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Post Covid-19 Strategies for Controlling Indisciplinary Acts Among Secondary School Students in Ngor Okpala LGA of Imo State

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Abstract

This study investigated post covid-19 strategies for controlling indisciplinary acts among secondary school students in Ngor Okpala LGA of Imo State. Survey research design was used for the study. The study highlighted the causes, consequences and strategies of controlling indiscipline among secondary school students. The analysis was carried out on 206 valid responses from the respondents using structured questionnaire. Tables, averages and simple percentages were used to analyze the data; while the simple regression test statistics was used for the test of hypotheses in SPSS version 21. The findings revealed among others that the secondary school students in Ngor Okpala displayed indiscipline in the post covid-19 era. This negatively affects educational stakeholders. To control the situation, the study concluded that the schools adopt role modeling, detention and withdrawal of privileges, use of reinforcement, positive teacher-learner relationship, guiding and counseling and clear guidelines/rules. The study recommended, among others, that there is the need for the school to strengthen PTA where both teachers and parents to work together towards eradicating indiscipline instead of accusing each other whenever there is indiscipline cases in the school. Also parents and teachers should increase supervision of students to avoid negative activities or companies both home and at school respectively.

Key Words: *Covid-19, Indiscipline, strategy, control, student*

INTRODUCTION

There is a consensus among scholars that the future of any nation depends on the young ones who constitute the potential human resources needed for the continuity of the society (Ali et al, 2014; Abdullahi et al, 2017; Odebode, 2020). Ali et al (2014) noted that to achieve sustainable development of a society, the young population must not only be preserved but also disciplined. Many agents of socialization have been identified, and the school is one of them. Thus, Abdullahi et al (2017) asserted that school discipline is important because it sets a hospitable atmosphere needed for teaching and learning. Since the school system is considered as the second agent of human socialization after the home, Opara (2020) noted that it is therefore hoped that when students are found in school, they are expected to socialize effectively, act positively devoid of malice, jealousy, rancor and rebellious feeling or actions.

As rightly observed by Sofiri (2021), to prevent the spread of Coronavirus, the Federal Government through a directive by the Minister of Education, Mallam Adamu Adamu shut all educational institutions on March 19, 2020, only for about five months following the outbreak of COVID-19 in the country. What initially appeared to be a short stay-at-home eventually turned into a prolonged and forced holiday for school children as Nigeria went into a series of lockdowns and shutdowns due to the threats posed by the deadly Coronavirus. Although the disruptions of educational activities are not peculiar to Nigeria, it has brought to the forefront the inadequacies of the educational system in the country especially, the already widening gap and growing inequalities in the nation's education with children and pupils in rural and underserved communities being shut out because they lack the facilities and equipment to help them transit into the new learning system.

Though some states tried to introduce online classes to keep the students, particularly those in public secondary schools, occupied during the lockdown, the challenges of this initiative were glaring. For example, while students in private secondary schools and private universities across Nigeria were having their lectures online and attending to assignments from the comfort of their homes, their counterparts in public institutions were just left to their fate. Yet, these youths require a combination of relevant skills for the contemporary labour market (THE WILL, 2020). Since they were left to sit at home idle, many of them in the rural areas developed acts of indiscipline, which they brought back into the school system. In the words of Abdullahi et al (2017), discipline is probably the most difficult and unpleasant part of teaching profession. What else can we say when the students had up to five months to sit at home and learn more vices?

Indiscipline in schools is ranked as a major problem among students of secondary schools in Nigeria. Disruptive behaviour is a concern to schools and parents and to fellow students, whose education may be adversely affected. So it cannot be ignored, and schools must tailor a well-understood sound behaviour and discipline policy (Abdullahi et al, 2017). In secondary schools, principals represent the government whose policies they implement (Egenti, 2020). Thus, Opara (2020) noted that school regulations are authoritative disciplines with a course of law intended to promote discipline in school. The successful operation of schools is directly influenced by the way schools administered students' disruptive behaviour.

The school system is supposedly, a place for character refinement and behavior modification. However, many secondary schools of our time have often times witnessed students openly fighting their teachers, violently opposing school authorities, absenting themselves from classes and school activities, among others. In some secondary schools, disobedient students pride themselves with how much problems they have given to the authorities. They sometimes organize themselves to beat up the school heads. They even break into the principals' offices and school treasuries, and in some cases, burn down the whole of the school administrative blocks. These ugly situation have made schools to become grounds for various aspects of indiscipline as a lot of students even at junior school level indulge in gangsterism, smoking, cultism, drug abuse, truancy, hostility towards teachers, school authorities and their fellow students.

Although solving school violence and discipline problems is not easy, it can be done. Most secondary schools in Ngor Okpala Local Government Area of Imo State have been distinguished for their ability to manage student indiscipline over

the years. This study therefore sought to investigate post covid-19 strategies for controlling indisciplinary acts among secondary school students in Ngor Okpala LGA of Imo State. Specifically, the study sought to:

i. Examine whether indiscipline exists among secondary school students in Ngor Okpala LGA in the Post-Covid era.
ii. Ascertain the causes of Post-Covid indiscipline among secondary school students in Ngor Okpala LGA.
iii. Examine the effects of Post-Covid indiscipline among secondary school students in Ngor Okpala LGA.
iv. Ascertain the various strategies for controlling Post-Covid indiscipline among secondary school students in Ngor Okpala LGA.

LITERATURE REVIEW

Conceptual Review

Discipline universally seen may well be named to cruel preparing that empowers a person to create a deliberate conduct and self-control as well as self-direction (Egwunyenga, 2000). Subsequently, discipline characterizes the impediments of a person or a bunch of individuals. It is the practice of restraint, which may be self-imposed. With reference to the school, Adesina (1980) portrayed it as a circumstance whereby understudies are instructed to regard the school specialists, to watch the school laws and controls and to preserve set up standard of conduct. This implies that regard for self and regard for others are included (Peretomode, 1998).

In a nutshell, school teach alludes to direction of children and the upkeep of arrange ("rules") in schools. These rules may, for illustration, characterize the anticipated measures of clothing, timekeeping, social conduct and work morals. The term may be connected to the discipline which is the result of transgression of the code of conduct. In other words, the utilization of school teach some of the time implies maintaining disciplinary activity against dissention with the school rules. School is an institution with a particular reason, to support the adolescent in such a way that he will be valuable to himself and society. Most of the misbehaviours of understudies in Nigerian auxiliary schools result from a complexity of variables that dwell both inside the child and powers exterior him. This may well be inspected beneath common disciplinary issues and serious disciplinary issues (Abdullahi, 2017).

Indiscipline may be a multifaceted marvel with respect to its shows and causes as well as its implications and capacities within the social, psychosocial and educational areas. Concerning its shows, Amado and Freire (2009) accepted that the major circumstances are surrounded in what they point out as the primary level of indiscipline and which are those incidents of disruptive nature whose unsettling influence influences the great classroom working. The occurrences that could be surrounded within the moment and third levels are clashes among peers and clashes inside educator – understudy relationship which could be taken on extents of savagery and indeed misconduct.

Yaroson (2004) recorded that the issue of indiscipline penetrates all aspects of the life of man and has brought man down to the knees. School teach concurring to Gaustard (2005) has two fundamental targets. The primary is to guarantee the security of staff and students and the moment to form an environment conducive to learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education. According to Elughe (2014), indiscipline in Nigerian educational system has continued to persist despite series of efforts by school

authorities and concerned stakeholders. It has been recorded that indiscipline among understudies is caused by need of instructing aids/materials in school, peer impact, family, society, society, destitute administration, need of equity and reasonable controls (Canter & Canter, 2001). Parental impact, instructor impact, political, social and financial components cause indiscipline among understudies (Moronguwa, 2010). Moreover, Trunners (2009) and Odebode (2019) submitted that indiscipline has been caused by different variables exuding from the thought of vote based system with solid accentuation on the proper of people; the hole between the youthful and ancient; the increment in mechanical improvement and the impact of media.

A number of measures such as closing down riot schools, suspension or dismissal of ring-leaders and the mass transfer of teachers as results of indiscipline have occurred in the school system. It is common feature to see students of being against each other on some flimsy issues of being defeated in a football match and mere defeat in inter class debate competitions. Students are found sometimes shouting, fighting, kicking, screaming and pushing each other. Some of them engage in sex play in the classroom and destroy or deface books, desk, walls and their own and others clothing. Often times students tend be very arrogant, disobedient to their teachers and even school authorities. These constitute serious behavioral problems which has affected.

Therefore examination of factors that contribute to indiscipline can enable us achieve the best educational outcomes for students within our schools. In fact, there are many and varied explanations for the lack of disciplined behaviour in and among students. Student's misbehaviour is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world (Rosen, 1997 in Abdullahi et al (2017). Student's misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes (Abdullahi et al, 2017).

There are several forms of indiscipline acts among the students. Some occur within the classroom, some within the school premises while others are carried out outside the school premises. Wherever, they are being carried out, they constitute indiscipline. Lewis (1991) as quoted by Morongwa (2010) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of the behaviours which constitute indiscipline and tend to impact negatively on the morale and academic performance of the student. These include: a learner consistently coming to class late and disrupts the flow of the class; a learner talking while the teacher is addressing the class; He/she writing graffiti on school property; continuous going out in class; not listening and asking questions that have already been answered; defying the teacher and refusing to follow instructions; and moving around in the class to the point of becoming a distraction. Rosen (1997) cited in Creswell (2013) identified ten types of indiscipline acts among students. Among which are: rebellion to school authority, class annihilation, truancy, battling, the utilize of foulness, harming school property, infringement of school dress code, theft/stealing, clearing out school without

consent and not detailing to after school detainment.

Indiscipline acts in schools is not an obscure problem or phenomenon that its causes cannot be ascertained. Therefore, several factors tend to lead to the occurrence of indiscipline among students; some of which are locally, nationally and internationally-oriented. Morongwa (2010), identifies eight factors as being as responsible for indiscipline among secondary school students. This includes: parental/home influence; teachers/educators factor; political, social and economic factors; learners with emotional problems; head teachers/principals factor; influence of gender and race as well as public schools versus private schools. Ozigi and Canlan (1979) cited in Oyetubo and Olaiya (2009) pinpointed seven likely causes of indiscipline in school and include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the "generation gap" in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old; (c) the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; (f) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples' and (g) the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the official point of view.

Curbing indiscipline among students could take different dimensions such as referring the unruly students to disciplinary committee, application of corporal punishment, verbal condemnation, reinforcement, referring for counselling and organizing talks (Hezekiah & Nkechi, 2005). Simatwa (2012) clarified that indiscipline among understudies can be checked through entrusting parcels of obligations on understudies such as making them school administrator, bosses etc., making a difference understudies to create utilize of their pool of vitality to acts that can advantage them, teach among all school staff, making young people locked in in recreational exercises, making strides on strategies of instructing, giving moral education to specify a number of.

Oosthuizen et al (2003) believed that through organizing guidance programmes for students, giving mentoring to students, helping students to acquire life skills and educating them on the causes and consequences of indiscipline could put a stop to indiscipline. Paul (2009) also aligned with behaviorists that through the use of reward and punishment can be adopted in curbing indiscipline. Christine and Daniel (2016) expressed that understudies ought to be included in school recreational program to control indiscipline. They ought to be made to lock in in co-curricular exercises to channel their consideration and vitality absent from indiscipline. In show disdain toward of all these entries, indiscipline is still tall among understudies. It is on this premise that this ponder was conducted.

Encarta (2009) watched that the use of discipline in schools is to instill teach and is dissolved on understudies who damages the concurred rules and controls in schools. It is managed to bring around an alluring alter in conduct and so making strides school teach, in case commensurate with the offense committed. Be that as it may, what

we involvement in later times is that there are circumstances where an understudy who commits an offense, can effortlessly go unpunished. All things considered, in most auxiliary schools a few shapes of disciplines are out of line and undeserved like corporal discipline in schools including serious canning, suspension, ejection, branding and mutilation of students. Creswell (2013) contends that with a well-behaved lesson, instructing may be among the foremost brilliant occupations within the world. In any case, what truly happens on the ground is that undesirable practices are on the increment in spite of the nearness of these disciplines. Teachers are worried about the aggression being directed to them by both students and their parents. This has brought about in a few understudies being ousted, others suspended, constrained to do difficult work at school, chased out of classes all of which appear to influence their scholastic execution. Baumard (1999) in Moses (2011) Creswell (2013) shared the same supposition but contended that discipline could be a way of controlling troublesome conduct. He advance expressed that in case discipline is the coherent result of wrongdoing, the understudy is likely to acknowledge it without hatred. Instructors require continuously realize the suitability of discipline some time recently starting it.

Theoretical Literature

Based on explanations of what theoretical framework is all about, practitioners in education have over the years developed several approaches to explain and reduce improper conducts in response to discipline problems in schools and consequently increase school orderliness. Among which according to Cotton (2005) include: Reality therapy of William; Glasser; Positive Approach to Discipline (PAD) based on Glasser's reality therapy; Teacher Effectiveness Training (TET); Transactional Analysis of Eric Berne; Assertive Discipline (AD); Adlerian approaches; and Students Team Learning (STL). However, for the purpose of this study, the study adopted the Social Learning Theory of Ivan Pavlov (1849-1936).

The major suspicion of social learning hypothesis is that all practices whether versatile or maladaptive, social or reserved, insubordinate or non-defiant, commendable or condemnable are learned and can too be unlearned. It might be said subsequently that all conduct of indiscipline acts that invade our auxiliary schools environment nowadays or that are unmistakable among understudies at that level of instruction are as a result of destitute learning encounters.

The influx and acceptance of some western cultures that are not in consonance with the practices and norms in our country and which the adolescent take after without adequate censor by them make them to perpetrate indiscipline acts within or outside the school premises. Makinde (2004) concluded that "adolescents" which is the proper appellation for the secondary school students because of their age bracket are rebellious and to the adults to rebel against convention through exhibition of acts of indiscipline is chaotic.

Empirical Literature

Ali et al (2014) conducted a study whose purpose was to explore the various acts of indiscipline, its causes and how it is being managed in different school settings. The population covered all administrative staff, teaching staff and the students who were regarded as stakeholders of the school system. The test measure of ninety (90) respondents was arbitrarily chosen from groups of administrators, teachers and students. The information collected by organized surveys were analyzed utilizing

clear measurements, whereas examination of fluctuation (ANOVA) and t-test of free tests were utilized as measurable apparatuses to test the four speculations. The discoveries of this consider uncovered that different acts of indiscipline were predominant among auxiliary school understudies. It was moreover assembled that a few variables just like the schools, understudies and the society at expansive contributed enormously to the acts of indiscipline among the understudies. It was moreover found that decrease techniques utilized by different schools are not compelling and as a result, the think about prescribed among other things that a wholesome approach to oversee students' teach ought to be received by the chairmen and other partners of the schools.

Abdullahi et al (2017) examined the rethinking procedures of overseeing discipline among senior auxiliary school understudies in Nigeria. The paper set that the causes and sorts of disciplinary issues experienced are determinant of disciplinary measures to be taken. To this conclusion, truancy, truancy, battling, taking and medicate enslavement among others are commonplace cases of disciplinary issues experienced in Nigerian auxiliary schools. Whereas parental/home, political, social and financial, school environment, school educational programs and peer bunch impact among others are the causes of disciplinary issues. The paper stated that teach is not essentially discipline but discipline is one of the disciplinary measures in school. At last, the paper suggested ethical discipline and well spelt out code of conduct for all understudies to take after in auxiliary schools in Nigeria as measures to guarantee discipline among students.

Odebode (2020) examined the methodologies for controlling indiscipline in basic school instructors in Nigeria. It too inspected the impact of sex, a long time in benefit and instructive capability on the respondents' expressions. This consider utilized a graphic investigation of 200 basic school instructors as members. An instrument to analyze the information was created, named 'Strategies for Checking Indiscipline Questionnaire" (SCIQ). The psychometric properties of the instrument were created. Information were analyzed with both graphic and inferential insights. The result appeared that the use of the approach to advance worthy practices considered fruitful. As the result, school authorities being great models, giving ethical instruction in schools, receiving behavioral such as discipline, tall parental supervision and referral to suitable making a difference staff are a few of the methodologies that can be utilized to control indiscipline among understudies. It is, hence, prescribed that conduct alteration procedures ought to be embraced to control indiscipline among students.

The most reason of the study of Egenti (2020) was to decide the guiding methodologies utilized by principals in controlling indiscipline among students in public and private secondary schools in Anambra State. One research address and one null hypothesis guided the study. This study was conducted in secondary schools in Anambra State. The graphic study inquire about plan was embraced. All the 555 auxiliary schools both open and private in all the 6 instruction zones were studied. The sample for the study comprised 166 principals made up of 77 principals and 89 principals in public and private secondary schools in Anambra State respectively. The sample consisted 30% of the entire population. The instrument for data collection was researcher-developed questionnaire whose validity and reliability were duly determined. The researcher together with research assistants collected the data from the respondents. Mean ratings and standard deviations were used to answer the research question while the t-

test statistic was used to test the hypothesis at.05 level of significance.

METHODOLOGY

This study adopted the cross-sectional survey design, which is a variant of the survey or descriptive research design. This was used to gain needed data from the students of selected secondary schools in Ngor Okpala LGA of Imo State. In this study, therefore, the researcher utilized the questionnaire to elicit relevant information (primary data) from the respondents. This was administered on education administrators, teachers and students of four selected schools in Ngor Okpala LGA of Imo State. The five point Likert Scale was used in the opinion poll spread to respondents. The Yamane (1967) formula as referenced by Botes (2009) and Alugbuo (2005), served as the formula with which the sample size of 243 was determined from a population of 627 made up of 8 educational administrators (principals of both junior and senior schools), 65 teachers and 554 students. 206 copies of the questionnaire were retrieved with 85% success rate.

The validity of the research instrument in construct was tested using factor analysis. The content weight was validated by the productive modifications of experts in the field of research. A pilot study was conducted in Amala Ntu Secondary School, Okpala, which is a part of the major study. The questionnaires were administered on forty (40) students and 10 teachers. The test-re-test yielded a correlation of 80% as there were 32 affirmative votes and 8 pessimistic votes on the questions raised by the researchers. The quantitative data produced in this study were tested using the Simple Regression Analysis and applying SPSS version 21.

RESULTS AND DISCUSSION

Table 1: Responses to the forms of post-Covid indiscipline among the students of Ngor Opkala LGA

Sources	**SA**	**A**	**UN**	**D**	**SD**	**TOTAL**
Absenteeism	201	2	2	1	0	206
Lateness to school	198	6	0	1	1	206
Disobedience to teachers/prefects	201	5	0	0	0	206
Insolence	199	6	0	o	1	206
Vandalizing school property	167	26	4	4	5	206
Violation of school dress code	81	101	11	8	5	206
Examination malpractice	67	88	27	11	13	206
Class disruption	180	20	3	2	1	206
Physical assault by students	128	70	7	0	1	206
Total	**1422**	**324**	**54**	**27**	**27**	**1854**
Average	**158**	**36**	**6**	**3**	**3**	**206**
Percentage	**77**	**17**	**6**	**3**	**3**	**100**

Source: Field survey, 2022

Table 1 above identified nine different forms of acts of indiscipline experienced among secondary school students. They include absenteeism, lateness to school, disobedience to teachers/prefects, vandalizing school property, violation of school dress code, examination malpractice, class disruption and physical assault by students. Based on the analyses of the data related to these areas, on the average, 158 respondents strongly agreed that such acts exist among the students. 36 respondents agreed on the identified acts of indiscipline. Six respondents, 3 respondents and 3 respondents were indifferent towards the raised options, disagreed and strongly disagreed on the identified options, respectively. In all, the study recorded an average of 194 agreement, representing 94% of the total responses. Whereas 6 respondents, representing 3% responses were indifferent, the study equally recorded 6 responses that disagreed with the identified acts of indiscipline among the students.

Table 2: Responses to the causes of post-Covid indiscipline among the students of Ngor Opkala LGA

Sources	**SA**	**A**	**UN**	**D**	**SD**	**TOTAL**
Peer influence	134	46	18	4	4	206
Exposal to media	111	56	25	8	6	206
Influence of Parents/Guardians	89	66	21	16	14	206
Lack of proper preparation for examinations	102	69	10	16	9	206
Loosened teacher-student relation	114	53	21	11	7	206
Total	**550**	**290**	**95**	**55**	**40**	**1030**
Average	**110**	**58**	**19**	**11**	**8**	**206**
Percentage	**54**	**28**	**9**	**5**	**4**	**100**

Source: Field survey, 2022

This study identified five causes of indiscipline among secondary school students. Such causes include peer influence, exposal to media, influence of parents/guardians, lack of proper preparation for examinations and loosened teacher-student relation. As analyzed in table 2 an average of 110 respondents, that is 54% strongly agreed to the identified causes. 58 respondents representing 28%, 19 respondents representing 9%, 11 respondents representing 5% and 8 respondents representing 4%, agreed, were indifferent, disagreed and strongly disagreed, respectively on the identified causes of indisciplinary acts among secondary school students in Ngor Okpala LGA. It therefore follows that a total of 168 respondents, representing 82% respondents agreed, 19 representing 9% were indifferent; while a total of 19 respondents, representing 19% disagreed on the identified causes of indisciplinary acts among secondary school students in the LGA.

Table 3: Responses to the effects of Post-Covid indiscipline among the students of Ngor Opkala LGA

Sources	**SA**	**A**	**UN**	**D**	**SD**	**TOTAL**
Instructional hours are spent in controlling students' behavior	143	46	7	6	4	206
There is poor students performance in internal and external examinations	162	33	6	3	2	206

It leads to emotional and psychological stress among the students.	133	47	11	9	6	206
Total	**438**	**126**	**24**	**18**	**12**	**618**
Average	**146**	**42**	**8**	**6**	**4**	**206**
Percentage	**71**	**20**	**4**	**3**	**2**	**100**

Source: Field survey, 2022

Table 3 analyzed data on the effects of indiscipline among the students of Ngor Opkala LGA. Three specific effects were identified. They include spending instructional hours in controlling students' behavior, poor students performance in internal and external examinations and emotional and psychological stress among the students. On the average, 146 (71%) respondents strongly agreed, 42 (20%) respondents agreed, 8 (4%) respondents were indifferent, 6 (3%) respondents disagreed, while 4 (2%) respondents strongly disagreed on the identified effects of indiscipline among the students of Ngor Opkala LGA./ Thus, the study recorded 188 agreement representing 91% of the identified effects. While 8 respondents representing 4% were indifferent, 10 respondents, representing 5% disagreed on the identified effects of indiscipline among the students in the LGA.

Table 4: Responses to the strategies used in controlling post-Covid indiscipline among secondary school students in Ngor Opkala LGA

Sources	**SA**	**A**	**UN**	**D**	**SD**	**TOTAL**
Role modeling	44	29	21	65	47	**206**
Detention and withdrawal of privileges	189	12	5	0	0	**206**
Use of reinforcement	40	20	21	88	37	**206**
Positive teacher-learner relationship	60	30	20	53	43	**206**
Guiding and Counseling students	52	18	23	76	37	**206**
Clear guidelines/ Rules	125	47	24	6	4	**206**
Total	**510**	**156**	**114**	**288**	**168**	**1236**
Average	**85**	**26**	**19**	**48**	**28**	**206**
Percentage	**41**	**13**	**9**	**23**	**14**	**100**

Source: Field survey, 2022

Table 4 analyzed data on the strategies used in controlling indiscipline among secondary school students in Ngor Opkala LGA. Six specific strategies were identified. They include role modeling, detention and withdrawal of privileges, use of reinforcement, positive teacher-learner relationship, guiding and counseling students, clear guidelines/rules. On the average, 85 (41%) respondents strongly agreed, 26 (13%) respondents agreed, 19 (9%) respondents were indifferent, 48 (23%) respondents disagreed, while 28 (14%) respondents strongly disagreed on the identified strategies used in controlling indiscipline among the students of Ngor Opkala LGA./ Thus, the study recorded 111 agreement representing 54% of the identified strategies. While 19 respondents representing 9% were indifferent, 76 respondents, representing 37% responses disagreed on the identified strategies used in controlling indiscipline among the secondary school students

in the LGA.

The stated hypotheses were tested using simple regression in SPSS version 21. The results are summarized in table 5 below:

Table 5: Summary of Tested Hypotheses

Hypotheses	Mean	R	R Square	t	Sig.
1	4.6650	0.769	0.591	17.185	0.000
2	4.2184	0.965	0.819	9.779	0.000
3	4.5534	0.779	0.607	17.768	0.000
4	3.4466	0.908	0.858	8.430	0.000

Source: Data Analyses, 2022

Interpretation

As evident in the SPSS output (See Appendixes), the t values (17.185, 0.779, 17.768 and 8.430) and p value (0.000 for all) which are greater than p critical value at 0.05 level of significance (6.39) and less than alpha (0.05) respectively are positive signs of relationship. The R-values (0.769, 0.965, 0.779 and 0.908) show a strong positive correlation among the identified variables. The R^2 value shows how much of the total variation in the independent variable (discipline among secondary school students) that can be explained by the dependent variable (strategies for controlling indisciplinary acts among secondary school students). The table shows that 85.8% variation in discipline among secondary school students can be explained by the strategies for controlling indiscipline among the students. This is equally high. With sig (p-values) of (0.000 for all the variables) which is less than Alpha (0.05) and a t value of 17.185, 0.779, 17.768 and 8.430, the overall regression model, therefore, statistically predicts the outcome of the variables (That is, it is a good fit).

Decision

Since the p-values (0.000) are less than Alpha (0.05), that is 0.000<0.05, and t calculated (17.185, 0.779, 17.768 and 8.430) are greater than t tabulated (1.960), we therefore reject the null hypotheses and accept the alternative hypotheses.

Discussion

The researcher carried out this study in four selected senior secondary schools in Ngor Okpla LGA of Imo State to investigate the strategies for controlling indisciplinary acts among secondary school students. Indisciplinary exists among secondary school students in Ngor Okpala LGA in the post-Covid era. That is to say, that among the senior secondary school students in the LGA, there is experience of indisciplinary acts such as absenteeism, lateness to school, disobedience to teachers/prefects, vandalizing school property, violation of school dress code, examination malpractice, class disruption and physical assault by students.

Again, the study disclosed that the acts of indiscipline were caused by peer influence, exposal to media, influence of parents/guardians, lack of proper preparation for examinations and loosened teacher-student relation. In other words, the study revealed that peer influence, exposal to media, influence of parents/guardians, lack of proper preparation for examinations and loosened teacher-student relation result

in indisciplinary acts among the secondary school students in the LGA.

In addition, the study equally found that when there are indisciplinary acts among the students, teachers spent instructional hours in controlling students' behavior, among others. That is to say that when there is indiscipline among the students, teachers spent instructional hours in controlling students' behavior. It equally results in poor students performance in internal and external examinations. It also leads to emotional and psychological stress among the students due to display of indisciplinary acts.

Finally, the study found that in order to control indisciplinary acts among the secondary school students in this Post Covid-19 era, the school adopts strategies such as role modeling, detention and withdrawal of privileges, use of reinforcement, positive teacher-learner relationship, guiding and counseling students and clear guidelines/rules.

Implications to Research and Practice

It emerged from the study that students' indiscipline acts affected the schools and the students negatively. There should be a cordial relation between teachers and students. This will help teachers identify the needs of their students, understand them better and help solve their problems.

The study revealed that lack of proper parenting and peer influenced were the most common causes of students' indiscipline. Therefore, there is the need for the school to strengthen PTA where both teachers and parents to work together towards eradicating indiscipline instead of accusing each other whenever there is indiscipline cases in the school. Also parents and teachers should increase supervision of students to avoid negative activities or companies both home and at school respectively.

Again, this study showed that teaching and learning activities were affected in the school as a result of student indiscipline acts. There is the need for the school to establish guidance and counseling unit with counseling officers and also assign adequate time in the time table to allow students have adequate time for guidance and counseling. This implies that when students are guided and counseled, they are unlikely to have disciplinary problems. Therefore guidance and counseling has a role to play with respect to the students' indiscipline.

The study equally revealed role modeling as one of the common strategies for dealing with student' indiscipline hence need for school administrators, teachers and parents to serve as good examples or role models to students since they imitate and copy their behaviors. For example, when teachers go on industrial action, absent themselves from school, insult each other in front of pupils and steal school funds, this usually is copied by students resulting in indiscipline among the students.

CONCLUSION

The secondary school students in Ngor Okpala faced many forms of students' indiscipline in the post covid-19 era. fighting, absenteeism/truancy, disobedience to teachers/prefects, the use of vernacular language, damaging school property, violation of school dress code, examination malpractice, class destruction and physical assault by the students. The major causes of indiscipline were peer influence, exposal to media, influence of parents/guardians, location of the school and unhealthy teacher-student relation result in indisciplinary acts among the secondary school students in the LGA.

Again, the acts of indiscipline among the secondary school students resulted in teachers spending instructional hours in controlling indiscipline students' behavior. It equally results in negative teaching and learning outcomes. It also makes the syllabus not always covered in any term due to display of indisciplinary acts. Finally, the schools adopt strategies such as role modeling, detention and withdrawal of privileges, use of reinforcement, positive teacher-learner relationship, guiding and counseling students and clear guidelines/rules to control the indisciplinary acts among the students.

Suggestion for further study

The study did not consider solutions to particular or specific acts of indiscipline but solutions in general in dealing with the acts of indiscipline among students of secondary schools in Ngor Okpala LGA. In future, solution for curbing indiscipline could be narrowed to each particular acts of indiscipline among students.

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APPENDEXES

A. Outputs for Hypothesis One

Descriptive Statistics

	Mean	Std. Deviation	N
Nature of indiscipline	1.9126	.28308	206
Identifiable Indisciplinary Acts	4.6650	.73878	206

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.769[a]	.591	.589	.18138	.201

a. Predictors: (Constant), Identifiable Indisciplinary Acts
b. Dependent Variable: Nature of indiscipline

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.716	1	9.716	295.318	.000[b]
	Residual	6.711	204	.033		
	Total	16.427	205			

a. Dependent Variable: Nature of indiscipline
b. Predictors: (Constant), Identifiable Indisciplinary Acts

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.538	.081		6.642	.000	.378	.698
	Identifiable Indisciplinary Acts	.295	.017	.769	17.185	.000	.261	.328

a. Dependent Variable: Nature of indiscipline

Coefficient Correlations[a]

Model			Identifiable Indisciplinary Acts
1	Correlations	Identifiable Indisciplinary Acts	1.000
	Covariances	Identifiable Indisciplinary Acts	.000

a. Dependent Variable: Nature of indiscipline

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.8326	2.0113	1.9126	.21770	206
Residual	-.71665	.28335	.00000	.18094	206
Std. Predicted Value	-4.961	.453	.000	1.000	206
Std. Residual	-3.951	1.562	.000	.998	206

a. Dependent Variable: Nature of indiscipline

B. Output for Hypothesis Two

Descriptive Statistics

	Mean	Std. Deviation	N
Causes of Indiscipline	1.9660	.18162	206
Identifiable Causes of Indiscipline	4.2184	1.07106	206

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.965[a]	.819	.816	.15023	.225

a. Predictors: (Constant), Identifiable Causes of Indiscipline
b. Dependent Variable: Causes of Indiscipline

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.158	1	2.158	95.635	.000[b]
	Residual	4.604	204	.023		
	Total	6.762	205			

a. Dependent Variable: Causes of Indiscipline
b. Predictors: (Constant), Identifiable Causes of Indiscipline

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.562	.043		36.639	.000	1.478	1.646
	Identifiable Causes of Indiscipline	.096	.010	.565	9.779	.000	.076	.115

a. Dependent Variable: Causes of Indiscipline

Coefficient Correlations[a]

Model			Identifiable Causes of Indiscipline
1	Correlations	Identifiable Causes of Indiscipline	1.000
	Covariances	Identifiable Causes of Indiscipline	9.596E-005

a. Dependent Variable: Causes of Indiscipline

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.6577	2.0409	1.9660	.10261	206
Residual	-.65769	.34231	.00000	.14986	206
Std. Predicted Value	-3.005	.730	.000	1.000	206
Std. Residual	-4.378	2.279	.000	.998	206

a. Dependent Variable: Causes of Indiscipline

C. Output for Hypothesis Three

Descriptive Statistics

	Mean	Std. Deviation	N
Effects of Indiscipline	1.9515	.21544	206
Identifiable Effects of Indiscipline	4.5534	.85800	206

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.779[a]	.607	.606	.13530	.204

a. Predictors: (Constant), Identifiable Effects of Indiscipline
b. Dependent Variable: Effects of Indiscipline

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.780	1	5.780	315.714	.000[b]
	Residual	3.735	204	.018		
	Total	9.515	205			

a. Dependent Variable: Effects of Indiscipline
b. Predictors: (Constant), Identifiable Effects of Indiscipline

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.060	.051		20.779	.000	.960	1.161
	Identifiable Effects of Indiscipline	.196	.011	.779	17.768	.000	.174	.217

a. Dependent Variable: Effects of Indiscipline

Coefficient Correlations[a]

Model			Identifiable Effects of Indiscipline
1	Correlations	Identifiable Effects of Indiscipline	1.000
	Covariances	Identifiable Effects of Indiscipline	.000

a. Dependent Variable: Effects of Indiscipline

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2560	2.0389	1.9515	.16791	206
Residual	-.45175	.35255	.00000	.13497	206
Std. Predicted Value	-4.142	.521	.000	1.000	206
Std. Residual	-3.339	2.606	.000	.998	206

a. Dependent Variable: Effects of Indiscipline

D. Output for Hypothesis Four

Descriptive Statistics

	Mean	Std. Deviation	N
Effects of Indiscipline	1.9515	.21544	206
Identifiable Effects of Indiscipline	4.5534	.85800	206

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.779[a]	.607	.606	.13530	.204

a. Predictors: (Constant), Identifiable Effects of Indiscipline
b. Dependent Variable: Effects of Indiscipline

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.780	1	5.780	315.714	.000[b]
	Residual	3.735	204	.018		
	Total	9.515	205			

a. Dependent Variable: Effects of Indiscipline
b. Predictors: (Constant), Identifiable Effects of Indiscipline

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.060	.051		20.779	.000	.960	1.161
	Identifiable Effects of Indiscipline	.196	.011	.779	17.768	.000	.174	.217

a. Dependent Variable: Effects of Indiscipline

Coefficient Correlations[a]

Model			Identifiable Effects of Indiscipline
1	Correlations	Identifiable Effects of Indiscipline	1.000
	Covariances	Identifiable Effects of Indiscipline	.000

a. Dependent Variable: Effects of Indiscipline

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2560	2.0389	1.9515	.16791	206
Residual	-.45175	.35255	.00000	.13497	206
Std. Predicted Value	-4.142	.521	.000	1.000	206
Std. Residual	-3.339	2.606	.000	.998	206

a. Dependent Variable: Effects of Indiscipline