

**SCHOOL PHYSICAL ENVIRONMENT AND
SECONDARY SCHOOL STUDENTS DISCIPLINE IN
BAYELSA STATE, NIGERIA**

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Abstract

This study was on school physical environment and secondary school students' discipline in Bayelsa State of Nigeria. Three hypotheses were used to guide the study. The hypotheses were formulated based on the variables; physical facilities, class size and school location, as to determine how they relate to or influence students' discipline. Students' discipline was categorized into attendance, respectful behaviour, honest behaviour and constructive behaviour. Ex-post facto research design was adopted for this study. The sample consisted of 1,540 senior secondary class two students drawn from a population of 11,607 senior secondary two (SSII) students in the State. The main instrument for data collection was titled school environment and secondary school students' discipline questionnaire (SESSSDQ). The data collected were analyzed using the Pearson's correlation analysis (r) and the independent t-test. The hypotheses were all tested at 0.05 alpha level of significance. The study findings were; there is a significant relationship between the availability of physical facilities, school location and students' discipline in terms of respectful behaviour, honest behaviour, attendance, and constructive behaviour. The findings also showed that class size does not significantly influence students' discipline in terms of respectful behaviour, honest behaviour and constructive behaviour; but significantly influence students' behaviour in terms of attendance. Based on these findings, it was recommended among others that the Ministry of Education should ensure adequate provision and maintenance of school physical environment in order to restore discipline among secondary schools students in the state.

Keywords: *School physical environment, school discipline, physical facilities, class size and location*

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A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory @, U.S.A., Open J-Gate, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences

<http://www.ijmra.us>

1. Introduction

Discipline means abiding by the rules and regulations or laws and order of an organization such as school, church, prisons etc. Discipline is an indispensable requirement in every organization that wants to make progress. It is very essential for the smooth, peaceful and harmonious running and the corporate existence of an organization. Discipline demands habitual but reasoned obedience to authority. It implies adherence or conformity to control exerted by an authority for the good of the whole. Without it, every effort would be defeated. Its aim is to train and control a body of human beings for a concerted effort to attain a common goal.

Discipline is a rudimentary ingredient and a very essential factor in school system which insists on upholding the moral values of students and staff. Discipline in every school has two main goals: to ensure the safety of staff and students; and to create an environment conducive to learning (Moles, 2009). Students need discipline in order to appreciate what is approved and what is not approved in the immediate environment around them. They (students) also need to be fostered to develop the right attitude towards learning. Discipline in schools can be seen as a force that prompts students to observe stipulated rules and regulations as well as policies guiding the activities which are deemed necessary for effective and efficient running of the school. Discipline trains students to understand one another through the sharing of common knowledge. Students are bound together by the unity of will and interest that are expressed by the willingness to follow and obey their principals and teachers. Discipline is any kind of influence designed to help the child deal with demands from his environment that go counter to demands he might wish to make on his own immediate environment (Jersild, 2010). Discipline arises from the need to bring out a balance between what the individual wants of others and the limitations and restrictions demanded by the society in where he lives or by the hazards in the physical environment. It is a force or fear of force which restrains a student or a group of students from doing things which are deemed to be destructive to the school. There is therefore the need for discipline to be instilled in students to ensure effective and smooth running of the school, not only for the specific purposes to be achieved, but for the overall benefit of all. Discipline in this study is categories into four components namely; attendance, respectful behaviour, honest behaviour and constructive behaviour.

The opposite of discipline is indiscipline. Indiscipline is viewed as connoting a disrespect to school authorities, laws and order and non-conformity to established norms of the school.

Indiscipline or misconduct among students in secondary schools manifests itself in various ways ranging from stealing, fighting, loitering, bullying, cheating, truancy, lateness, absenteeism, drug abuse, drunkenness, dishonesty, examination malpractice, vandalism, disrespect, assault, disobedience, insubordination and cult related activities, to mention but a few. The preponderance of students' misconduct involving violent or criminal behaviours and the other related problems of discipline negatively impact on the quality of secondary education in Bayelsa State. Cotton (2005) revealed that these problems of discipline are responsible for a significant portion of loss of instructional time and this goes a long way in adversely affecting teaching and learning activities in the schools. She further classified disciplinary practices into preventive (forestall) and remediation (restore). The prevention of problems of discipline in schools involves the provision of an environment that ensures healthy attitude in students while remediation takes into account the methods of imposing sanction or physical punishment to those who indulge in indiscipline act as to deter one from further acts of indiscipline.

The importance which students' discipline holds in our contemporary educational system has motivated scholars into in-depth studies on how to plan, develop and maintain suitable learning environment that would inculcate positive attitudes in the minds of students. This learning environment otherwise known as school environment here in this study could be defined according to Cotton (2005) as all factors, conditions and resources within the school setting such as the physical facilities, class size, location, peer-group-influence, teacher-students relationship, principal's leadership style, teachers' classroom management, school timetable etc. which tend to influence the teaching and learning activities. The nature of the functioning of a school depends largely on the state of these school environments. In an environment which is unsuitable for school purposes, the possibility of going in opposite direction becomes inevitable prominent. The quality of any school is predicated on the environment of the school. In other words, the education received by students could be highly correlated with the type and quality of their school environment as well as the socio-political, geographical and economical conditions prevalent not only in the school but also in the society as a whole (Cotton, 2005).

Similarly, Denga (1988) aptly stated that the problems of discipline can be likened to an epidemic, which has the power to destroy the very foundation of any organization, if left unchecked. The school has the responsibility of promoting values and standards in the younger ones in order to establish sound behavioural codes for their lives.

Also, Welberg and Thomas (1998:61) revealed that “children learn fast and best when they could explore environments rich in materials and when they are free to move about in meaningful interaction with their teachers and peers”. A free and democratic social atmosphere could draw out positive latent potentials in students, while a rigid, authoritarian and coercive leadership could drive them into all sorts of misconduct (Welberg & Thomas, 1998). Consequently, the principal’s leadership style could impact on students positively or negatively. The self discipline and personal dignity of the principal is a functional disciplinary force. The positive attitudes elicited and upheld by both the principal and teachers control similar behaviours on the part of students. Duke (2008) intimated that in well disciplined schools, the principals provide clear and broad based rules, delegate disciplinary authority to teachers, facilitate a warm school climate, encourage close ties with communities on disciplinary matters, and ensure commitment on the part of teacher to establishing and maintaining appropriate students’ behaviour.

It follows then that the components of preventive discipline are not found in poorly disciplined schools. The collective efforts of the principals, teachers and the students could make problems of discipline a thing of the past. But a greater part of the responsibility lies mostly on the teachers, in view of the fact that they have constant contact with the students. This constant or daily interaction with students however, elicits an unconscious transfer of behaviours to the students.

According to Cotton (2005), anti-social teacher variables such as constant absenteeism breeds loitering, fighting and such other correlated social mal-behaviours in the students. But such students could have spent their time in reasonable activity under the supervision of a functional teacher. Moreover, students are known to have a clear conception of such teacher variables, which may invariably influence their attitude. For example, a situation where the teachers report for duty on time and get themselves ready for teaching, students have no choice rather than to respond accordingly. Besides, most negative habits would be minimized as students are kept constantly busy with meaningful and productive ventures. Likewise, some positive qualities found in the students such as maintenance of a clean environment, honesty, neat dressing and other related issues could be correlated with those of the teachers.

The presence of modern physical facilities in our school could add significantly to the promotion of discipline. The size of classrooms, play-grounds and availability of materials

(resources) relative to the number of students in a school could also affect learning. According to Cross, Baker and Stiles (1996), many interactions characterize school learning and unless adequate spaces are provided for such interactions, learning could be hampered. These types of facilities would help in providing the desired education for the students, attracting them towards the different school programmes.

The task of maintaining secondary school students' discipline has not been a very easy one in Bayelsa State. Times without number, there have been series of radio commentaries on secondary school students' mal-behaviours, even the print media are not left out. More so, the situation is aggravated by the fact that most principals and teachers vehemently reject being posted to some schools regarded as highly indiscipline ones. Another factor is the down-trodden nature of the people and the ever-increasing population through immigration from surrounding towns and cities due to the oil exploration activities in the State. The overwhelming school population makes maintenance of discipline a problem. Nevertheless, the important position occupied by secondary education in the national development makes the task of maintaining discipline in schools obligatory since the intention of the Government is not to breed irresponsible and criminally minded students. And Bayelsa State Government has a high premium for education. This further calls for a high level of societal discipline, which can only begin from the educational setting.

In the light of this background, it is very certain that some factors are responsible for these menaces indulge by the students, even while at school, are only interested in criminal or crime related activities, instead of concentrating on the pursuit for positive knowledge and skills that would help in building their characters toward being useful to themselves, the state and the nation at large. It is against this backdrop that, this work tend to investigate on the internal school physical environment factors as it relate and or influence secondary school students' discipline in Bayelsa State of Nigeria.

1.3 Statement of the problem

In the past five years, the negative behaviours exhibited by secondary school students in Bayelsa State appear to be the most perplexing problem facing our educational system (Inabor, 2010). Educators, parents and members of the public are greatly expressing concerns about these mal-behaviours which appear to be on the increase daily in our secondary schools. These problems have aggravated to a level that many persons now accept the fact that ensuring

students' discipline is no longer the sole responsibility of the teachers alone, but for all. These problems manifests in various ways ranging from stealing, fighting, loitering, bullying, truancy, lateness, absenteeism, vandalism, drug abuse, disobedience, cult related activities to mention but a few.

In a bid to bring to an end the rate at which secondary school students roam or loiter about some major streets, the sport complex and market places in the State capital during school hours, the Bayelsa State Government set up a special security outfit (codenamed OPERATION FAMOU TAMGBEI) to checkmate these roaming about and other related anti-social vices indulge by students. Also free transport scheme was introduced to convey students to and fro their various schools was provided by the State Government in order to cushion the problem of lack of transport fares by students which was considered to be a major cause of this menace, but it appears not much has been achieved. The pervasive, multidimensional and multifaceted problems cut across all the levels of our educational institutions in the country, but the case of secondary school students in Bayelsa State has assumed a peculiar dimension that has drawn the attention of the researcher.

With this alarming rate of disciplinary problems among students in our institutions of learning, especially at the secondary school level in Bayelsa State, there is the need to explore all available avenues with the sole aim of restoring or forestalling discipline in our students, since societal discipline can be incubated in the school environment. The mess in the school environment itself needs to be filtered out, to allow the schools to fulfill the lofty purposes for which they were established. Thus, in considering the alarming rate of discipline problems among students in our secondary schools, it becomes necessary to ask: to what can these problems be attributed? Are they to factors outside the school environment, or are they to factors within the school environment? This study is designed to focus on factors within the school physical environment. Another pertinent question is does the schools' physical facilities, class sizes and school locations, relate and or influence students' discipline in secondary schools in Bayelsa State?

1.2 Statement of hypotheses

The following null hypotheses were formulated to direct the study.

1. The availability of physical facilities in secondary schools has no significant relationship with students' discipline in terms of attendance, respectful behaviour, honest behaviour and constructive behaviour.
2. Class size (Small/Big) in secondary schools has no significant influence on students' discipline in terms of attendance, respectful behaviour, honest behaviour and constructive behaviour
3. There is no significant difference between students from urban and rural secondary schools in their levels of discipline in terms of attendance, respectful behaviour, honest behaviour and constructive behaviour

2. Literature review

2.1 School physical facilities and students' discipline

The school physical facilities are normally seen as the school plant. This includes the school buildings, classrooms furniture, equipment, instructional materials, laboratories, libraries, play grounds, etc. Lezotte and Passiroque (1978) carried out a study to find out the effect of school building on students' academic achievement. They formulated hypotheses based on prior students' achievement with study background, school building and students' achievement as the dependent variables. A total of 2,500 randomly selected students from 20 modern schools were used as sample. The pearson's product moment correlation coefficient statistical tool was employed at 0.05 alpha level of significance. The result showed that the school building accounts for significant variance in academic achievement.

Similarly, Baker and Grump (1984) researched on influence of school building on the social interaction among students. They randomly sampled 200 teachers and 350 students from 25 schools. A four point likert type scale questionnaire was used for data collection. Test-retest reliability method was used for the reliability estimate of the instrument and independent t-test analytical tools were employed. The result showed that the size and pattern of school buildings' influenced the social lives of both teachers and learners in the classrooms. They recommended that classrooms should be spacious to promote flexibility of usage in groups and individual activities. Similarly, classroom plays a vital role in the education of the child. According to Nwachukwu (1994), the physical setting for learning affects the learner. The setting must be attractive enough to make students wish to spend long hours there. What we have presently in most of our secondary schools does not meet these requirements. The typical village classroom is part of an unattractive building. The roof may still be in place or may have been blown off by

wind. If the later is the case, students are forced to study without being protected from the effects of the weather. This kind of situation as stated by Nwachukwu (1994) in which the physical comfort of the students cannot be guaranteed is not ideal for both learning and acceptable disciplinary behaviours of the student.

Still on the possible influence of school plant, Klafs and Amhein (1981) conducted research to find out the influence of recreational facilities on students' discipline in Lagos State. They employed questionnaire titled RFSDQ, which was administered on 500 randomly sampled secondary school students from 10 schools in Lagos. Four hypotheses were formulated for the study and analyses were made with chi-square (χ^2) statistics to find out how the scores vary.

2.2 Class size (small /big) and students' discipline

In Nigeria, since 1960 the size of an average school has risen drastically due to the increase in population of the nation. In many cases, these size increases occur incrementally (Bornstein, 2003). In a study carried out by Ajisafe (2009) on class size, he adopted a survey research design. He used a stratified random technique to select a sample of 500 students for the study. A well validated instrument was used for data collection. Split-half reliability method was used to ascertain the reliability coefficient (0.64) of the instrument. Independent t-test was used to analyze the hypotheses. It was observed that one of the problems that faces almost all of our schools since the end of the civil war is large class population. This, by implication, simply means that the student number is above the carrying capacity of the class. He further added that this situation is not just inimical to the achievement and actualization of the school's set goals but also encourages indiscipline and other mischief like truancy, fighting, destructive tendency etc. among students. On the issue of carrying capacity in a school environment, Ajisafe (2009) further observed that every school environment are planned to have specific number of students requirement that suits or matches with the available facilities in the environment and when it exceeds that required number, it is termed over-populous school .

Similarly, McGuire (2005), embarked on a study titled teachers' perception of administration in schools and class size was one of the sub-variables. He sampled 200 respondents through the simple random sampling technique. An ex-post facto research design method was adopted for the study. A four point likert type questionnaire was used for data collection. The data were analyzed using one-way analysis of variance (ANOVA). From the result, he concluded that large classes appear to promote negative teacher perceptions of school

administration and low staff morale. On dropout rate among large class and small class, McGuire (2005) observed that nine of the ten reports reviewed, support lower dropout rates for small class. He also observed that attendance statistics again favoured small classes over the large ones.

Another related study was carried out by Schoggen and Schoggen (2003) on class size and students behaviour. They adopted an ex-post facto research design. A sampled of 1500 respondents was selected randomly from a population of 5230 students in 27 schools in New York. A four point likert scale questionnaire (titled CSSBQ) was administered for data collection. Test-retest reliability method was used for the reliability estimate of the instrument. Pearson's product moment correlation (r) was employed to test the hypotheses at 0.05 alpha level of significance. The results revealed that students in small class size worked more often in small groups than they did in large class size. They concluded that students benefit more from reflection practices involving productive, nurturing interactions, which totally explain higher achievement in small classes.

2.3 School location (urban/rural) and students' discipline.

According to Mbipom (2000), schools are either situated in one geographical location or the other. These geographical locations are either termed rural (remote) where modern facilities are lacking, absences of leisure, variety of vehicles, cultural heterogeneity, cosmopolitan population, etc. and urban (city) where there are presence of complex facilities, leisure, cinema, variety of vehicles, cultural heterogeneity, cosmopolitan population etc. Apart from these features listed, there are other characteristics for classifying school location as rural or urban, this include the social interaction and social control. Onyeozu (2007) described interaction as how people relate to each other and how each reacts to what others do. Unlike the rural schools where the population is relatively small and the students know one another by name, interactions are personal. Urban dwellers live individualistic life and only relate with people they feel like relating with, without any form of permanency.

In urban locations, social cohesion is weak, suspicion is high and communal efforts at resolving problems are very scanty. In the rural locations, cultural activities are well pronounced and cultural institutions well respected; in the urban locations, cultural activities including norms

and taboos guiding interaction are almost non-existent (Onyeozu, 2007). According to Ogili (2009), there are established government laws and order govern interactions in the urban locations. Despite living under strict government rules and regulations with a lot of modern amenities present, anti-social and criminal activities are highly pronounced unlike the rural locations that enjoy relative peace and security. Also, Ogili (2009) posited that the per capital income among rural people are low and there is general poverty. About 70% of the rural populations are engaged in farming at subsistence level while the urban populations are mostly civil servants, traders and artisans. The effect of nature has compelled man to either settle or dwell in an urban or rural area. This educationally implies that in the rural settlement or location there is poor accessibility to the modern educational facilities and this serves as a hindrance to the motivation of a rural child to learning.

Olasunkanmi (2007), in his research on the influence of school location on students' academic achievement in Lagos state. He adopted a causal-comparative design. A sample of 500 students was randomly selected from a population of SS 2 students in the state. A six point likert type scale questionnaire titled SLSAAQ was administered. Independent t-test analysis was used to test the hypotheses at 0.05 levels of significance. From the result, it was observed that students from rural areas tend to perform poorly while those within the urban areas tend to perform better due to the availability of modern educational facilities. Ayeni (1996) earlier opined that the rural students experience stains on their uniform and drowsiness during lessons as a result of long journey made on foot through bush paths or feeder roads. Some students thus get to school late and suffer the price of late coming in one way or the other. While some students change their direction to school through the bush path into embarking on some mischief such as truancy, stealing and raping (Ayeni, 1996).

It follows then that in the urban locations, students have advantage regarding the quality of education and the availability of modern educational facilities. These prevailing situations in these locations (urban and rural areas) tend to create differences in their perception on the set goals and objectives of secondary education.

3. Methodology

The research design adopted for this study is ex-post facto research design. Ex-post facto research design is "a systematic empirical inquiry in which the scientist does not have direct control of the independent variables". This is because their manifestations have already occurred

or because they are inherently not manipulable. Inferences about relationship among variables are made without direct intervention from concomitant variation of independent and dependent variables.

Stratified random sampling technique was adopted to select a sample of the study. A total of 1540 students were selected from 77 secondary schools in the study area. A structured questionnaire titled School Environment and Secondary School Students' Discipline in Bayelsa State (SESSSDQ) was used for data collection. Data collected was analyzed using Pearson product moment correlation analysis and Independent t-test.

4. Results

4.1 Hypothesis one.

The availability of physical facilities in secondary schools has no significant relationship with students' discipline in terms of attendance, respectful behaviour, honest behaviour and constructive behaviour. The dependent variable in this hypothesis is students' discipline categorized into attendance, respectful behaviour, honest behaviour and constructive behaviour. The independent variable is availability of physical facilities. Pearson's product moment correlation statistical technique was deployed to test this hypothesis. The result of the analysis is as presented in Table 1.

Table 1: Pearson's product moment correlation analysis of the relationship between availability of physical facilities and students' discipline in secondary schools in Bayelsa State.

Variables	ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	r_{xy}
Physical facilities (X_1)	33352	747856				
Respectful behavior (Y_1)	27142	494652			602761	0.31*
Honest behaviour (Y_2)	23720	377156			527248	0.41*
Attendance (Y_3)	23764	382502			528669	0.34*
Constructive behavior (Y_4)	24946	414314			553402	0.36*

* $P < 0.05$, $df = 1506$, critical $r = 0.115$

Source: Fieldwork survey, 2011

From Table 1, the calculated r-value for: respectful behaviour (0.31*) honest behaviour (0.41*), attendance (0.34*) and constructive behaviour (0.36*), were all found to be higher than the critical r-value of 0.115 needed for significance at 0.05 alpha level with 1506 degrees of freedom. With this result, the null hypothesis was rejected for all the sub-variables of discipline. This means that there is significant relationship between the availability of physical facilities and students' discipline in secondary schools in Bayelsa State. A closer look at the results revealed that the availability of physical facilities will certainly lead to an increase in students' discipline in terms of respectful behaviour, honest behaviour, attendance and constructive behaviour. On the other hand, the in availability of physical facilities will certainly lead to students' indiscipline acts such as disrespectful behaviour, dishonest behaviour, poor attendance to school activities and destructive behaviour

4.2 .2.2 Hypothesis two

Class size does not significantly influence students discipline in secondary schools in Bayelsa State. The independent sub-variable in this hypothesis was categorized into small and big class sizes. While the dependent variable was students' discipline categorized into attendance, respectful behaviour, honest behaviour and constructive behaviour. Independent t-test statistical technique was adopted to test the hypothesis. The result of the analysis is as presented in Table 2.

Table 2: Independent t-test analysis of the influence of class sizes on students' discipline in secondary schools in Bayelsa state.

Discipline Variables	Class Sizes	Std.			
		N	Mean	Deviation	t-cal
Respectful behaviour	Small	915	18.0131	2.06668	.35*
	Big	593	17.9764	1.93983	
Honest behaviour	Small	915	15.7366	1.64906	.21*
	Big	593	15.7184	1.62745	
Attendance	Small	915	15.6699	2.12784	2.66*
	Big	593	15.8735	2.61542	

Constructive behaviour	Small	915	16.5617	.95710	1.34
	Big	593	16.4874	1.19129	

*P<0.05, df = 1506, critical t=1.96

Source: Fieldwork survey, 2011

Table 2 revealed that the calculated t-values for respectful behaviour (0.35), honest behaviour (0.21) and constructive behaviour (1.34) were all found to be less than the critical t-value of 1.96 needed at 0.05 alpha level of significance, with 1506 degree of freedom. But the absolute value of the calculated t-value for attendance (2.66*) was found to be higher than the critical t-value of 1.96 needed for significance at 0.05 alpha level with 1506 degree of freedom. The result therefore implies that the null hypothesis was retained in terms of respectful behaviour, honest behaviour, and constructive behaviour. However, the null hypothesis was rejected in students' discipline with respect to attendance. With this result, it can be submitted that class size significantly influence students' discipline in terms of attendance. A further look at the result revealed that students from small class sizes were more regular in school activities (Mean=15.87) than students from big class sizes (Mean =15.67).

4.2.2.3 Hypothesis three

There is no significant difference between students from urban and rural secondary schools in their levels of discipline in terms of attendance, respectful, honest and constructive behaviours

The dependent variable in this hypothesis is students' discipline categorized into respectful behaviour, honest behaviour, attendance and constructive behaviour. The independent variable is school location categorized into urban and rural schools. Independent t-test analytic technique was used to test this hypothesis. The result of the analysis is as presented in Table 3.

TABLE 3: Independent t-test analysis of the difference in their level of discipline between students from rural schools and those from urban schools in Bayelsa state.

Variables	Location	Std.			
		N	Mean	Deviation	t-cal
Respectful behaviour	Rural	812	17.9323	2.07185	-1.38
	Urban	696	18.0761	1.95008	
Honest behaviour	Rural	812	15.6379	1.77096	2.34*

	Urban	696	15.8362	1.46682	
Attendance	Rural	812	15.7414	2.32281	-.155
	Urban	696	15.7601	2.34657	
Constructive behaviour	Rural	812	16.4914	1.08171	-1.63
	Urban	696	16.5805	1.02311	

* $P < 0.05$, $df = 1506$, critical $t = 1.96$

The result in Table 3 has revealed that the calculated t -values for respectful behaviour (-1.38), attendance (-.155) and constructive behaviour (-1.63) are all found to be less than the critical t -value of 1.96 needed for significance at 0.05 alpha level with 1506 degrees of freedom. But the absolute value of calculated t -value for honest behaviour (2.34*) was found to be higher in absolute terms than the critical t -value of 1.96 needed for significance at 0.05 alpha level with 1506 degree of freedom. The result therefore implies that the null hypothesis was retained in terms of respectful behaviour, attendance and constructive behaviour; the null hypothesis was however, rejected in terms of students' discipline with respect to honest behaviour. A closer look at the result revealed that students from urban areas were more disciplined with respect to honest behaviour (mean= 15.84) than students from rural areas (mean=15.64).

4.3 Discussion of findings

4.3.1 School physical facilities and students discipline

The testing of the hypothesis containing these variables revealed that there is a significant relationship between availability of physical facilities and students' discipline in terms of respectful behaviour, honest behaviour, attendance and constructive behaviour in secondary schools. This implies that discipline level in school will be higher when the necessary school facilities are put in place adequately. This finding is in line with the findings of Baker and Grump (1984) that researched on the influence school building on students' social interaction and found out that the size and pattern of school buildings influenced the social lives of both teachers and learners in the classrooms.

Also, it is observed that when spacious classrooms are available, they tend to influence students' discipline especially with regards to class attendance as the students would always have that consciousness, that their absence would be conspicuously noticed.

This finding is also in congruent with the findings of Ajari and Robinson (1990) that carried a study on the important of instructional materials on students' academic achievement. They observed that educational resources in the school environment are very important in the development of ideal teaching and learning situation. They concluded that poor teaching and learning situation breed half baked students which invariably breed indiscipline students. Also from observation, the physical setting of a school must be attractive enough to make students to be willing to spend longer hours in school; but what we have presently in most of our secondary schools especially in the rural areas does not meet these requirements. The typical village classroom is part of an unattractive building. Some leaking roofs are still in place or have been blown off by wind. If the latter is the case, students are forced to study without being protected from the effects of the weathers. This kind of situation in which the physical comfort of the students cannot be guaranteed is not ideal for both teaching and learning, and may not instill acceptable disciplinary behaviours in the students.

4.3.2 Class size and students' discipline

One of the findings of this study revealed that class size does not significantly influence students' discipline with regard to respectful behaviour, honest behaviour, and constructive behaviour. The finding also revealed that class size significantly influences students' discipline with regard to class attendance and other school activities. This finding is concurrent with the investigative report of Schoggen and Schoggen (2003) who in their study, discovered that students from small class size are more discipline especially with respect to attendance to schools' activities. This finding also supports the work of McGuire (2005) who stated that small class size significantly influences students' attendance to classes and or school activities. According to him, when a class size is small, the teacher tends to know all the students in the class and this makes it very difficult for a student to absent him/herself from class except with a genuine excuse. In this study, it was observed that irrespective of a teacher's classroom managerial ability in small class size, students that are naturally stubborn will continue to be disrespectful and dishonest as some of these poor habits could be traceable to their family background and upbringings.

The finding of this study is in disparity with the finding of Miller-Whitehead (2002) and Schwartz (2003), who observed that in small classes, teachers spent more time on interaction that

were not related to the learning objectives. This implies that teacher workload decreases with small class size as less time was spent making students work

4.3.3 School location and students' discipline

The analyses of the data collected to test this hypothesis revealed that school location does not significantly influence students' discipline in terms of respectful behaviour, attendance and constructive behaviour but influences students discipline in terms of honest behaviour in secondary schools. These findings are in line with Mussen (2006) who in his study, on academic achievement among rural and urban students in New Jersey, he found out that the rural students make slower progress in their academic achievement at school than urban students. The rural students are said to come late to school but leave earlier, they complete fewer number of years at school, score lower in national assessment tests, and above all, most of them end up as functional illiterates and recalcitrant. He added that these differences in location would seem to cause variations in the ways and extent to which urban and rural students have the desire to perceive schooling. And that location is a very important force in students' intellectual development as well as their level of disciplinary behaviour.

Also, this finding agrees with the report of Wotorufa (2008) who stated that much of the reliable variables to students' academic performance and level of discipline can be attributed not only to aptitude of the learners but also to stimulation of the physical location of the school. It was observed from this study that most teachers usually detest being posted to the rural schools and that they usually apply available means within their reach to settle in the urban schools because of the modern facilities. This could be one of the reasons why we have just 5 teachers including the principal in most rural secondary schools in Bayelsa State.

5. Conclusion and recommendations

5.1 Conclusion

Based on the findings gathered from the test of the hypotheses that directed the study, the following conclusion were made; the unavailability of physical facilities in schools significantly causes indiscipline amongst students in terms of respectful behaviour, honest behaviour, attendance and constructive behaviour in secondary schools. The class size significantly influence students' discipline in terms of attendance, that is, students are likely to absent themselves from school in big class sizes. However, class sizes do not influence students' discipline in terms of respectful behaviour, honest behaviour and constructive behaviour. In fact,

small class sizes are better and should be encouraged. On the issue of the location of the school whether in rural or urban has nothing to do with the level of discipline of students in terms of respectful behaviour, attendance and constructive behaviour but influences students' discipline in terms of honest behaviour among rural secondary schools students.

5.2 Recommendations

1. Adequate school physical facilities should be provided by the State Government, in all secondary schools in Bayelsa State. This will help to engage the students in meaningful activities rather than indulge in fighting and quarrelling over the few ones (as in majority of the cases) which leads to act of truancy and other act of indiscipline.
2. More classrooms should be built by the State Government to reduce congestion mostly in the urban secondary schools in Bayelsa State, and equally more teachers should be employed so as to meet up with the minimum standard of class sizes as stipulated by National Policy on Education (1981). This will enable a teacher have a firm control over his/her class and consequently will be able to checkmate the activities of students which will further reduce the tendency of the students being involve in mischievous acts such as truancy, fighting, lateness, absenteeism among others.
3. The Ministry of Education and indeed all stakeholders in the education sector should work towards the provision of adequate physical facilities in our schools, most especially in the rural schools to ensure that students in those schools enjoy some privileges and exposures like their counterparts in the urban schools. Also, the ministry should ensure that schools are not situated in highly density industrial layouts to avoid noise pollution. Furthermore, schools should not be situated close to burial grounds and market places, and as such, discipline problems will be eliminated or reduced, if students find school enjoyable and interesting.

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