Students' Indiscipline in Tertiary Educational Institutions of Sokoto State

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ABSTRACT

The study investigated the effects of students' indiscipline and factors responsible for its ineffective management in tertiary educational institutions of Sokoto state, Nigeria. The study employed a mixed method approach involving 3270 academic staff and 4344 final year students of all the higher educational institutions of Sokoto State. A Survey which was validated by experts and whose reliability coefficient was established at 0.9, was distributed to a sample of 692 respondents. While interview was conducted with 12 participants bearing the saturation rule. Descriptive statistics (Mean and Standard Deviation) and Coding were used to analyze the quantitative and qualitative data of the study respectively. Findings revealed that the effects of indiscipline on students includes: promotion of academic corruption, sexual harassment, poor academic performance as well as examination malpractices. The schools' strategies for managing the students' indiscipline, include setting down strategic rules and regulations, communicating the rules to the school-wide communities, as well as apprehending and detaining the culprits. Moreover, it was found that the efforts of the institutions to manage the students' indiscipline is being affected by factors such as lack of parental involvement, insignificant support of some staff, technology and media, and political interference. The study finally recommends among other things that the institutions should seek the support of the parents, community members, security operatives to ensure the apprehension, detention and suing of the erring students whenever they are found indulging in any of such indiscipline behaviours.

Introduction

No nation can ever develop and prosper if its youths are indiscipline. Today, indiscipline among students has become prevalent and a global problem confronting all levels of educational institutions in the world (Ofori, et al., 2018). Indiscipline among students has become an issue of concern among all stakeholders of education, policy makers, parents and community members (Bashar, 2017). Despite the overall expectancy of the society on educational institutions to provide knowledge, character and discipline, yet, indiscipline among the students prevail to the extent people doubt whether schools manage the students' indiscipline effectively (Arslan and Kazan Oğuz, 2020; Arslan and Yıldız, 2019; Eyong, Ugada and Aminu, 2020; Gürer, 2019; Yigzaw,2019). In the UK and USA, several cases of students' indiscipline were reported (Martha, et al., 2013; Stones, 2013). According to Stones (2013) indiscipline among students has been a major problem that affects the schools in UK and USA to the point that teachers leave their schools for the ones with some level of sanity and discipline. Martha (2013) also related that the number of assaults in and around the schools increased considerably. Similarly, in Hong Kong, Matthew et al. (2013) had clearly identified some of the students' indiscipline attitudes affecting the major schools of Hong Kong which include disobedience to teachers, violation of classroom order, bullying and other behavioral problems. Moreover, Malaysians also witnessed series of indiscipline behaviours from the students of educational institutions. Giving an instance, Azizi, et al. (2009) reported that Malaysian schools were affected by some traits of indiscipline such as assaults on teachers, verbal abuse, use of offensive language against teachers, sexual harassments, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, intrusions into the school or classrooms by adults with the intention of confronting teachers.

African countries like South Africa, Ghana, Kenya, Nigeria, among others were not free from the disciplinary problems of students. According to Mtsweni (2008), violence in South African schools has

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become an anointing phenomenon in many schools of the country. However, Karanjal and Bowen (2012), reported that schools in Kenya had been plagued with cases of students' unrest and indiscipline which had seriously undermine the quality of their education. In Ghana, Ofori, et al. (2018) also reported many cases of indiscipline in the Ghanaian schools. Even in Nigerian educational institutions, different studies indicated that indiscipline is alarming phenomenon in the Nigerian schools- a situation whereby students portray several forms of indiscipline attitudes such as the rampant violation of the school rules and regulations, cultism, theft, arrogance, drug abuse, absenteeism, truancy, examination malpractices, illicit sex, destruction of school properties, violence in schools and the host of others (Nakpodia, 2010).

The conept of Indiscipline

The concept of indiscipline has been understood by Zubaida (2009) as the negative term of discipline, and thus discipline in schools refers to respect for school laws and regulations and the maintenance of an established standard of behavior and implies self-control, restraint, respect for oneself and others. Again, Aniebonam (2011) defined indiscipline as the untrained mind and character of students which leads to disobedient to authority. Management of students' indiscipline involves the process of establishing discipline and dealing with disruptive behaviors of learners in the school for a hitch-free teaching and learning environment and for the production of highly disciplined individuals who may be functional members of their societies (Nasir, 2013; & Bashar, 2017). Management of indiscipline is concerned with the establishment and maintenance of order and the harmonious functioning of a society. A school is also a society on a small scale, and discipline within school serves the purpose of ensuring that learning can take place. Within this, the rights of the individual and of all members of the school society are protected. In most schools, a set of rules which act as a code of conduct is drawn up for students to conform (Musisi, 2014).

Strategies for managing indiscipline in schools

Strategies or methods of managing or dealing with students' indiscipline behaviours varied on the basis of scholarly perspectives. However, the most prominent approaches identified by Bell (1995) were paramount. According to this model, indiscipline could be properly dealt with through certain approaches. First, is the positive approach which calls for teachers to initially respect learners by instilling in them the sense of responsibility. Second, is the effective training of teachers to enable the students acquire and master problem-solving and negotiation techniques. Third is the appropriate school leaving theory and educational philosophy which emphasizes on preventing violence and promoting order and discipline in schools. fourth is the detention approach which requires the pupils to remain in school at a given time of the school day. Another one is the suspension approach which calls for assigning a mandatory leave to a student as a form of punishment. Sixth is the exclusion approach which calls for withdrawing a student permanently from the school. Seventh is the deprivation approach which deals with the denial or prohibiting any position or opportunity to the erring student. Eighth is the moral punishment approach which involves apologies, public or private degrading from positions etc. Nineth is the self-government approach which means the organization of community life of the school to enable the students learn in a practical way the principles of citizenship, co-operate living and democratic organization. The tenth is the praise and blame approach. The eleventh and twelfth are the reward and punishment approaches.

Factors affective effective management of students' indiscipline

Scholars have identified certain factors that affect effective management of students' discipline in learning institutions. Some of these challenges as identified by Bashar (2017) were lack of parental involvement, insignificant support from teachers, technology and media, and lack of community support. Also, Osher et al. (2010) identified some of the challenges to effective discipline in schools such as collaboration with families, cultural and linguistic competence and responsiveness, and ways to respond to the needs of students with substantive mental health needs. They contended that families play a key role in improving behavior and engagement, but they are often estranged from schools, particularly parents of children with behavioral problems. Similarly, the mental health needs to be maximumly provided to facilitate appropriate conditions for discipline and learning.

Although higher educational institutions were saddled with the tasks of shaping the attitudes of students-who are mostly juvenile adolescents living in storm and crisis period- by providing them

knowledge, positive character and discipline so that they can become functional and useful members of their societies (Bashar, 2014), unfortunately, however, students in tertiary educational institutions were involved in various kinds of indiscipline attitudes. This has grown high to the extent that some of the people of the communities see the institutions as one of the epicenters of indiscipline (Nasir, 2013). According to Sule (2014), tertiary educational institutions in Sokoto State were never free from this problem of indiscipline due to various manifestations of unwanted behaviors from the students such as bullying, drug addition, possession of weapons, sexual crimes, theft, examination malpractices among others. This has caused a lot of concerns and worries among parents and stakeholders in the state. However, there were limited research in the literature that made an attempt to investigate the effects of indiscipline on the academic progress of tertiary school students of Sokoto State alongside the managing strategies of the institutions towards the students' disciplinary problems and the factors responsible for the ineffective management of the indiscipline in the institutions. This study therefore intends to bridge this research and literature gaps.

Problem Statement

Researchers in Nigeria such as Nakpodia (2010), Idu (2011), Ojedapo (2011), Bashar (2015), and Sule (2014), reported several cases of indiscipline among the Nigerian students including primary, secondary and tertiary level institutions. Some of the disciplinary problems that particularly prevail in higher educational institutions include theft, arrogance, fighting in the school, drug abuse, examination malpractices, illicit sex, pregnancies and abortions, destruction of school properties, violence in schools and the host of others (Sule, 2014). These had breeded serious outcry from the parents, guardians and stakeholders on the management of disciplinary problems in the institutions and hitherto made the parents and guardians to develop lack of confidence on the schools of western education (Bashar, 2015). Although the causes of the students indiscipline in tertiary institutions were apparent in the literature, however, studies were inadequate on the effects of indiscipline on the academic progress of tertiary school students of Sokoto State alongside the managing strategies of the institutions towards the students' disciplinary problems and the factors responsible for the ineffective management of the indiscipline in the institutions. Thus, the researchers deemed it paramount to carry out this research in order to bridge the research and literature gaps.

Objectives of the Study

The study has the following Objective:

i. Identify the effects of indiscipline on the academic progress of the students of tertiary educational institutions of Sokoto State.
ii. Determine the strategies for managing the students' discipline in tertiary educational institutions of Sokoto State.
iii. Identify the factors that affect effective management of students' discipline in the tertiary educational institutions of Sokoto State.

Research Questions

The study seeks to find out answers to the following research questions:

i. What are the effects of indiscipline on the academic progress of the students of tertiary educational institutions of Sokoto State?
ii. What are the strategies for managing students' discipline in the tertiary educational institutions of Sokoto State?
iii. What are the factors that affect effective management of students' discipline in the tertiary educational institutions of Sokoto State?

Method

The study employed a mixed method approach involving 3270 academic staff and 4344 final year students of all the higher educational institutions of Sokoto State. A Survey was validated by experts in the field of measurement and evaluation and educational management and administration. Reliability was also established at coefficients 0.9 using Cronbach Alpha of the SPSS. The survey was distributed to a sample of 692 respondents based on the sampling strategy of Krejcie and Morgan (1970). While interview was

conducted with 12 administrative heads (HODs) who were purposively selected bearing the rule of saturation. The study also employed a proportional stratified random sampling technique in determining the sample sizes of both the academic staff and final year students of the institutions. This is to enable each of the institutions be represented based on its peculiar population strength (Creswell, 2018). Descriptive statistics (Mean and Standard Deviation) of the Statistical Package of Social Sciences (SPSS Version 20) was presented in tables each answering a particular research question and Coding was used to analyze the qualitative data of the study.

Results and Analysis

The sample were 692 participants which made up of males and female lecturers, final year students of different ages and marital statuses across the 6 tertiary educational institutions of Sokoto State. Simple frequency table was used in presenting the demographic data of the respondents which talked about their ages, marital status and gender. While, tables with mean scores and standard deviation were used to answer the research questions of the study. The cut-off points for the quantitative analysis was that any mean score that equals to or less than 2.00, was considered as 'disagreement' by the respondents. Any mean score that was equal or greater than 3.00, was regarded as 'agreement'. The decisions were coded as 'A' for Agree and 'D' for Disagree. Similarly, the interviews which were transcribed and coded from A1 to A12 were attached to add details to the quantitative results. Table 1 shows the background information of the respondents in terms of age, marital status, and gender.

Table1: *Demographic data of the respondents*

Age range	Frequency	Percentage
15-20	126	18.3%
21-25	163	23.7%
25-30	120	17.5%
31-35	168	24.5%
35 – Above	110	16.0%
Total	687	100%
Marital Status	Frequency	Percentage
Married	221	32.2%
Single	368	53.6%
Divorced	45	6.6%
Widow	53	7.7%
Total	687	100%
Gender	Frequency	Percentage
Male	484	70.5%
Female	203	29.5%
Total	687	100%

Table 1 reveals that the age range of the respondents varied accordingly. 18% were in the age range of 15-20 years; 23.7% were in the age range of 21-25 years; 17.5% were in the range of 25-35 years, while 16% of them were in the ages of 35 and above. The information therefore portrays that almost all categories of ages were represented in the study and that all the respondents were not too old for the study as they can be intellectually fit to provide the relevant data that the study needed. The table also demonstrates that 221 respondents (32.2%) were married, 268 (53.6%) were single while only 45 and 53 respondents were divorced and widow respectively. This means that people of different marital status were engaged in the study. The table also indicates that 484 respondents equivalent to 70.5% were males while 203 respondents with 29.5% were females. This signified that the study was not gender biased as it has involved all sexes.

Research Question 1 : what are the effects of indiscipline on the students' academic progress in the tertiary educational institutions of Sokoto State ?

To answer this research question, respondents' opinions were displayed in table 2 in order to ascertain the effects of students' indiscipline on their academic progress.

Table 2: *Effects of indiscipline on students' academic progress*

SN	Descriptor items	N	Mean	SD	Dec.
1	It distracts the attention of students from learning.	687	3.30	.551	A
2	It promotes laxity and dullness among the students	687	3.28	.449	A
3	It destructs the attention of lecturers from effective teaching	687	2.49	.975	A
4	It promotes examination malpractices	687	3.25	.532	A
5	It promotes poor academic performance.	687	3.23	.424	A
6	It cultivates insincerity among lecturers and students	687	3.28	.448	A
7	It initiates and promotes the sex-for-grade syndrome	687	3.14	.462	A

Table 2 reveals the effects of indiscipline of students on their academic progress. Mean scores in the table indicates that all the respondents agreed that indiscipline distracts the attention of students from learning, promotes laxity and dullness among the students, destructs the attention of lecturers from effective teaching, promotes examination malpractices, promotes poor academic performance, cultivates insincerity among lecturers and students, and initiates and promotes the sex-for-grade syndrome. During the interview, the respondents declared some of the effects of indiscipline on the students' academic progress to include promoting academic corruption (A9, A1, A5, and A7), promoting sexual harassment among staff and students (A6, A2, A1, A3), promoting poor academic performance (A1, A4, A3), promoting examination malpractices (A1, A10, A12), destructing lecturers from effective teaching (A2, A8, A7), distracting the students from learning (A1, A4, A3, A2), promoting laxity and dullness among the students (A6, A9, A5, A9, A11, A1, and 12).

Research Question 2: what are the strategies for managing students' indiscipline in the tertiary educational institutions of Sokoto State?

The strategies that are being used for managing students' disciplinary problems in the tertiary educational institutions of Sokoto State are displayed in table 3 below:

Table 3: *Strategies for managing students' discipline*

SN	Descriptor items	N	Mean	SD	Dec.
1	The institution sets down strategic disciplinary rules and regulations.	687	3.33	.635	A
2	The institution communicates the rules to the entire school community.	687	2.74	.615	A
3	The institution rewards students of good characters in the institution	687	1.92	.345	D
4	The institution inculcates moral habits among the misbehaving students	687	3.05	.568	A
5	The institution apprehends and detains the indiscipline students.	687	2.60	.651	A
6	The institution suspends or expels the erring students if the need be.	687	2.95	.713	A
7	The institution uses difficult exams to deal with indiscipline students	687	2.00	.581	D
8	Lecturers send out misbehaving students from the lesson classes	687	2.79	.590	A
9	The institution counsels the misbehaving students.	687	2.65	.644	A

Table 3 reveals that the tertiary educational institutions of Sokoto State employ certain strategies in managing students' disciplinary problems. The mean scores of the majority of the respondents agreed that the institutions set down strategic disciplinary rules and regulations in the institution, communicates the rules to students, parents and the entire school community, inculcate moral habits among the misbehaving students, apprehends and detains the indiscipline students, suspends or expels the erring students if the need be, lecturers send out misbehaving students from the classroom during the lectures and also provides

guidance and counseling services to misbehaving students. Furthermore, the participants interviewed on strategies for managing students' disciplinary problems in the tertiary educational institutions of Sokoto state, related that lecturers send out misbehaving students from the classroom during the lectures (A3, A1, A5, A6), the institutions suspend the indiscipline students whenever the need arises (A9, A11, A2), the institutions provide guidance and counseling services to the misbehaving students (A12, A4, A11, and A8), the institutions inculcate moral habits among the misbehaving students through weekly religious programs, etc. (A10, A8, A9, A7, and A11), the institutions set down strategic disciplinary rules and regulations (A3, A6, and A9) and communicates them to the students, parents and the entire school community through notice boards, handbooks, orientations among others (A1 and A8).

Research Question 3: what are the factors affecting effective management of students' indiscipline in the tertiary educational institutions of Sokoto State?

To answer this research question, respondents' opinions are shown in in table 4 below:

Table 4: Factors responsible for ineffective management of students' indiscipline

SN	Descriptor items	N	Mean	SD	Dec.
1	Lack of parental involvement in the institution's discipline practices	687	3.33	.560	A
2	Insignificant support from staff in dealing with erring students	687	2.86	.462	A
3	Negative influence of technology and media on students	687	3.58	.724	A
4	Political interference in dealing with the erring students	687	3.56	.497	A
5	Lack of community engagement and support	687	3.00	.807	A

Table 4 reveals that all the respondents agreed that the main factors that affect effective management of students' disciplinary problems in tertiary educational institutions of Sokoto State are lack of parental involvement in the institution's discipline practices, insignificant support from staff in dealing with the erring students, negative influence of technology and media on students, political interference, and lack of community support. Notwithstanding, the interviewed participants expressed that some of the factors that are responsible for ineffective management of students' disciplinary problems in the tertiary educational institutions of Sokoto State include political interference (A1, A9, A10, A11 and A12), lack of community support (A3, A2, A5), technology and media (A4, A6, and A8), poor attitudes of some staff (A9, A10, and A12), lack of parental support and many others (A6, A3, A1, and A8).

Conclusion, Discussion and Recommendations

On the effects of indiscipline on students, it was found in the study that indiscipline distracts the attention of students from learning, promotes laxity and dullness, distracts the attention of lecturers from effective teaching, promotes examination malpractices, promotes poor academic performance, cultivates insincerity among lecturers and students, initiates and promotes the sex-for-grade syndrome. These findings corroborate with the findings other studies such as that of Ofori, Tordzro, Asamoah, and Achiaa (2018) whose study investigated the effects of indiscipline on academic performance of Junior high school students in Ghana and reported that some of those effects are that indiscipline makes the students unable to concentrate in the class lessons, increase the students drop out, disruption of lessons, loss of materials and promoting insecurity to teachers. It was however found that the strategies for managing students' indiscipline in the institutions include setting down strategic disciplinary rules and regulations to ensure the discipline of their students. This is good because Freire and Amodu (2009) suggested that the schools in Portugal -where they conducted their research on managing and handling indiscipline- should set down rules and regulations so as to initiate a disciplinary environment as well as school-family-community relationship. Furthermore, Bear (2010) also affirmed to this by contending that a good school was that which has a set of rules which act as code of conduct drawn up for students to conform. This finding is also complemented by that of Bashar (2017) which established that one of the strategies that are being used in curbing students' in secondary schools in Isa Local Government Area of Sokoto state was setting down rules and regulations. According to the findings of the study, inculcating moral habits among the misbehaving students was part of the measures the stakeholders use in managing students' discipline in the institutions of the study. This finding goes in line with the idea of moral training that Aneibonam (2011) and others identified in their findings as one of the good measures of managing disciplinary problems of students in Nigerian secondary schools. The result has also indicated that the institutions used to apprehend and detain

the indiscipline students. This is also a right step to ensuring students' discipline. This is because, many researchers reported that many schools across the continent of Africa use the said method as one of the techniques of demeaning the indiscipline behaviors among the students. The institutions also used to suspend the erring students. This finding is in tandem with what Aneibonam (2011) postulated that expulsion from the school was a good method for managing students' discipline which school managers ought to be employing in dealing with the disruptive behaviors of indiscipline students. Also, Olaitan et al., (2013) was of the opinion that suspension or temporary exclusion and expulsion were two necessary techniques that should be used by the stakeholders to manage the students' discipline. This was also in tandem with the idea of Mugabe and Maposa (2013) who saw suspension or expulsion of indiscipline students from the school as the best avenue of dealing with them. It was also discovered that that sending out the misbehaving students from the classrooms during lectures was one of the methods the stakeholders use to discipline the erring students in the institutions. Interestingly, this idea has been seen by other researchers like Aneibonam (2011) who identified the measures of controlling indiscipline in the Nigerian schools and mentioned sending indiscipline students out of the classroom during lessons as one of them. This finding has also tallied with what Aneibonam himself contended that the erring students should be sent out to cut grasses while the lessons are on progress. All this was with the view to bring-in the misbehaving students to order and discipline. Providing guidance and counseling services to misbehaving students is found as one of the discipline management strategies in the study area. The finding is said to be similar with that of Mugabe and Maposa (2013) who revealed that schools in Zimbabwe use counseling and disciplinary committees to manage the disciplinary problems of their students. Aneibonam (2011) also contends that schools that provide pastoral counseling technique could be able to achieve a lot of success in the management of disciplinary problems of their students.

As for the factors responsible for ineffective management of discipline in the institutions, the findings indicated that lack of parental involvement in the institution's discipline management practices was one of the deteriorating factors to effective administration of students' discipline in the institutions of the study. This is a challenge because no any discipline strategy could be successfully implemented without the support of the parents of the students. They ought to be involved in the discipline policy making. This will help in familiarizing them with what would be the consequences to their children in case they disobey the school rules and regulations and this would also enable them to guide their children towards obeying all the existing school's policies, rules and regulations. It is based on this that Mugabe and Maposa (2013) reiterated that parental involvement in the school discipline policy making is very necessary so as to ensure successful implementation of the schools' disciplinary practices. Also, Aneibonam (2011) was of the view that parents should be invited for discussion concerning their children so that they come to know that faults of their children for taking necessary action against them. In addition, insignificant support from staff of the institutions has been discovered as a challenge that also affects the management of students' disciplinary problems in the institutions. This is contrary to the expected role of staff who are supposed to support the entire school management's efforts in ensuring the success of the discipline in the school (Bear, 2010). According to him, teaching staff more specifically, should maintain discipline inside the classrooms and assist the school administration in attending to problems of indiscipline including students' absenteeism, parents' queries and qualms, ensure the overall development of students' intellectual, emotional, and moral, and maintain discipline within the school premises. Moreover, the influence of technology and media deters the effective discipline management of students in the tertiary educational institutions of the state. Majority of the respondents voted for this and this goes in line with the finding of Bashar (2017) which confirmed that the present-day technology and media affect the operations of educational institutions due to the advent of TV sets, computers, projectors, internet, and social media. This is because no matter how the schools try to discipline their students, by watching the media films and pornographies, they become somewhat indiscipline and this really cripples their efforts. Though, the educational institutions adapt, provide and make use of technological facilities for teaching and learning, the tools were becoming disaster today as they help in corrupting the attitudes and minds of students by exposing them to illicit and immoral behaviors thereby changing their moral perspectives and ethical values. Thus, students imitate what they see online whether good or bad and violent behaviors were often learned through observation (Lawal and Ishaq, 2011). Moreover, this challenge of technology has been pin pointed by other researchers like Lymba (2013) and Ifeoma (2012) in their respective researches. By and large, the findings made it clear that political interference

is one of the major challenges that stakeholders face in dealing with students' disruptive behaviours in the institutions. The result corresponds to the findings of Mariaye (2016) who asserted that political interference and lack of clear guidelines from ministry and fear of negative publicity if action is taken, were some of the challenges that affect the administration of discipline in schools and unless the challenges were done away with, there would be no successful implementation of disciplinary actions on the misbehaving students. More so, it was clear from the findings that lack of community support was one of the problems threatening effective discipline management in the institutions. This result goes in anti-clock-wise from Bear (2010) suggests that community members should provide support to the school stakeholders for better management of students' discipline in educational institutions. However, outside bodies like the Police Force, anti-Drug units like the National Drugs Law Enforcement Agency (NDLEA) or Crime Prevention units, Non-Governmental Organizations (NGO's) and other organizations may make significant contributions towards prevention of indiscipline. It is worth concluding that indiscipline behaviours are apparent in the tertiary educational institutions of Sokoto State. Those behaviours did not just happen but certain factors are responsible for their emergence. The unwanted behaviours have their negative effects on the entire academic pursuits of both the students and staff of the institutions. However, the institutions adopted certain management strategies to curb the menace but to some extent the strategies do not fully succeed for some detrimental factors that are beyond the control of the institutions and until the factors are remedied, the institutions would continue to experience the problem which does not only affect their internal operations but also affect the entire community in which the institutions live. Summarily, the findings of the study were in tandem with that of other studies in the literature on the area investigated. Based on the findings of the study, it is hereby recommended that:the institutions should seek the support of the parents of the students and the entire community members in dealing with the indiscipline behaviours of the students; the institutions need to be engaging Police, National Drugs Law Enforcement Agency, State Security Service and Civil Defense Corps to ensure the apprehension, detention and suing of the erring students whenever they are found indulging in any of such indiscipline behaviours; the institutions need to be organizing adequate sensitization programmes in their respective environments and other media houses like Radio and Television stations to make students aware of the penalties of the indiscipline behaviours they engage-in so that they may refrain; the institutions need to be awarding the discipline students with a reward for exhibiting moral conducts in the schools; the institutions need to be employing "hard examinations" to the students that are found to be indiscipline in the schools. As already indicated in the early segment of the paper, the study was limited to the tertiary educational institutions of Sokoto State. It is hoped that further study be carried out to study the impact of students' indiscipline on the administrative practices of the institutions in the State and by extension the Northern Nigeria.

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