2007) is a place here a child receives his first training though in an informal way. This home training lays the foundation of morality, and disciplinary way of life. It is also expected that the government plays significant role on this issue.

The government is a system by which a people are governed. According to The Columbia Encyclopedia in

Christian (2004) defines government as "a system of social control under which the right to make laws, and the right to enforce them, is vested in a particular group in society". Contributing, Wikipedia (2020) is of the view that government is the system or group of people governing an organized community, often a state… In the case of its broad associative definition, government normally consists of legislature, executive, and judiciary. Government is a means by which organizational policies are enforced, as well as a mechanism for determining policy. Each government has a kind of constitution, a statement of its governing principles and philosophy. Government provides infrastructures such as good roads, water, electricity, health care, education and other amenities to help citizens live comfortably. Absent of these create a boring environment to live. This is also applicable to schools.

The researcher is aware that many authorities have written extensively on roles played by families, schools and government in maintenance of discipline. From the school point of view, Yusuf, (2015) emphasized the application of all those influences which secure or at least try to secure proper conduct in schools. These influences to Yusuf include training which produces in students self restraint, orderliness, instituting corporal and non-corporal punishment to maintain behaviours, good conduct, cooperation and the habit of getting the best out of themselves. It involves intellectual and moral education as opposed to mere order and instruction. Yusuf also emphasized on use of humour, making rules understandable by students, avoiding confronting misbehaved students in front of their fellow, positive instruction through which students are taught to act within specified rules and values. Simply stated mathematically: Discipline = Instruction + Correction. i.e Discipline = 90% Instruction + 10% Correction.

From the home aspect, the Ministry of Education, Guyana (2019) outlined the roles of parents and guardian to include parents participation in the education of their children to identify with class rules, code of conduct and disciplinary policy and encouraging their children to adhere to these rules, correcting and controlling their children/wards behaviurs at home, Request and participate in training that will assist parents in understanding the

education of their children, visit the school, request information about their child's/ward's performance and behaviour in school for follow up, inquiring how their children participate in school activities at the school, treating their children with love, and respect, ensuring that the school can make contact with parents in case of an emergency – by phone at home or work, by electronic mail, or at your residence; parents reporting to head teacher any unacceptable behaviour demonstrated by the child at home, model desirable/acceptable behavior and Seeking assistance of the school or a relevant agency if you experience difficulties in your attempts to discipline you child/ward.

Commenting on the role of government in maintaining discipline, Ileoye (2015) noted that government must provide schools with human and materials resources to make teaching and learning less stressful. Absent of materials makes learning boring which escalates tension among teachers and students. Material resources include infrastructures library, laboratories, befitting classrooms, play materials, sits, and constant renovation of damaged school facilities. Human resource include teaching and non-teaching staff. Teaching staff include teachers, principals, and laboratory technicians while non-teaching staff include security, cleaners and labourers.

The researcher having come across views of scholars on this issue is doubtful to conclude about their findings because their studies were not carried out in Enugu state. The researcher is also doubtful about their findings because to the best of her Knowledge, there is lack of academic works written on this with particular reference to secondary school students in Enugu state. Hence, the researcher is poised to examine the role of the school, home and government in maintaining discipline among secondary school students in Enugu state.

Statement of the Problem

Discipline, as observed is gradually diminishing in our secondary school system, paving way for indiscipline among students. It has also been observed the problem of indiscipline itself in schools has persisted over decades. There is no doubt that the rise of students indiscipline generally militates against effective teaching and learning and production of useful

members of the society. Unfortunately, it has also been observed that some parents, teachers and government appeared to have done little or nothing about this rising evil. Observation so far reveals that parents are declining on their parental roles and responsibilities towards their children. Also, teachers out of economic frustrations and lack of motivation are doing little or nothing about arresting this cankerworm. It has also been observed that the government war against indiscipline is yet to yield better results owing the fact that schools are yet to implement laws to punish extreme indisciplinarybehaviours. Again, absent of needed educational facilities has also yielded to indiscipline among both teachers and students. Since discipline is needed among secondary schools, the researcher is poised to examine the roles of mainly homes, school and government on this issue.

Purpose of the Study

The main purpose of this study is to examine the role of the school, home and government in maintaining discipline among secondary school students in Enugu State. Specifically, this study seeks to;

1. Examine the roles of the school in maintaining discipline among secondary school students in Enugu state.
2. Find out the roles of the home in maintaining discipline among secondary school students in Enugu state.
3. Investigate the roles of government in maintaining discipline among secondary school students in Enugu state.

Research Questions

The following research questions guided this study

1. What are the roles of the school in maintaining discipline among secondary school students in Enugu state?
2. What are the roles of the home in maintaining discipline among secondary school students in Enugu state?
3. What are the roles of government in maintaining discipline among secondary school students in Enugu state?

Method

This study adopted the descriptive survey design for this research. The area of study for this research is Enugu state. Population of the study were 6321 secondary school teachers in Enugu state out of which 1078 are male while 5243 females. Due to the large area of study, the researcher adopted multi stage sampling. Stage one, the researcher identified the six education zones in Enugu state namely Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi with a total of 285 secondary schools. From each of the zones, the research selected three secondary schools for the study. Stage two, from each of the selected schools, the researcher selected 10 teachers each, making a total of 180 teachers selected for to serve as sample. However, the number reduced to 168 after retrieving the instruments from the respondents.

The instrument used for data collection was a 24 item questionnaire drafted by the researcher with sections A, B and C. Section A has 8 items which focused on role of schools in maintaining discipline among secondary school students, section B has 7 focused on roles of homes while section C has 8 and focused on roles of government on the same issue. The instrument was tagged Roles of Schools, Home and Government in Maintenance of Discipline (RSHGMD); it was validated by three experts. The choice of teachers is based on the fact that most teachers are parents, they also represents the school and government. The reliability coefficient were determined using Cronbach Alpha reliability coefficient technique which yielded coefficient of 0.68, 0.65, and 0.72 for cluster A, B and C and a total value of 0.68. Mean and Standard deviation were used as analysis tool. The questionnaire items were arranged under a likert scale and a mean of 2.50 and above was accepted while a mean below 2.50 rejected.

Results

Research question one: What are the roles of the school in maintaining discipline among secondary school students in Enugu state?

Table one: Roles of Schools in maintaining discipline

S/N	ITEMS	N	$\bar{X}$	SD	Decision
1	Use of corporal punishment	168	2.63	1.06	Accept
2	Use of non-corporal punishment	168	2.69	0.62	Accept
3	Making rules understandable to students	168	3.32	0.53	Accept
4	Moral education	168	3.04	0.58	Accept
5	Avoid open confrontation of students	168	2.33	0.51	Reject
6	Correcting students with love	168	3.09	0.57	Accept
7	Equal punishment among students who misbehaved	168	2.19	0.53	Reject
8	Verbal abuse	168	1.87	0.46	Reject

Analysis in table 1 above shows that the mean scores from item 1-8 were 2.63, 2.69, 3.32, 3.04, 2.33, 3.09, 2.19 and 1.87 respectively. Items 5, 7 and 8 were rejected because their mean score is below 2.50. Other items were accepted because their mean score were 2.50 and above.

Research Question Two: What are the roles of the home in maintaining discipline among secondary school students in Enugu state?

Table Two: Roles of home in maintaining discipline

S/N	ITEMS	N	$\bar{X}$	SD	Decision
1	Parents disassociating their children from their fellows with questionable character	168	2.99	1.06	Accept
2	Parents acting as good role model	168	2.74	0.62	Accept
3	Raising godly home	168	3.09	0.53	Accept
4	Parents checking on behavioirs of their children in school	168	2.73	0.58	Accept
5	Correcting with love	168	3.04	0.51	Accept
6	Restricting movement of children to restore discipline	168	2.32	0.55	Reject

Analysis in table 2 above shows that the mean scores from item 1-7 were 2.99, 2.74, 3.09, 2.73, 3.04, 2.32 and 2.20 respectively. Items 6 and 7 were rejected because their mean score is below 2.50. Other items were accepted because their mean score were 2.50 and above.

Research Question Three: Investigate the roles of government in maintaining discipline among secondary school students in Enugu state.

Table Three: Roles of government in maintaining discipline

S/N	ITEMS	N	X	SD	Decision
1	Providing schools with play facilities to enhance physical education	168	3.14	1.06	Accept
2	Providing schools with ICT's	168	3.23	0.62	Accept
3	Equipping science and art laboratories	168	3.02	0.53	Accept
4	Provision of Vehicles to convey students to and fro	168	2.85	0.58	Accept
5	Renovation of dilapidated buildings	168	3.19	0.51	Accept
6	Awarding scholarship to indigent students	168	2.26	0.57	Reject
7	Subsidizing amount students pay on tuition	168	2.77	0.53	Accept
8	Detaining students who commit minor offences	168	2.07	0.46	Reject

Analysis in table 3 above shows that the mean scores from item 1-8 were 3.14, 3.23, 3.02, 2.85, 3.19, 2.26, 2.77 and 2.07 respectively. Items 6 and 8 were rejected because their mean score is below 2.50. Other items were accepted because their mean score were 2.50 and above.

Discussion

Table one sought roles of the school in maintaining discipline among secondary school students. Findings reveals that use of corporal and non-corporal punishment, making roles understandable by students, moral education and correcting students with love were roles played by schools in

maintaining discipline among secondary school students. Similar to use of punishments as a disciplinary object, Simatwa (2012) in his study on Kenyan secondary schools discovered that many infractions occurred where principals adopted varying degrees of sanctions as disciplinary measures. These sanctions included kneeling, caning, expulsion, suspension, punishment, reprimand, written self-commitment and counseling among others, all of which were environment-contingent. It therefore meant that punishment be it corporal or non-corporal were good instruments to restore discipline.

Table two sought roles played by homes in maintaining discipline among secondary school students.Findings reveals that parents disassociating their children from their fellows with questionable character was a major role. Others include parents role model, raising godly home, checking on their children's behavior in school and correcting with love.

These findings are inline with Uzoechina, Oguegbu, Akachukwu, and Nwasor (2015) reported that often times, parents shelve their primary responsibility of raising morally sound offspring, expecting the teachers to make up for their own shortcomings in child raising. Child interest in academics is often times a function of acquiescence towards the educational process right from the home as the primary agent of socialization. Alidzulwi (2000) noted that poor results, high dropout rates and lack of school discipline is a function of lack of parental involvement in their wards' education. Also, if parents fail to teach their children discipline at home, there is ever possibility of the child being a problem to the school authority. Single parenthood, negative influence of television, differences in value systems between the home and the school are some of the elements of the parental/home factor affecting school discipline (Temitayo, Nayaya&Lukman, 2013).

Table three sought roles played by government in maintaining discipline among secondary school students.Findings reveals that activities of government towards schools to maintain discipline among students include provision of play, ICT and science laboratory facilities. It also includes provision of vehicles to convey students, renovation of dilapidated buildings and subsidizing tuition fees. Hennigar (2013) identified that play

facilities are a major aspects of infrastructure government must provide for schools as play itself enhances creativity, physical development, intellectual growth as well as social skills. It should be noted that most children who play games like football inside the class or at undesignated areas may have their reasons like insufficient space for such games, hence, such act could be termed indiscipline. Also, Odeh, Ivaghar and Oguche (2015) discovered in their findings that most schools are lagging behind due to death of infrastructures such as stuffed library, lack of modern laboratories (both for sciences and ICT's). Absent of these infrastructures or their insufficiency in schools led to poor learning which government needs to look into. It therefore meant that Odeh et al supports the view that government need to provide needed infrastructures in schools as that help curb students restiveness.

Identifying with renovation of school buildings, Aliade (2008) pressed that schools should make their needs known to government on infrastructural decays and infrastructural development, as they are sure way of making students feel abreast of the learning environment. Chinonyerem (2016) on the other hand held that the government of Nigeria has not been sincere as regards tuition fees of school children. The authors claim was that government don't keep to its promise. It was said that the Universal basic Education is for children from primary one to Jss 3 and free, but pupils and students were often compelled to pay fees such as examination and registration fee to mention a few. This makes it conventional that government need to look into tuition of school children.

Conclusion

The home, the school and government has the responsibility of instilling in children the desired discipline needed for study which in-turn transforms students into better and worthy citizens.

Recommendations

Based on the findings from this study, the research recommends that;

1. The families where the child comes from, the school and government should always come together either in a PTA to discuss and chat the way forward as in concern students discipline.
2. Parents and would-be parents must be educated on the need to be

familiar with child discipline so as to begin on time to train their kids towards this direction.

3. Teachers should be re-trained on the use of appropriate punishment on students with a view of maintaining discipline.
4. To avoid students engagement in riots and other demonstrations in schools, government should constantly monitor the level of infrastructures in schools with a view of replacing dilapidated infrastructures as it has been observed, most demonstrations among students were as a result of the nature of educational facilities in the school.

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