

## Need Satisfaction, School type and Indiscipline Behaviour among Secondary School Adolescents in Cross River State

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### ABSTRACT

*The purpose of this study was to investigate the influence of school types need satisfaction on indiscipline among senior secondary school students in Cross River State, Nigeria. An ex-post facto design was adopted in carrying out the study. 1250 senior secondary school students were drawn as sample from both public and private secondary schools using stratified and simple random sampling technique. The Student Opinion Questionnaire (SOQ) instrument was used for data collection. Two null hypothesis were formulated and tested using One-Way Analysis of Variance (ANOVA), Independent t-test and Fisher's Least Significant Difference (LSD) at .05 level of significance. The result showed that need satisfaction and school types significantly influence students' indiscipline behaviour. Based on the finding, it was recommended among others that parents should provide their children/wards psychological, emotional and physiological needs of their children/wards.*

**Keywords:** *Need satisfaction, school type, adolescents, indiscipline, behaviour*

### INTRODUCTION

Indiscipline behaviour among secondary school students has caused much restiveness in recent times among education stakeholders in Nigeria in general and Cross River State in particular. The school as an agent of socialization should be characterized by disciplined individual. Regrettably, indiscipline has usurped almost every facet of our educational system, particularly at the secondary school level. A careful observation of daily events shows that students in secondary schools neither have respect for the constituted authorities, nor do they demonstrate high sense of responsibility by a way of commitment, dedication or loyalty (Kute, 2014, Njorge and Nyabuto, 2014).

Ali, Dada, Isiaka and Salmon (2014) defined indiscipline as any act of behaviour of an individual or group of people that is not in conformity with the generally accepted pattern of standard norms in the society. It involves lack of obedience to constituted authority or law of a nation or organization. Asiyai (2012) sees indiscipline as any act, habit or behaviour exhibited by the learners or students within the school premises and outside the school which attract condemnation by the public and/or the school staff. It then implies that indiscipline is the violation of school rules and regulation capable of obstructing the smooth and orderly functioning of the school system. Isangedighi (2007) classified act of indiscipline into five categories namely moral, personal legal safety and education form of indiscipline. Students' indiscipline involves activities that negate principles of order and decency. It incorporates such acts as examination malpractice, lateness to school, loitering in the school during school hours, stealing, cultism, fighting, absenteeism, leaving the school before closing, wrong or improper dressing, lack of respect for constituted authorities, dishonesty, eating in the class, littering the school compound, hooliganism, noise making in class, averting social activities, assignment and

others, dirtiness and bullying, using authorized path (Idu&Ojedapo, 2010, Erojikwe, 2002). All these according to Morongwa (2010) inhibit the students own learning. Magwa and Ngara (2011) are of the view that when students misbehave, they learn less and keep their peers from learning.

Children find themselves either in the private or public school. This depends largely on the socio-economic status of the family. Parents who can afford the high charges of private schools send their children there whereas parents who are financially handicapped allow their wards to settle in public schools where the charges are affordable (Abanas, 2008). The low or sometimes no charges at all in the public schools make parents especially those from low socio-economic status attracted by sending their wards to these schools. This in most cases make the school population and class sizes of public schools to be very high, which of course hinders control and management, a situation that cannot enhance effective teaching and learning. Considering this situation, parents who can afford the high charges of private schools, prefer sending their wards there for effective teaching and learning. The school type could therefore in a way influence students' behaviour negatively or positively. Hoskin (2007) observed that the child's discipline behaviour depends on the parenting style and the school type. To him, if a proper parenting style is applied and the child is exposed to an ideal school where effective teaching and learning is enhanced there is the tendency for the child to be disciplined and vice versa. Aganson (2005) believes that while, there many differences between public and private schools, the primary difference is the approach to discipline. In a private according to him, disciplinary cases are handled immediately and punishment meted accordingly. But the bureactic nature of handling cases of indiscipline in the public schools make students learn how to play the system and can the teacher top in knots for weeks over disciplinary matters, a measure that cannot stamp out indiscipline behaviour among students easily.

The above view is in line with the study conducted by Eyang (2000) on school type and anti-social behaviour among secondary school students in Manyu Division of South West Province of the Public of Cameroon. Using 500 subject (250 from public and 250 from private) from 20 secondary school (10 public and 10 private) in the area. Students' Behaviour Questionnaire (SBQ) was the instrument used in the collection of data using independent t-test to analyze the data, the result revealed that students from private schools were less involved in anti-social behaviour than their counterparts from public schools. He attributed the anti-social behaviour of public school students to their background. According to a comparative study by Adegoke (2015) on juvenile delinquency among pupils from public and private primary schools in Ikorodu, Lagos State, sampled 100 subjects from the public and private schools. With Delinquent Behaviour Questionnaire (DBQ) as instrument, he analyzed the data with t-test analysis and the results revealed that pupils from public primary schools were more indiscipline. In their behaviour compared to pupils from private school. He concluded that pupils from the public schools are left loose as no concern is shown by the management; that pupils are too many to manage and that they are not exposed to stimulating environment. This is not different from the view of Alfrey (2010) that loose

environment both at home and school, where children are left mostly on their own, attracts anti-social behaviour as pupils are tempted to try certain behaviour even those that are negative just to occupy time.

In a related study carried out by Akpos (2008) on the relationship between juvenile delinquency and family types among private and public secondary school students in Benue South, 30 schools were randomly sampled with 490 subjects selected for the study. Using Pearson Product Moment Correlation ( $r$ ). The result was significant at 0.05 level of significance  $df=488$ , critical  $r$ -value = 0.164. The result therefore means that there is a significant relationship between family types and juvenile delinquency. Further analysis revealed however that students from private schools were more disciplined than those of public schools especially in areas like stubbornness, bullying, rudeness and disobedient to teachers. To him, this is as a result of the social status of the parent that is influencing such behaviours. There is nothing as interesting as one's need being met and frustrating as when they are turned down. That is why citizens of a country attack their leaders, workers their bosses, students their school heads and children their parents. It is on this that Abang (2004) observes that most social problems people experience are as a result of needs not being satisfied. He further stated that children's needs in the home range from physical, moral, social psychological, economic academic and others. This is not at variance with motivational needs. Njama-Abang (2006) is of the opinion that the child's needs are meant to be provided by parents which he considers as one of the fundamental responsibilities of the family. Parents according to Oludare (2016) are the first early tutors who are to mentor them in the way and manner that are acceptable to the societal norms and values by shouldering their responsibilities through provision of the essential needs of life.

The family is concerned with the satisfaction of all the needs of the child, e.g. food, shelter affection and security. This opinion is quite ideal because where the parents cannot provide for the needs of the child, who else can do it, except the child resign to fate. Maslow (1943) in his theory emphasized much on the physiological needs of food, water, shelter and others. This means, extreme hunger, thirst and exposure can change one's behaviour negatively as is the popular saying "a hungry man" is an "angry man". If hunger changes the behaviour of an adult, one wonders what would happen to a child. No doubt, a hungry child would manifest anti-social behaviour both at home and in school. It is in agreement with the above that Mbipom (2000) posited that parents should try to satisfy the physiological needs of their children so that a higher social and related goal directed behaviour can emerge. This is of course in the line with Freud (1905) principle of fixation. This could also result to delinquent behaviour.

Hans (2000) carried out a study on socio-economic status of parents and need satisfaction as variables in educational aspiration. The purpose of the study was to determine the relative effect of these variables. 512 high school students in South West were used. With the chi-square statistical analysis the result showed a significant relationship between need satisfaction and the level of educational aspiration of their wards. Consequently, he concluded that low needs satisfaction is one of the factors militating against educational aspiration and performance which to some extent bring

about indiscipline behaviour. In the study conducted by Hodge and Gucciardi (2015) on antisocial and prosocial behaviour. The role of motivational climate, basic psychological needs and moral disengagement. The result revealed that need satisfaction was both directly and indirectly related with antisocial behaviour. Poverty is also perceived as a major cause of some of misbehavior in school (Evans and Miguel, 2001) when parents fail to meet learner's basic needs as stipulated by Maslow's hierarchy of needs. Unless these basic needs are satisfied to the required extent, other needs do not motivate children to learn and as a result the child resort to abuse behaviour. Students may be involved in theft and prostitution in order to meet daily needs. Others may skip classes to engage in informal jobs as vendors (Onyije & Ojedapo, 2010). These of Taylor and Lekes (2011) on need satisfaction, work-school interference and school dropout: An application of self-determination theory using 3,248 students from rural and sub-urban schools in the greater region of Montreal Canada. The result revealed that work- school interference was related to drop out intentions, and that this variable served to mediate the relation to employee autonomy, support to drop out.

The research study on the influence of need satisfaction on proneness to stealing among female students at university of Lagos. Participants were 120 respondents, and the finding showed that there is significant influence of need satisfaction on proneness to stealing among students in schools. Lian Lanice and Brown 2011 carried out a study on Does taking the good with the bad make things worse? How abusive supervision and leader member exchange interact to impact need satisfaction and organizational deviance using 260 employees. The finding revealed that basic need satisfaction plays important role in organizational deviance. Schools seeking to minimize student's indiscipline may wish to focus on increasing the student's basic needs through different channels. So, as much as satisfaction of these needs is beneficial for individuals, their lack of satisfaction can be detrimental to psychological well being, proper functioning and can lead to several negative consequences.

### **Statement of the problem**

The issue of students' indiscipline has taken a centre stage for a long time both internationally and nationally. Observations as well as reports in media and research findings have shown that the school system especially secondary school system is plagued with high level of students' indiscipline behaviour. Some of the students have been expelled from school and this has terminated their career, many school properties that would have enhanced learning destroyed by students by way of rioting due to indiscipline. The cries of parents, educational planners, psychologists, counselors and others for the students to desist from this anti-social behaviour have fallen on deaf ears. Seminar, workshop have been organized by schools and some Non-Governmental Organizations (NGOs) sensitize the public and students on the effect of discipline. Many researches have also been carried out to ascertain how factors such as teachers' factor, peer group school facilities, age of students, administrative styles, socio-economic status of parents and others could explain high level of indiscipline among senior secondary school students in Cross River State. This notwithstanding, indiscipline behaviour still persists. It is for this reason that this study was carried out to ascertain if

school type, need satisfaction could be an explanation to the indiscipline behaviour among secondary school students in Cross River State.

### Purpose of the study

Specifically, the study investigated the influence of:

1. Home needs satisfaction on students' indiscipline behaviour.
2. School types on students' indiscipline behaviour.

### Hypotheses

1. Need satisfaction in the home does not significantly influence students' indiscipline behaviour.
2. School types do not significantly influence students' indiscipline behaviour.

## METHODOLOGY

The research design for this study was *ex post facto* design. The population of the study was all SS I and SS II students. The sample consists of 1,250 senior students drawn from 30 schools in the study area. The Students Opinion Questionnaire (SOQ) that had 3 parts A, B was used for data collection. Part A elicited from the respondents their demographic information such as class, age, sex and school type (Private and Public). Part B was a 10 items four Likert type scale that measured some aspects of the respondents need satisfaction. The responses ranged from very satisfied (VS), satisfied (S), Dissatisfied (D), and Very Dissatisfied (VD). Part C comprised of 25 items four Likert Scale that measured the respondents indiscipline behaviour such as cheating in examination, fighting with other students, dressing indecently to school, bullying junior students, skipping classes, etc. The responses were Very Often (VO), Often (O), Sometimes (ST), and Never (N). The instrument was validated by experts in measurement and evaluation, and educational psychological in the department of Educational Psychology, University of Calabar. The test reliability estimate with t-test reliability was 0.78 with the permission of the school principal, the researcher with the three research assistants and class teachers administered the copies of the instrument to the students. 100% of the questionnaires administered were retrieved because face to face and on the spot administration of the instrument was done. Data collected were analyzed using independent t-test and Analysis of Variance (ANOVA) techniques.

## RESULT

The main independent variables for this study are need satisfaction and school type while the dependent variable was indiscipline behaviour with five dimensions, personal, legal, moral safety, and education. The mean scores and standard deviations of the variables are as presented in Table. Total samples of 1250 students were used for the study. Hypotheses were tested at .05 level of significance.

Table 1: General description of data

S/n	Subvariables	N	No of item	$\bar{X}$	SD
1.	Need satisfaction	1250	10	27.99	3.45
2.	Indiscipline behaviour	1250	20	52.00	19.91

**Hypothesis one**

Needs satisfaction in the home does not significantly influence students' indiscipline behaviour in school. The independent variable involved in this hypothesis is need satisfaction in the home. From the scores obtained from the respondents on this variable were split into low moderate and high. The dependent variable is students' indiscipline behaviour in school, measured under five dimensions.

The statistical analysis technique used here is the one-way Analysis of Variance (ANOVA) as usual each dimension of the independent and dependent variables of this hypothesis were compared. The results are presented in Table 2 and 3. The result in Table 3 shows that the calculated F-value for each dimension of the indiscipline behaviour was higher than the critical F-value of 3.00 at .05 level of significance at 2 and 1247 degrees of freedom as follows.

**Table 2: Group means and standard deviation of the variables in need satisfaction**

Indiscipline	Need satisfaction	N	$\bar{X}$	SD
Personal	Low	485	14.75	1.65
	Moderate	186	12.62	5.15
	High	579	7.30	3.87
	Total	1250	10.98	4.91
Legal	Low	485	13.80	3.48
	Moderate	186	11.02	4.83
	High	579	6.72	3.43
	Total	1250	10.10	4.93
Moral	Low	485	13.16	2.25
	Moderate	186	12.37	4.63
	High	579	7.68	3.86
	Total	1250	10.50	4.36
Safety	Low	485	12.16	2.83
	Moderate	186	11.16	4.12
	High	579	7.22	3.37
	Total	1250	9.72	4.13
Education	Low	485	13.32	1.74
	Moderate	186	11.58	3.56
	High	579	8.20	3.53
	Total	1250	10.69	3.80
Total	Low	485	67.19	7.31
	Moderate	186	58.74	19.23
	High	579	37.12	16.24
	Total	1250	52.00	19.91

**Table 3: One way of Analysis of Variance (ANOVA) of the influence of needs satisfaction on students' indiscipline behaviour school (1250)**

Indiscipline	Source of variation	Ss	df	Ms	.F
Personal	Between groups	15232.850	2	7616.425	638.602*
	Within groups	14872.609	1247	11.927	
	Total	30105.459	1249		

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Legal	Between groups	13415.170	2	6707.585	493.364*
	Within groups	16953.723	1247	13.596	
	Total	30368.893	1249		
Moral	Between groups	8682.412	2	4341.206	360.417*
	Within groups	15020.068	1247	12.045	
	Total	2370.480	1249		
Educational	Between groups	7085.073	2	3542.537	402.176*
	Within groups	10.948.112	1247	8.808	
	Total	18069.185	1249		
Total	Between groups	248568.9	2	124284.420	628.279*
	Within groups	246678.2	1247	197.817	
	Total	495247.0	1249		

\* Significant at .05 level, critical  $F = 3.00$ ,  $df = 2, 1247$

1. Personal dimension  $F = 367.786$ ,  $df = 2 \ \& \ 1247$   $P < .05$
2. Legal dimension  $F = 327.560$ ,  $df = 2 \ \& \ 1247$   $P < .05$
3. Moral dimension  $F = 374.754$ ,  $df = 2 \ \& \ 1247$   $P < .05$
4. Safety dimension  $F = 391.193$ ,  $df = 2 \ \& \ 1247$   $P < .05$
5. Educational dimension  $F = 483.960$ ,  $df = 2 \ \& \ 1247$   $P < .05$

With this result the null hypothesis was rejected. This implies the need satisfaction significantly influences students' indiscipline behaviour. The nature of this influence was examined using Fishers' Least significance difference (LSD) Multiple Comparison Analysis. The result is presented in Table 4.

The Post Hoc test in Table 4 shows that students whose needs satisfaction is low are significantly different in their personal, legal, moral, safety, educational and overall indiscipline behaviour than those whose needs satisfaction is either moderate or high. Also students whose needs satisfaction is moderate are significant different in their personal indiscipline behaviour from those whose needs satisfaction is higher in their personal disciplined behaviour.

**Table 4: Fisher's Least Significance difference (LSD) multiple comparison analysis of the influence of needs satisfaction students' indiscipline behaviour in school**

Indiscipline	n	Low 485	Moderate 186	High 579
Low	485	14.75 <sup>a</sup>	2.12 <sup>b</sup>	7.44
Moderate	186	6.37 <sup>*c</sup>	12.62	5.32
High	579	31.29 <sup>*</sup>	16.33	7.30
$MSW = 11.93$				
Low	485	13.809	2.76	7.06
Moderate	186	7.75 <sup>*c</sup>	11.02	4.3
High	579	22.77	12.35	6.72
$MSW = 13.60$				
Low	485	12.16 <sup>a</sup>	0.99 <sup>b</sup>	4.93
Moderate	186	3.02 <sup>*c</sup>	11.16	3.94
High	579	21.06	12.29	7.22
$MSW = 11.55$				
Low	485	13.32	1.74	5.12
Moderate	186	5.35 <sup>c</sup>	11.58	3.38

High	579	22.04	10.62	10.69
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Significant at .05 level, critical  $t = 1.96$ ,  $df = 998$

a = Group mean are placed along the diagonal

b = Difference between group means are placed above diagonal

c = Fishers' t-values are placed below the diagonal

\*Significance at 0.05 level (critical  $t = 1.96$ )

### Hypothesis two

There is no significant influence school type on students' indiscipline behaviour in school. The independent variable in this hypothesis is school type with two categories (public and private); while the dependent variable is students' indiscipline behaviour with six dimensions. To test this hypothesis, each sub variable of students' indiscipline behaviour was compared with the two categories of school type using independent t-test analysis. The results of the statistics are presented in Table 5.

**Table 5: Independent t-test analysis of the influence of school types on students' indiscipline behaviour in school**

Indiscipline	School type	N	$\bar{X}$	SD	t-value
Personal	Public	608	11.46	3.11	5.27*
	Private	642	10.53	3.09	
	Total	1250	10.98	4.91	
Legal	Public	608	2.74	3.64*	
	Private	642	2.85		
	Total	1250	4.93		
Moral	Public	608	2.39	5.89*	
	Private	642	2.53		
	Total	1250	4.36		
Safety	Public	608	3.43	3.79*	
	Private	642	3.06		
	Total	1250	4.13		
Educational	Public	608	2.77	7.74*	
	Private	642	2.67		
	Total	1250	3.80		
Total	Public	608	15.43	2.13*	
	Private	642	16.27		
	Total	1250	19.91		

\*Significant at .05 level, critical  $t = 1.96$ ,  $df = 2,1247$

As presented in Table 5 the results of the statistical analysis indicate that the calculated t-value for each dimension of the indiscipline behaviour was higher than the critical  $t =$  value of 1.96 at .05 level of significance with 2 and 1247 degrees of freedom as follows:

### DISCUSSION OF FINDING

The finding of the showed that there is a significant influence of school type on students' indiscipline behaviour in school. This finding is not surprising because some schools do not make rules that are guiding their school and this lack of rules result to student



misconduct. Furthermore, in schools where the teachers and school administrator are not devoted, disciplined, not hardworking, not morally sound and academically incompetent tend to have disciplinary problems. The finding is in line with the view of Eyang; Ajomi, 2009, Akpo, 2008) who stated in their research work that indiscipline behaviour among students is influenced by school type.

The result of the study also showed that student's needs satisfaction significantly influenced their indiscipline behaviour in school with students having low needs satisfaction showing high level of indiscipline behaviour and those who have high needs satisfaction showing low level of indiscipline behaviour. The finding is in consonance with those of Abang (2004), Njama-Abang, Hans (2000) who emphasized that parent should try to satisfy the physiological need of their children so that a higher social and related goal directed behaviour can emerge. They found that children of high economic status parents whose needs were provided for, when and where necessary were rated best in disciplined behaviour while those from low class were equally related low in discipline. Basic need satisfaction provides the necessary fuel to orient people towards paying more attention to others, showing pro-social behaviours and being more engaged (Gagne, 2003). Satisfaction of needs help according to Gagne and Deci, (2005) to provide the resources that energize individuals direct their behavior and maintain their behavior. When basic needs are satisfied, people see a series of positive outcomes including higher persistence, better performance in their activities, positive emotions, more fulfilling relationship but where the needs are not fulfilled students may not be motivated to engage in positive behavior and may opt for less pro social behavior, it can also lead to anxiety, depression lower levels of self-control, aggression and non-optimal functioning (Vansteenkiste and Ryan, 2013).

However, in spite of the consistency of the various works reviewed on this variable, observations in some homes reveal that some parents abuse the home need provision by making sure that whatever demand a child made is being provided for without minding the implication. This could make children to be prodigal, unorganized and indiscipline. Otherwise, irrational needs satisfaction can influence indiscipline behaviour. Basic need provides the necessary fuel that to orient people towards paying more attention to others, showing prosocial behaviours and being more engaged (Gagne, 2003).

## **CONCLUSION**

The issue of learners' indiscipline has taken a centre stage for a longtime both internationally and nationally. It is a phenomenon that requires the attention of all those who are involved in teaching. This calls for commitment on the part of the parents to make sure that what their children/wards need should be provided and when this done will help to minimize or curb some of the indiscipline behaviour exhibited by some students. But if the act of indiscipline is allowed to incubate under by education providers and consumers may turn into a situation that will be difficult to exterminate.

## **RECOMMENDATIONS**

Based on the findings, the following recommendations were made:

1. Parent should be encouraged to make provision for their children's need at home or amicably appeal to them where every effort to meet up their demands fail.
2. Parents should also see the need for a manageable family size which they can have close attention and concern for effective control and satisfaction of the children's needs.
3. The government through public enlightenment agencies and Non-Governmental Organization (NGOs) should from time to time organize seminars and workshop to counsel parents, students and the public on how to handle indiscipline issues among students.
4. There should be counseling services for students in both private and public school for regular counseling of students.
5. Cognitive behavioural therapy (CBT) which is used to modify dysfunctional emotions and thought can be used to encourage the students to challenge distorted cognitions and change destructive pattern of behaviour.

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