CULTURAL VALUES AND STUDENT INDISCIPLINE IN COLLEGES OF EDUCATION IN LAGOS STATE

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Abstract
The study examined the impact of cultural values on student indiscipline in the colleges of education in Lagos state. The study adopted descriptive survey design. All the Colleges of Education in Lagos State were the study population. Three (3) colleges of education were sampled through stratified random sampling technique (1 Federal, 1 State and 1 Private), and their Directors of the Directorate of Students' Affairs Units. Cultural values and student indiscipline interview schedule (CVSIIS) was the instrument for gathering information from the Directors of the Directorate of students' Affairs Units. The study reveals that, indiscipline acts barely occur frequently and the cases are reported to the Directorate of Students' Affairs Units of the Colleges of Education in Lagos State. Examination malpractice was found out as the commonest indiscipline behaviour among the students. Over-crowded school environment and staff attitude were discovered as the factors that cause student's indiscipline; establishment of functional counselling unit in the colleges was greatly effective in curbing misbehaviour among students. The study recommended that, students must take it upon themselves to develop keen interest and fully understand the cultural values and its divisions. College environment must be sanitised to discourage student's indiscipline. Parents must see it as their main task to train their children, right from their childhood, in the values promoted in the society, join hands with schools when the children grow up to school age.

Keywords: Cultural values, student indiscipline.

Background to the Study
Indiscipline is an attitudinal phenomenon that centres on the behavioural pattern of deviation from acceptable norms, values or ethics of a particular setting. It is a negative attitude or behaviour that runs contrary to the set standards, attitude, and behaviour required to achieve pre-determined goals (Ajayi, 2014). Specifically, in the Colleges of Education where teachers who are supposed to be character builders and role models are being trained and produced, the moral standards or values in these colleges appear to be at their lowest ebb. Empirically, several studies carried out among colleges of education students found out that, this set of students involved in drug abuse (cannabis abuse and stimulants), indecent dressing, thuggery, cultism, examinations, use of foul language, and other indiscipline acts both on campus and in the community (Omage and Oshiloya, 2006; and Obianwu, 2005; in Akanbi and Godwin, 2014; Viatonu and Jegede, 2007).

Matsoga, (2003) demonstrates that, violence and misbehaviour exist in Botswana colleges/schools. This lack of discipline, which interferes with the teaching and learning process, manifests itself in various ways including sexual harassment, vandalism, alcohol and substance abuse, truancy, examination malpractices, cultism, etc. Wright and Kate (2003) affirm the presence of lack of disciplined behaviour among college students in advanced countries of the world. In a study carried out within the field of violence and indiscipline in colleges across the UK, USA, and Europe. It was discovered that, students' indiscipline is on the high side. This menace is caused by bad parental influence, demographic composition of the school, class size, staff attitude, teaching materials, inconsistent communication among parents, college management and staff. The substantial effect of student's indiscipline is not possible to easily quantify. It affects teaching and learning process in the colleges.

Importantly, it appears that, the above prevailing implications of student's indiscipline characterised by anti-social behaviour of different kinds and magnitudes are indicators of misappropriation of the cultural values of the society. The unity and progress of our society is threatened because, core cultural values that promote law and

order, respect for elders and constituted authority, sanctity of human lives, brotherliness, honesty, tolerance, diligence and all forms of self-discipline are eroded. This pitiable situation of our present society calls for urgent need for cultural values orientation and integration into the education system. The eroded societal values that were once upheld must be brought back into the education system in general and the colleges of education in particular. As a matter of urgency, this is important, in the sense that, cultural values modify people's attitude and reduce crime rate. Values ensure that reasonable thinking and proper decision making are carried out. It ultimately leads to a state or condition of peaceful co-existence and agreement in the society Wright and Kate (2003).

Statement of the Problem
Colleges of Education are expected to be sacred and molding places where learners are expected to be transferred into complete discipline and educated persons. Conversely, this appears not to be the case of Nigerian colleges, Lagos State inclusive, as different forms of indiscipline plague our colleges of education and transcends into the larger society. Diverse reasons have been advocated for these indiscipline cases bedeviling our colleges of education and the society at large. These include; large school size, lack of good leadership in the school, lack of good moral training by parents, peer influence, civilisation, intervention of ICT, unrealistic rules, and many more.
This study, thus, aims at investigating the impact of cultural values on student's indiscipline in colleges of education in Lagos State.

Objectives of the Study
Generally, the study seeks to find out the impact of cultural values on students' discipline. Specifically, the study:
1. Examines different forms of indiscipline among students of colleges of education and factors causing them;
2. Explores the mechanisms to curb students' indiscipline;
3. Explains diverse contents or aspects of cultural values that should be integrated into Nigeria education system;

Research Questions
The following research questions were formulated and answered in the study:

1. How often does student's indiscipline acts manifest in Colleges of Education in Lagos State?
2. Which indiscipline behaviour is most dominant among students in Colleges of Education in Lagos State?
3. What are the factors that are responsible for student's indiscipline in Colleges of Education in Lagos State?
4. What method is the most effective to control student's indiscipline in Colleges of Education in Lagos State?

Review of Literature

The Concept of Student Indiscipline
Indiscipline is an attitudinal phenomenon that centers on the behavioural pattern of deviation from acceptable norms, values or ethics of a particular setting. It is a negative attitude or behaviour that runs contrary to the set standards, attitude, and behaviour required to achieve pre-determined goals (Ajayi, 2014). Indiscipline, has demonstrated by Adesina in Salifu and Agbenyega (2013) is misbehaviour in any or all of the following areas – respect for constituted authority, obedience of rules and regulation and maintenance of established standards of behavior that breaches rules and regulations and undermines group or societal effectiveness. Indiscipline is seen as lack of readiness or willingness by an individual to demonstrate decent and decorous conduct, respect of authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency.

Student's indiscipline appears to be the most contentious as well as crucial aspect of school discipline, due to the fact that, students constitute the greater percentage of the school system, the clientele of the school system and its main reason of existence. Abari in Illo (2003) generically posits that, students' discipline is a set of systematic instructions given to students in a school. Anho (2011) observes that student's discipline depicts regulation of children and the maintenance of order (rules) in schools. These rules may define the expected standards of clothing, time-keeping, social behaviour and work ethic.

Student's indiscipline often obstructs conducive and uninterrupted teaching and learning process, does manifest in different manners such as involvement in examination malpractice, cultism, bullying, criminality, alcohol and drug abuse, vandalisation of school property, lack of diligence in school activities (Douglas and Strauss, 2007).

Forms of Student Indiscipline
Different forms of anti-social behaviour that have for a long time ravaged the Nigerian educational system include:

 1. **Cultism:** "Cultism" was etymologically derived from a Latin word "occulere" which means "something hidden" "occultic", "concealed" "enigmatical", "mysterious", "mystical" etc. From historical point of view, the concept of cult was associated with religious practices that involved the performance of ritual and rites to lesser gods or the deadly engagement of ritual practices. Ajayi and Ayodele (2002) observed that secret cult is a mysterious organisation whose activities are kept secret out of public knowledge of others but such activities are carried out at odd hours of the day and they usually contradict with the socially acceptable norms and cultural values of everyday life in the community.

The 1999 constitution of the Federal Republic of Nigeria, section 318(4) bans cultism in the society and describes it as a society or an association not being solely, a cultural or religious body that uses secret signs, oath, rites or symbols.

Cultism emerged in Nigeria educational institutions 1952 when the 1986 Nobel Prize winner for Literature, Professor Wole Soyinka (then Mr. Wole Soyinka) and a group of friends famously known as G7 whose names were Olumuyiwa Awe, Olu Agunloye, Ralph Opara, Pius Olegbe, Tunji Tubi and Daig Imokhuede founded the Pyrate Confraternity also known as National Association of Sea Dogs at the University College, Ibadan (now University of Ibadan) with the aim of fighting against: unacceptable conventions of dress, etiquette and behaviour; humanistic ideals which review the social life on campus and plant discipline and orderliness in the minds of the youths who would become the future leaders in Nigeria: corruption and tribalism (Osakinle and Falana, 2011). A cursory look at the aims of the founding fathers of cultism in Nigeria shows they were lofty, noble and culturally

motivated. However, Viatonu and Jegede (2007) reveal that cultism took a violent and murderous dimension when splinter groups emerged in 1972 from the original Pyrate Confraternity. The breakaway has led to the formation of over ninety cult-groups in the more than 300 tertiary institutions across Nigeria in 1980s as cults like Eiye, Vikings, Amazons and Jezebel and others surfaced, bringing with them more intensely violent rivalry (Issa, 2006); and Ekeanyanwa and Igbinoba (2007) .

2. Examination Malpractices

Examination malpractice is chief among the myriad of predicaments confronting quality education in Nigeria education system. Examination malpractice is conceptualised by Ivor (2008) in Boris and Awodun (2012) as irregularities, violation of, or infringements on examinations rules and regulations, before, during or after the conduct of examination, which have no confidence in themselves to pass the examination but have confidence in fraud. It is also perceived as any illegal act committed by a student singlehandedly or in collaboration with others like fellow students, parents, teachers/lecturers, supervisors, invigilators, printers and anybody or group of people before, during or after the conduct of the examinations in order to obtain undeserved marks or grades.

3. Indecent Dressing

Indecent dressing seems to characterise the dressing styles of many students in Nigerian higher Institutions. Bolarin and Pemede (2008) observed that, within the last one decade, the dressing styles adopted by students especially, the female students in Nigerian higher institutions of learning have continuously called for attention. Many stakeholders in the schools have at various times cast aspersion on the styles of dressing adopted by the female students. A related study by Omede (2011) on indecent dressing on campuses of higher institutions of learning in Nigeria; implication for counseling, showed that, there is hardly any higher institution of learning in this country that is not faced with this nauseating problem. Equally, Omede (2011) establishes that, the male pattern of dressing makes them look so dirty and very unattractive with unkempt hairs and dirty jeans having pockets of holes deliberately created around the kneels and the lower part of the

trousers allowed to flow on the ground because they go through their heals into their legs like socks. The waist of their trousers are lowered and fastened tightly at the middle of the two bottom lobes to reveal their boxers (pants). And when they are walking, they drag their legs and one of their hands particularly, the left hand, cupping their invisible scrotum as if they will fall to the ground if not supported. Due to their manner of dressing, many of them at one time or the other had become victims of assault, used for ritual purpose, unable to complete their education or training and also involved in other anti-social and indiscipline acts.

4. Drug Abuse

The menace of drug abuse among students of higher institutions in Nigeria appears to be a notable phenomenon. The growing rate of this act of indiscipline is such that it seems to be seen as one of the problems in the present Nigerian society (NDLEA in Bassey, Makinde, Ajani and Olumide (2013). The impact of this drug abuse on students has been a hallmark of morally bankrupt, decadent and wasted generation and loss of societal cultural values and ideals. Specifically, Akanbi, Godwin, Anyio, Muhammed and Ajiboye (2014) found out that in Kwara State today, the consequences of substances used are diverse, including acute and chronic health, social as well as psychological problem. There is disruption of interpersonal relationships particularly within the family, marginalisation, criminal behaviour, school failure, vocational problems and failure to achieve normal adolescent milestone. Moreover, it was also discovered that, the use of hard drugs by students in Nigerian colleges of education has become an embarrassing occurrence to parents, schools, government authorities, and the society.

Examination of Factors Responsible for Student Indiscipline

Several factors have been identified from literature as causes of students' indiscipline in higher institutions of learning either locally, nationally, and internationally. These include:

1. Parental/ Home Factor

Alidzulwi (2000) posits that, many parents are not involved in the process of proper education of their children while some parents

exceedingly lavish affection on their children leading to over-pampering of the children to the extent that, any wrong acts from these children are overlooked and the children are allowed to go scot free. These set of children grow with these indiscipline acts when they get to higher institutions. More so, these children often feel comfortable exhibiting indiscipline behaviour with the notion that their parents are there to safeguard them against penalties. Bowman (2004) reports that, parents' failure to teach their children discipline is identified as the greatest contributing factor to students' indiscipline in schools.

2. Political, Social and Economic Factor

The struggle for power in the political circuit of the society and the use of excessive power to control lure students of tertiary institutions into indiscipline acts. Osakinle and Falana (2011) added that, the Nigerian adult society appears to be materialistic. There seems to be mad ambition for wealth and power as a result some powerful people of the society unleash terror on the other people.

3. School Environment Factor

Research has demonstrated that students' indiscipline may stem from the normal reactions to deficiencies in the school as an institution (Boakye 2006; Wright and Kate, 2003). Teachers and school administrators can invite indiscipline issues if they fail to encourage the development of individual thinking pattern in students, establish rigid conditions for students to meet as to feel accepted, initiate a competitive grading system that forbids success for the large number of the students and fail to provide an environment in which students can become self-reliant and independent and sue disciplinary procedures that are punitive (Wright and Kate, 2003). Similarly, learning facilities in our educational institutions appear grossly insufficient to the extent that some students could not academically benefit from the learning activities in school. Additional work of Osakinle and Falana, (2011) also demonstrated that, administrative style of institutional administrators could also promote students' indiscipline.

4. The Curriculum

According to the report on the work of Raven cited in Olaitan, et al (2013), it was discovered that students involve in different forms of indiscipline acts if the curriculum is unable to provide them the privilege for self- development and a sense of self-worth and do not address the aims and values that are held in high esteem by the society. He went on to posit that learners resolve to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Haller in Salifu and Agbenyega (2013) argues that, failure of the school curriculum to meet the moral and cultural aspirations of the society in which it is found is one of the main causes of students' indiscipline in many African schools.

5. Peer Group Influence

A child's peer influences what he/she knows, values, wears, learns, and the behaviour exhibited. The degree of this effect is determined by other situational factors like age, personality of the child and the nature of the group whether the objectives of the groups are social or anti-social (Harris, Hartup in Olaitan, et al 2013). The peer group pressure is known to force members often into patterns of behaviour which may be against their own best inner judgement or value. They must adhere strictly and dogmatically to the laws of the group no matter how bad. So a good child at home might change to a bad and indiscipline student on campus due to peer influence.

Mechanisms for Managing Student Indiscipline

Literature has exposed some mechanisms to curb students' indiscipline. Some of these are:

1. Good Parenting System

Parents should ensure that, the home is peaceful and tranquil to avoid being unfriendly with their children. The relationship that exists between parents must be cordial being the primary and fundamental relationship the child experiences. Both parents must have adequate understanding of their role and to jointly and mutually see to the proper training of their children without use of force or intimidation to avoid their children develop external moralities (Mayanchi, 2011).

2. Resistance to Peer Influence

No matter the level of threats posed to students on campus, they must resist and avoid these bad companies, they must not die in silence but make the matter known to their parents and should avoid any bad peers that might want to pull it down. However, only children from healthy home training could be able to resist bad company, resolve identity crises, distinguish between positive and negative activities or groups irrespective of how the negative activities are coloured and still maintain his/her moral standards and integrity and the good name of the family (Omede, 2011).

3. Promotion of Societal Moral and Cultural Values

Every human society most especially Africa, possesses cultural values enshrined in its beliefs, culture, principles, norms and standard behaviour which include hard work/diligence, respect, honesty, peace, harmony, integrity, patriotism, dignity of labour. These moral and cultural values must be appreciated, promoted and inculcated into the young ones in the society. This can be achieved by engaging positively the different agents of socialisation like the homes, schools, religious bodies, peer groups, corporate organisations as well as the media.

4. Effective School Administration

Enyi (2011) postulates that, college authorities should adopt more of preventive than curative measures in addressing student's indiscipline. If the college authority gives room for effective students' participation in school administration, an anti-indiscipline administration will strive. If Students' Union and other components of the college are allowed to represent their interest, then they will make a choice between having peace on campus or chaos, destruction and death caused by anti-social vices. College authority must establish functional counselling unit in their colleges. Nwankwo (2014) posits that guidance and counseling services must be part of effective student welfare services programmes in educational institutions to reduce, to minimal level, the level of maladaptive and anti-social behaviour that are rampant among students today. He states further that, it must be made compulsory for every school to establish a Guidance and Counseling unit that would be saddled with the responsibility of carrying out socio-psychological tests

and services to deserving or referred students and guide the students properly from the beginning of their studies.

5. Formulation and Introduction of Moral Education Curriculum

Moral education, or as called by some scholars, morality, deals with principles about right and wrong, good or bad behaviour. Morals are the foundation of a person's character. They dictate people's beliefs and attitudes toward life, the immediate environment and the world at large. Gila (2006) defends that, moral education of Nigeria children is an essential and also an indispensable ingredient of life. If the right and acceptable values and morals are inculcated into the younger generation through moral education, they will also transmit such to next generation after them.

Concept and Contents of Cultural Values

Cultural values constitute the collective memory of the Africans generally. Ayeni, (2001) affirms that, value was etymologically coined from a Latin word ***valere*** which implies "to be of worth". He adds that, to value means primarily to prize, to esteem, to appraise, to estimate. Value is the act of cherishing something, holding dear and also the act of passing judgement upon the nature and amount of its worth as compared with some other things. Cultural values are deeply rooted in the culture of the society. Groups, societies or cultures have values that are largely shared by their members. The values identify those objects, conditions or characteristics that members of the society consider important or valuable. The recognized and prominent values of a society can be easily identified by noting the set of people that receive honour and respect most in that society.

Contents of Cultural Values

Few of the positive cultural values enshrined and imparted in African societies are briefly examined below:

1. Value of Good Human Relations

It should be stressed that, life in the African society is premised on the philosophy of live-and let-live. This principle is centred on the Clan vital concept and applies to a concrete community. Ifemesia (2011) sees humane living among an African people as a concept which is

described as a way of life emphatically centred upon human interests and values; a mode of living characterised by empathy, and by consideration and compassion for human beings and not only what they possess or what they can do for each other. Though, these can be secondary considerations as regards reciprocity and inter-personal relationship. People help without demanding immediate or an exact equivalent remuneration.

Value of Respect for Elders and Authority
William, (2006) posits that, African generally have deep and ingrained respect for old age, even when we can find nothing to admire in an old man, we will not easily forget that his grey hairs have earned him right to courtesy and politeness. "Though it is natural for the African to respect an elder, this respect in some cases, can be relative to what "we can find" and admire in an elder. Similarly, elders are respected due to the fact that, they are seen as the repository of communal wisdom, hence they are granted leadership status in the affairs of the society.

2. Value of Native Language and Proverbs
Traditionally, language expressed in speech is an important vehicle of thought and culture, people always express their feelings, thoughts, ideas in speech and these are dictated, to a large extent, by their culture. Swartz, (2001) observed that, different language organize the world differently and that no individual is free to describe with absolute impartiality what he observes in other cultures because he must be constrained by certain modes of interpretation. Proverbs, on the other hand, are viewed as a symbolic language in which the discovery of the meaning of the words and phrases requires a penetration of the speaker's mind. The use and understanding of proverbs mark the adult usage and maturity of an individual in an African language. Proverbs are spoken within the traditional usage of familiar and local images to convey to the listener the content of the speech. One is truly a disciplined and cultured member of the society if he can live within this climate and level of communication in it.

Impact of Cultural Value on Student Indiscipline
Cultural values which encompass moral education, is seen as the training for duty. It focuses on the development of the mind of the students in such a way that, every faculty of the students is opened, kept sharp and applied to all practical purposes in the most acceptable direction. In every part of the society, cultural values of such society play a crucial role in growth and development of individuals in the society (Gana, 2009). Similarly, cultural values enshrine and impart a society's concepts of the morally desirable into its members (Frey, 2004).

Furthermore, school curriculum premised on the cultural value of the society helps to meet the ethical and moral goals of our society and instills into the students appropriate moral values, ethical principles and standards that will bring about a sustainable development to the society at large. Cultural values ensure and aim at preparing the students for mature life, ruled by reasons. It focuses on truth and justice for this will help to build in the students right from early stage, honesty, dedication and responsible attitudes towards work (Mofoluwawo, Jarimi and Oyelade, 2012).

Methodology

Research Design
This study adopted a descriptive survey research design of ex-*post facto type.* Self- made instruments were developed and sample was selected for the study. Information gathered on the variables were not manipulated, they were used the same way as they appeared.

Population
All the four (4) Directors of the Directorate of Students' Affairs (Deans, Students' Affairs Unit) of the Colleges of Education in Lagos State served as the population of the study. The four (4) Colleges of Education in Lagos State are:

1. Federal College of Education (Technical), Akoka (Federal)
2. Adeniran Ogunsanya College of Education, Otto- Ijanikin (State)
3. Michael Otedola College of Primary Education, Noforija, Epe (State)
4. St. Augustine College of Education, Akoka (Private)

Sample and Sampling Technique

Three Colleges of Education in Lagos State were sampled from the existing four Colleges of Education in the State, through stratified random sampling technique. (1 state, 1 federal and 1 private). Also, the three (3) Directors of the Directorate of Students' Affairs Units (Deans, Students' Affairs Units) were sampled for the study.

Instrument of the Study

Self- prepared Interview schedule tagged "Cultural values and student indiscipline interview schedule (CVSIIS)" was adopted as instrument to seek information from the Directors of the Directorate of students' Affairs Units (Deans, Students' Affairs Units) of the sampled Colleges. The instrument contained thirty items.

Validity of the Instrument

Face and content methods of validity were adopted to ensure that the instruments actually measured what they were expected to measure. The instrument was shown to other experts in the field of educational management and measurement and evaluation for necessary constructive criticisms and adjustments.

Reliability of the Instrument

The reliability of the instrument was established using test- retest reliability method with 0.73 reliability co-efficient value obtained for the instrument (CVSIIS). This shows a high value of correlation. Hence, the instrument is reliable.

Administration of the Instrument

The researchers, with the help of introduction letter and personal drafted letter of request for an appointment, booked an appointment with the Directors of the Directorate of Students' Affairs Units (Dean, Students' Affairs Units) of the sampled Colleges for interview schedule. On the day of the interview, they had a brief conversation with them about the study, and proceeded to the interview which was guided by the set of questions in the interview guide.

Method of Data Analysis
Tables and different statistical measures were also employed to analyse the data collected. Such statistical measures included simple percentages, single and multiple bar charts with which the research questions were answered.

Results

Research Questions

Research Question 1: How often does student's indiscipline acts manifest in Colleges of Education in Lagos State?

Table 2: Frequency of Indiscipline Acts among Students in Colleges of Education

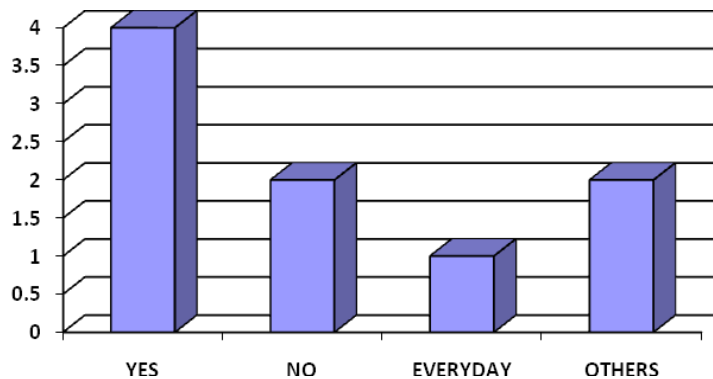| Frequency of Indiscipline Acts		Cases of Indiscipline Acts	
YES	NO	EVERYDAY	OTHERS
4	2	1	2

Figure 1: A Chart Showing Frequency of Indiscipline Acts among Students in Colleges of Education
From the table and the figure above, it shows that, four agreed that indiscipline acts were manifested frequently while two disagreed. Reported cases of indiscipline acts in Colleges of Education in Lagos State occur every day having one response and others having two responses. In this respect, indiscipline acts barely take place frequently

and the cases are being reported regularly to the Directorate of Students' Affairs Units of the Colleges of Education in Lagos State.

Research Question 2: Which indiscipline behaviour is the most dominant among students in Colleges of Education in Lagos State?

Table 3: Prevailing Indiscipline Behaviour among Students of Colleges of Education in Lagos State

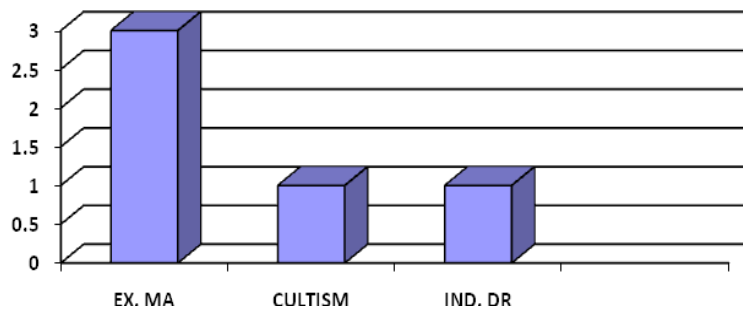| Indiscipline Behaviour	Number	%
Examination malpractice	3	60
Cultism	1	20
Indecent dressing	1	20
Total	5	100

Figure 2: A Graphical Presentation of the Prevailing Indiscipline Behaviour among Students of Colleges of Education in Lagos State

Table 3 and figure 2 show that, the most prevalent indiscipline behaviour among students of Colleges of Education was examination malpractices having three responses (60%) while cultism and indecent dressing contributed one response each with 20%. Therefore, examination malpractice is the commonest indiscipline behaviour among students in Colleges of Education in Lagos State.

Research Question 3: What are the factors that are responsible for student's indiscipline in Colleges of Education in Lagos State?

Table 4: Factors Responsible for Student's Indiscipline in Colleges of Education in Lagos State

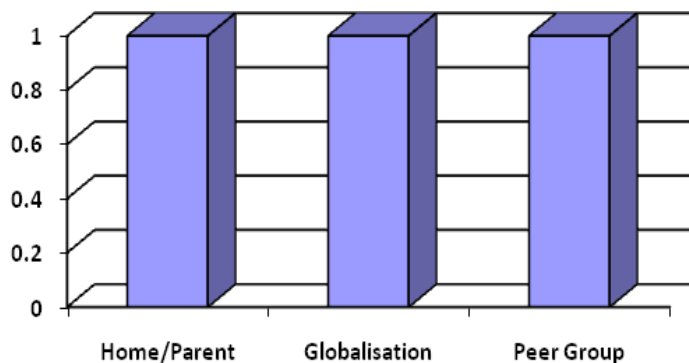| Factors	Number	Factors	Yes	No	Indifferent
Home/ Parental	1	Over-crowded school environment	3	-	-
Globalisation	1	Staff attitude	3	-	-
Peer group	1	Irrelevant curriculum	2	1	-
		Corruption in the society	2	-	1

Figure 3a A Chart Showing Factors Responsible for Student's Indiscipline in Colleges of Education in Lagos State
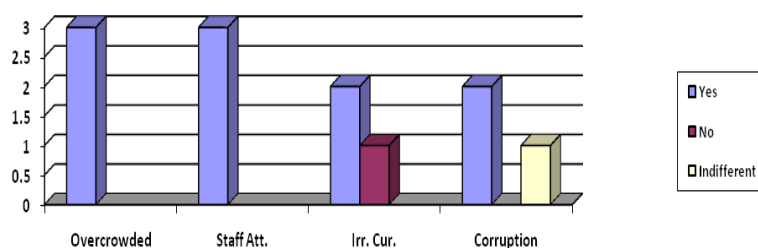

Figure 3b: A Graphical Presentation of other Factors Responsible for Student's Indiscipline in Colleges of Education in Lagos State

The table and the figures above reveal that, home/ parental, globalisation and peer group were factors responsible for students' indiscipline with each having one response while over-crowded school

environment as well as staff attitude contributed three each while irrelevant and corruption in the society constituted two responses individually. Thus, over-crowded school environment and staff attitude are the factors that greatly responsible for student's indiscipline in Colleges of Education in Lagos State.

Research Question 4: What method is the most effective to control students' indiscipline in Colleges of Education in Lagos State?

Table 5: Method of Controlling Student's Indiscipline in Colleges of Education in Lagos State

Methods of Controlling Student's Indiscipline	Number	%
Establishment of functional counseling unit	3	60
Appropriate leadership style	1	20
Relevant and effective curriculum	1	20
Total	5	100
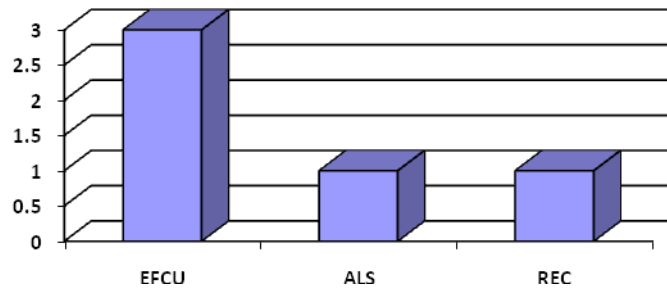
Meanings: EFCU- Establishment of Functional Counseling Unit; ALS- Appropriate Leadership Style; REC- Relevant and Effective Curriculum

Figure 4: A Graph Revealing the Methods of Controlling Student's Indiscipline in Colleges of Education in Lagos State

From the above table and figure, it is clear that, establishment of functional counseling unit had three responses with 60% while appropriate leadership style as well as relevant and effective curriculum had one each constituting 20% individually. This implies that, out of the several mechanisms put in place to control student's indiscipline in Colleges of Education in Lagos State, establishment of functional counseling unit is greatly effective in curbing misbehaviour among students.

Discussion of Findings

The study examined the impact of cultural values on student indiscipline in colleges of education in Lagos. Many findings were made from the research questions raised for the investigation. These were discussed below.

First, it was discovered from the study that, students of colleges of education in Lagos often involve in indiscipline acts and they are usually reported to the Directorate of Students' Affairs Units of the Colleges. This implies that, students in colleges of education still see involvement in misbehaviour as one of their primary reasons for being in school. Consequently, both staff and college administrators battle with this menace virtually on a daily basis. This finding corroborates the report of Enyi, (2011) that, states that, the conducts of most college of education students constitute a major threat to effective college administration. He notes that, no day passes without receiving one type of negative report or another about students. The College Students' Disciplinary Committee is never at rest over reported cases of students' disciplinary problems, bordering on suspected cultism, examination malpractices, stealing, sexual harassment, drug abuse, refusal to pay debts, snatching of property, poisoning, etc. This finding is also consistent with the previous works of Rahul (2008); Garegae, (2008); Nwakpa, (2012) and Muraina and Ugwumba, (2014) which affirmed that indiscipline acts are often found among students.

Similarly, the study found examination malpractice as the commonest indiscipline behaviour among students in Colleges of Education in Lagos State. Though, acts of indiscipline such as cultism, indecent dressing, drug abuse, insubordination etc. are often perpetuated by students, they involve more in examination malpractice so as to pass examinations by all means and have good grades. It appears that, almost every student is prone to engaging in examination malpractice. This finding agrees with Landu, (2005) who reported that, 457 students were apprehended involving in examination malpractice in three academic sessions in a college of education. This finding also supports Obasa's (2005) work whose finding established that, incidence of examination malpractices are rampant among students in Lagos state.

Also, it was discovered by the study that, several factors were responsible for student's indiscipline. These included home/ parental,

globalisation, over-crowded school environment, staff attitude irrelevant and corruption in the society. However, over-crowded school environment and staff attitude are the key factors causing student's indiscipline in Colleges of Education in Lagos State. This finding is consistent with the works of Wright and Kate, (2003); Yaroson, (2004); Osakinle and Falana, (2011); and Salifu and Agbenyega, (2013) who explained that, the population of students in tertiary institutions, including colleges of education, is on the increase while learning/ recreational facilities and equipment are grossly insufficient. As a result, students who could not cope with the academic work and find no recreational facilities in the colleges, result into misbehaviour in order to discharge the energy and tension in them. The staff also become *laissez faire* and allow the students to do as they like because the staff are being out-numbered and avoiding being harmed by the errant students.

The study also found that, different ways were being devised to tackle student's indiscipline. They consisted of establishment of functional counseling unit, appropriate leadership style, relevant and effective curriculum, good parenting, and resistance to peer influence. But the most effective among these controls was establishment of functional counseling unit. Meaning that, incessant counsel from professional counselors would go a long way to make students turn away from indiscipline. This finding does not contradict the scholarly works of Nwankwo, (2014) and Osakinle and Falana, (2011) who affirmed that, establishment of functional counseling unit in schools is one of the major welfare services students are entitled to in any educational institutions to guide students properly in all socially acceptable behaviour right from day one in school to the last day of their studies.

Conclusion

It is essential to conclude that, the findings of this study clearly reveal that, there is a positive significant relationship between cultural values and student's indiscipline. Students in colleges of education are lackadaisical about issues related to cultural values and this incites them to exhibit different forms of indiscipline both with and outside the college.

Recommendations

The findings of this study gave rise to these recommendations;

i. The students must take it upon themselves to develop keen interest and fully understand the cultural values and its divisions, in order to display unequal level of discipline at all times.

ii. Efforts must be made to sanitise college environment to discourage student's indiscipline.

iii. More mechanisms such as appropriate leadership styles, relevant and effective curriculum and resistance to peer group influence should be employed to curb student's indiscipline.

iv. Parents must see it as their main task to train their children, right from their childhood, in the values promoted in the society, join hands with schools when the children grow up to school age.

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