

KADUNA JOURNAL OF EDUCATIONAL STUDIES (KJES)

INFORMATION

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)

USER

Username

Password

Remember me

NOTIFICATIONS

- [View](#)
- [Subscribe](#)

JOURNAL CONTENT

Search

Search Scope

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

[HOME](#) [ABOUT](#) [LOGIN](#) [REGISTER](#) [SEARCH](#) [CURRENT](#)
[ARCHIVES](#) [ANNOUNCEMENTS](#)

[Journal Help](#)

Home > **Vol 1, No 2 (2021)**

Kaduna Journal of Educational Studies (KJES)

The Kaduna State University- Higher Education Publishing- Journal of Educational studies is a research-based journal published four times in a year. This journal is addressed to both national and international academic communities as well as a pool of experts in the field of Education and related areas. It accepts original empirical and non-empirical articles from all scholars irrespective of institution or affiliation thereby promoting a multi-disciplinary exchange of knowledge.



Announcements

Open for Submission

The Kaduna Journal of Educational Studies is open for submission

Posted: 2021-02-02

[More Announcements...](#)

Vol 1, No 2 (2021): Kaduna Journal of Educational Studies

Table of Contents

Articles

Systemic Conflict in Nigeria's Tertiary Education Umar Mohammed Kani, Rabiatal-Adawiah Ahmad Rashid	PDF 14
Nigerian Undergraduates and Intention towards Entrepreneurship: Gender and Academic Majors Based Analysis Mohammed Abba, Lawan A. Lawan, Mohammed Auwal Mustapha	PDF 16-26
Influence of Child Abuse on Academic Performance of Secondary School Students in Ilesa West Local Government Area of Osun State Adebola Oladiji ALABA, Aderonke Opeyemi OYEKAN	PDF 27-34
Information Seeking Behavior of Undergraduate Students in the Faculty of Arts, Ahmadu Bello University (A.B.U) Zaria	PDF 34-42

Yusuf Ahmed, Jimoh Amina Oiza, Joy Emmanuel Omah,
Abdulkarim Murjanatu

[Access to Job Seekers Platform for Graduate Employability in Ahmadu Bello University, Zaria, Nigeria](#) [PDF](#)
43-49

Yusuf Ahmed, Jimoh Amina Oiza, Joy Emmanuel Omah,
Abdulkarim Murjanatu

[The Relevance of Women Librarians in Kaduna State to Sustainable Development Goals 2030](#) [PDF](#)
50-58

Ramatu Abdurashheed Haliru, Rahinatu Mohammed, Hauwa Ibrahim

[Improving Educational Administration towards Sustainable Development: A post- Covid19 Approach to Education Delivery in Nigeria](#) [PDF](#)
59-70

Adetunji Akinwale Adeniyi, Dangoma Ishaya, Veronica Ifeoma Ozoekwe

[Teachers and Students' Perception On Peer Group Factors Causing School Dropout In Public Senior Secondary Schools in Bauchi State](#) [PDF](#)
71-82

Mustapha Abdullahi, Isa Magaji

[Instructional Resources in Teaching Basic Science Subjects in Secondary Schools](#) [PDF](#)
83-93

Suleiman A. Ahmad, Saleh Garba

[Teachers' Assessment of the adequacy of Social Studies curriculum contents in curbing moral problems among upper basic school students in Ilorin Metropolis](#) [PDF](#)
94-102

Bello Muhinat Bolanle

[Relationship Between Study Habits and Secondary School Students' Academic Achievement in Biology in Katsina Local Government Area, Katsina State](#) [PDF](#)
103-110

Bada Steve Olusegun, ASHO Caleb Kohol, Mary IBRAHIM

Copyright [Kaduna Journal of Educational Studies](#) - All Rights Reserved 2021

ISSN: 2782-7569



Teachers' Assessment of the adequacy of Social Studies curriculum contents in curbing moral problems among upper basic school students in Ilorin Metropolis

Bello Muhinat Bolanle 1

ARTICLE INFO

Article History:

Received 01.06.2021
Received in revised form 01.09.2021
Accepted
Available online 16.10.2021

ABSTRACT

This research work examines teacher's assessment of the adequacy of social studies contents in curbing moral problems among upper basic schools students in the Ilorin metropolis of Kwara State. The descriptive type of survey was carried out in the investigation of this study. Social Studies teachers in the Ilorin metropolis constituted the population while 104 Social Studies teachers were selected from 34 upper basic schools in the Ilorin metropolis. A researcher's designed questionnaire was used in the collection of the required data for the study. The result obtained from the finding revealed that constant lateness to school, fighting another student, cheating during the examination, dishonesty, poor attendance to classes and public display of lack of respect for teachers and administrations are some of the common immoral problems prevalent in the school. It was recommended that the school management should also put strict measures in place to curb immoral acts among the students in the school and the teachers should also put in their best behaviours to be worthy of emulations.

© KJES. All rights reserved

Keywords:

Moral, social studies, social vices

Introduction

A comprehensive understanding of moral decadence requires first the meaning of morality, the term 'morality is derived from the Latin plural 'mores' meaning 'manner' or 'morals' which means generally accepted code of conduct in a society. The Oxford advanced learner's dictionary defines morality as principles concerning right and wrong or good and bad behaviour. Morality can then be seen as a standard set by a society which members of that society are expected to adhere to and any break in such standards, rules, and regulations accords to punishment. According to Kevin (2008), the virtues and vices that comprise one's moral character are typically understood as a disposition to behave in certain ways irrespective of circumstances, for instance, an honest person is disposed to telling the truth when asked. These dispositions are typically understood as relatively stable and long-term. Moral progress has always been made by individuals who have gone against the accepted morality of the day, and so who have generally suffered from doing so". Norman went to say that no one acts upon moral principles or precepts or rules unless he is first aware of it (Kayode & Adeyinka, 2017).

Awareness and the acceptance of societal norms and conventions are the building rock of moral principles. Some schools of thought observe that it is the responsibility of the society to lay down for its member's generally acceptable ways of life which are known as norms and convention that leads to the development of moral principle. The questions are then asked by what means are individual members of the society influenced and in what manner are they persuaded to make these norms form part and parcel of their life which made for peace and harmony in the society? This then is where religion comes in due to the fact these schools of thought see morality as an integral put of religion and its formulation, as well as its process of enforcement, are exclusively religious matters.





The traditional position holds that morality and religion are inseparable, one flows from the other and that morality has its sole basis and justification on religion (Omordu & Amaele, 2014). This is to say that if religion goes, morality also goes with it and the end will be moral confusion and decay when a man loses their hold on religion. Norman noted that the traditional view has three characteristics, first, it sees morality as an outflow from religion, indissolubly bound up with it, secondly, without religion, there can be no effective morality; for its content forms learning and its sanction are rooted in the supernatural. Thirdly, moral decay is the logical consequence of religious decay.

From the above one can deduce that morality has to do with what is good and striving to do that which is right, moral decadence is therefore seen as the deviation from the value system of the society which defers from one's society to another (Afuye, 2015). In this sense, the violation of societal values, ethnic and all forms of unacceptable behaviours are very high in practice. According to Nduka (1993), Nigeria in its third decade of independence is in a state of moral crisis - a deepening crisis that pervades every aspect of national life.

Many efforts have been made at a different level to maintain and restore the value system form of Nigerian society. The National policy on education explains education concerning social and attitude formation. The Nigerian educational philosophies are:

- a. The development of the individual into a sound and effective citizen.
- b. The full integration of the individual into the community (FGN, 2013).

The efforts of the government of Nigeria to implement these policies are channelled through social studies and civic education from basic to senior school. such social studies in Nigeria are specifically included in the school curriculum to help Nigerians achieve the goal of becoming good citizens capable of supporting the country in achieving her national goals and objectives (Dania,2015).

Social studies were introduced into the secondary school curriculum to inculcate the right type of values, critical and problem-solving skills and the value required to live a successful life and promote the sustainable development of the country. The obstacles which have prevented and hindered the accomplishment of the stated objectives of these subjects include lack of instructional materials, inadequate time and teachers involvement in curriculum development, poor or no motivation for teachers, corruption by law enforcement agents and politicians and the inconsistencies of government policies with regards to education (Jekayinfa, Mofoluwawo, & Oladiran, 2011). However, civic education has recently been introduced to the school system in Nigeria as a measure to curb social ills (Kayode-Olawoyin, 2017).

To solve the aforementioned problems, curriculum planners and educators have written many curricula intending to include content that will develop students with the knowledge needed for active participatory membership of their society and high moral standards, in addition to preparing them to face social challenges in the globalized world. Social study is a good subject in this regard. The major purpose of its introduction into the Nigerian educational system is to train Nigerian youth to contribute to the nation (Adesina, 2011; Opoh, Edinyang, & Ogbaji, 2014). As such, national curriculum conferences, seminars, research, symposia, discussions, and workshops are organized periodically at different levels.

It is however unfortunate that despite the aims of the subject, presents contemporary Nigerians display signs of severe moral decay. Consequently, there is general concern regarding the nation's moral problems. Current approaches to moral education in Nigeria are inadequate to cope with this moral Crisis. The





display of immoral acts capable of triggering disagreements leading to conflict, social unrest, or political disunity persistently occurs. Such disorderliness according to Ngohi, Idris, Muhammad, Muhammad, and Gwadabe (2020) affects the teaching of existing school subjects and the efforts of our schools remain insufficient to inculcate the right type of values and attitudes among the youths and teenagers in the country to embrace peace and cordial coexistence with one another.

Statement of the Problems

Recently, at a Lagos Secondary School, the management was shocked to discover that some of their students had converted a spot in the school to a sex joint. The joint served as a place where male and female students went to have sex during school hours and watch pornography. It has since been dismantled by the school authority. A teacher in the same school disclosed that students had been watching pornography on their mobile phones during classes (Ngohi, Idris, Muhammad, Muhammad & Gwadabe 2020). A report also came to the notice of the school in another school that girls now take nude pictures, sheared them among friends and upload it to the internet. Cases of cultism are no longer limited to higher institutions but also the education system at all levels. The rape saga at Ireti Secondary School, Ikoyi, leaves to be imagined. How low can we stoop in our society? Have we become a morally bankrupt society?

The moral decadence in our society has reached such a level that calls for concern; this has become a controversial issue, it is disheartening to know that the society we live in now is morally blind and deteriorated. According to Ahmed (2017) worst still, the youth, especially in secondary schools, are the most hit of this menace, so sad to say. The level of depravity to which our youths have descended was made evident by the discovery in the Lagos secondary school mentioned earlier.

The era of healthy competition among school boys and girls to excel in their academic pursuits seem to be a thing of the past. Examination malpractices are becoming a norm where lazy students can cunningly make headway in their education (Muhammad, 2020). There have been reports from different sources that parents, teachers, as well as officials of examination bodies, aid students to cheat during exams. In the study of Kelvin (2019) schools as Secondary educators should bear in mind that education should be all-embracing, one that promotes Character and knowledge focusing on the development of all dimensions of their personality - intellectual, character, spiritual, talents, physical and social. Students should be guided to embrace the values of self-reliance, honesty, diligence, entrepreneurship, self-esteem, and the ability to face the reality of life. Unfortunately, the reverse is the case, not only has morality dropped but also the standard of education.

This was why stakeholders in the business of education think that school, through all its various subjects should help provide a lasting solution to this immoral behaviour in society. The curriculum of social studies Subject through all its contents was considered accurate. This calls for why the study investigated social studies teachers assessment of the adequacy of social studies contents in curbing immoral acts/ behaviour.

Objectives of the Study

The study examined teacher's assessment of social studies contents in curbing immoral problems among upper basic school students in the Ilorin metropolis of Kwara State. This study is specifically designed to:

- a. To examine the various types of immoral acts prevalent among upper basic school students in the Ilorin metropolis
- b. To find out social studies teachers' assessment of the adequacy of social studies contents in curbing students' moral problems





Research Questions

- a. What are the various types of immoral acts prevalent among upper basic school students in the Ilorin metropolis?
b. What is social studies teachers' assessment of the adequacy of social studies contents in curbing students' moral problems?

Methodology

This study employs a descriptive type of survey of investigation on teacher's assessment of the adequacy of social studies contents in curbing moral problems among upper basic school students in the Ilorin metropolis (Salihu, 2017). The choice of the descriptive survey is also in line with Sambo (2008), who maintained that it is concerned with a gathering of information about people's opinions. Upper basic school social studies teachers were the target population. A sample of 104 social studies teachers out of 218 from 34 schools was purposively sampled (Kwara State Ministry of Education, 2020). Two research instruments were adopted in the collection of the needed data for the study. The first been A 12- items 2 scale researchers' designed questionnaire entitled "Prevalence of Immoral acts in school", with psychometrics properties of 0.84 content validity and 0.72 reliability index after a pilot study with a population of 25 upper basic social studies teachers in Ifelodun local government area of Kwara State. While the second was a checklist showing the contents of the social studies curriculum. The descriptive statistical tool was adopted in answering the research questions raised in the study.

Results

The research questions of the study were answered in an attempt to sharpen the focus of the study. This was actualized through the use of descriptive statistics, the results of which are as presented below:

Research Question One: What are the various types of immoral acts prevalent among upper basic school students in the Ilorin metropolis?

Table 1: Immoral acts among upper basic school students

Table with 4 columns: S/No, Immoral acts common among students, Existing (%), and NotExisting (%). It lists 12 types of immoral acts such as Cheating during examination, Constant lateness to school, and Smoking, along with their respective percentages.

Weighted mean= 50%





Table 1 showed the responses of the teachers on the prevalence of immoral acts in the upper basic school students as smoking, constant lateness to school leading, dishonesty, constant bullying, cheating during examinations, stealing among others. By implications all immoral acts stated revealed as existing among the upper basic school students. They are engaged in practically all the acts with very few of them not seriously involved. This means that upper basic school students in the Ilorin metropolis displayed immoral behaviour at a high level.

Research Question Two: What is social studies teachers' assessment of social studies contents in curbing students' moral problems?

Table 3: Social Studies Teachers' Assessment of Social Studies curriculum contents adequacy in curbing immoral acts.

S/No	Social studies Curriculum Contents	Adequate (%)	Not Adequate (%)
1	Meaning, scope, and nature of social studies	92.2	7.8
2	Objective and importance of Social Studies	92.2	7.8
3	Physical Environment	83.5	16.5
4	Social Environment	80.6	19.4
5	Accident in the home and the school	68.9	31.1
6	Socialization: Agents and processes	88.3	11.7
7	Meaning, Components, and Features of Culture	88.3	11.7
8	Meaning, Need, and Importance of National Unity and Integration	87.4	12.6
9	Social Groups	83.5	16.5
10	Group Behaviour	85.4	14.6
11	Marriage	78.6	21.4
12	Drugs/Drug Abuse/Drug Trafficking	81.6	18.4
13	Poverty	71.8	28.2
14	Corruption	73.8	26.2
15	Cultism	73.8	26.2
16	Modern Science and Technology and societal Development	57.3	42.7
17	Communication	68.9	31.1
18.	Information and Communication Technology	64.1	35.9
19.	Living together in the family	79.6	20.4
20.	Adornments	73.8	26.2
21.	Religion	78.6	21.4
22	Our school: Members of the School Community	76.7	23.3
23.	Home appliances: Dangers in the wrong use of appliances	60.2	39.8
24.	Accident in the School	58.3	41.7
25.	Savings and ways of Saving	66.0	34.0
26.	Meaning and Agents of Transportation	65.0	35.0





27.	Harmful Traditional Practices	83.5	16.5
28.	Population	75.7	24.3
29.	Family life Education	83.5	16.5
30.	Peace	85.4	14.6
31.	Conflicts	71.8	28.2
32.	National Economy and their sectors	60.2	39.2
33.	Economic Reform Measures in Nigeria	56.3	43.7

Weight means 50%

Table 2 revealed that all the contents of upper basic school students social studies curriculum were very adequate in the effective teaching of moral acts among them, that could help curb immoral acts been displayed in school and society at large. The entire component of social studies curriculum contents was assessed adequately by the social studies teachers in the Ilorin metropolis as capable of curbing moral issues in society.

Discussion

The first findings of this study revealed the prevalent immoral acts among the upper basic schools' students metropolis in order of their prominence as constant lateness to school, fighting other students, cheating during the examination, dishonesty, poor attendance in classes, and public display of lack of respect for teachers and administrators. These immoral acts by the students could be linked to various factors, which Sheviakor and Red as cited by Oyesola (2002) such as frustration "moral acts" broken homes, ill-health, personal maladjustment, dissatisfaction in schoolwork, emotional unrest in relationship to others, disturbances in the classroom climate, lack of harmony between classroom control and the needs of students for emancipation, emotional strains that accompany sudden changes from one activity to another, and composition of the classroom group. Oyesola further added to these factors that are responsible for immoral behaviours to be due to the teachers' personalities poor classroom control by the teacher, poor lesson preparation and presentation, and lateness to class and laxity. To control this immoral behaviour by the students, Oyesola opined that teacher's personality, good teaching method, constant involvement of the students in the cause of teaching and learning, motivation and proper supervision of students' progress in their academic work, good physical environment that is conducive for learning and discipline should be put in place.

The second finding of this study showed that the entire component of Social Studies curriculum contents was assessed by the upper basic school Social Studies teachers in the Ilorin metropolis as adequate for curbing moral issues in the society. This is in line with the fundamental reasons why Social Studies were introduced into the curriculum in schools to curbing social vices like violence, rape, divorce, dishonesty, and all forms of indiscipline and misbehaviour in society. Balogun and Yusuf (2019) opined that Social Studies as a discipline are not primarily concerned with the acquisition of knowledge for its own sake alone, but its curriculum package is to serve as a tool in solving societal problems. This societal problems solving mechanism of Social Studies could be seen in the adopted definition of the National Council for Social Studies NCSS (1992) as the integrated study of the social sciences and humanities to promote civic competence. Barth (1993) also defines Social Studies as the interdisciplinary integration of social sciences and humanities concepts to practice problem-solving and decision making for developing citizenship skills





on critical social issues. Ensuring adequate teaching methods in teaching social studies is also crucial in the realization of the objectives of social studies to curbing immoral behaviours in schools, especially in the classroom; Jekayinfa (2014) posited three basic qualities of the teacher to include: knowing the subject matter, knowing how to deliver the subject matter, and knowing the students with all their differences. By this, the teacher could command respect, maintains discipline in the classroom, and help influence the moral behaviours of the students in the classroom and the school as a whole. However, its worthy to note that these are achievable through right, appropate and effienct leadership in education systembearing contextual differences1(Salihu, 2019a & Salihu 2019b)

Conclusion and Recommendations

This study analyzed the teacher's assessment of the adequacy of social studies contents in curbing immoral problems among upper basic schools, it was observed that there are many ways the content can curb immorality among the upper basic school student in the Ilorin metropolis, and the content has a direct and indirect influence on student behaviours. Based on the findings of this study, the following recommendations were made:

- a. The management of schools should also put measures in place to curb immoral acts among the students.
- b. There is a need for the adopting of appropriate teaching strategies to help in the effective teaching of social studies to help curb immoral acts among upper basic students in the Ilorin metropolis.

References

- Adesina, A.D.O & Adeyemi, B.A. (2008).Teaching to achieve Social Studies values: A case of Re-education of teachers. A Paper Presented at the Annual Conference of Nigerian Union of teachers, Ile-Ife, Osun State.
- Adesina, A.D.O. (2011). Evaluation of Social Studies curricular of Universities and Secondary school in southwestern Nigeria/ unpublished PhD thesis (Curriculum Studies) Obafemi Awolowo University, lie - Ife
- Afuye, A. (2015). Moral decadence in Tertiary Institution. *Journal of Educational Studies*. 6,3, 234-245.
- Ahmed, O. I. (2017). Prevalence of deviant behaviours expressed by secondary school students in Ilorin Metropolis. Unpublished B. Ed Project, University of Ilorin, Ilorin, Nigeria.
- Akubue, F.N. (2005) Curriculum issues and instructional materials utilization in teaching social studies in primary schools in Nigeria. In *Journal of CUDIMAC*. 11,1,96-100.
- Amaele .S. (2010). *Moral and Religion Values in Nigeria Education: issues, problems and prospects*. Port Harcourt. Harley publication.
- Balogun, I.N. & Yusuf, A. (2019). Teaching civic education to learners through best practices. *Anatolian Journal of Education* 4, 1, 39-48
- Barth, J.L. (1991). *Elementary and junior high/middle school social studies curriculum, activities and materials*. 3rd Edn., Lanham: University Press of America, inc.
- CESAC. Comparative Education Studies and Adaptation Centre (1993). *Nigerian Secondary Schools Social Studies Project Book 1*. Lagos: NERC.





- Dania, P. (2015). Civic Education as a Collaborative Dimension of Social Studies Education in Attainment of Political Ethics in Nigeria. *Journal of Education and Practice*.6,28, 48
- Federal Republic of Nigeria (2013). *National Policy on Education*. (4thed.). Lagos: NERDC Press.
- Jamiu, M.S. (2011). Causes and remedies of deviant behaviours, unpublished Master's thesis, University of Ilorin, Nigeria.
- Jekayinfa, A. A., Mofoluwawo, E.O., & Oladiran, M. A. (2011). Implementation of Civic Education Curriculum in Nigeria: Challenges for Social Studies Teachers. *Nigerian Journal of Social Studies*. XIV(1). 147-155
- Jekayinfa, A.A. (2014).A brief preview of the secondary school's Social Studies curriculum in Nigeria. *Journal of Educational Studies*, 6,154-62
- Kayode, A. & Adeyinka, A. (2017). Pursuing discipline and ethical issues in tertiary institutions in Nigeria. African Research review. *An International Multi Disciplinary Journal*. 3,1, 284-300.
- Kayode-Olawoyin, O. B. (2017).Civic education in secondary schools: Its immediate values and life-long impacts. *Nigerian Journal of Social Studies*. XX,2, 82-91.
- Kelvin, T.S. (2019). Education and Social Problems in the Society: Issues and Risks. *International Journal of Sociology of Education*. 13, 2,16-21.
- Kevin, T. (2008). Moral Character [Internet Encyclopedia of Philosophy. Retrieved ronrlep.utm.edu.
- Kwara State Ministry of Education, (2020). *2019 School head count*.
- Iyewarun, S.S., Keene, B., Baamphatlha, D. & Moffat, F. K. (2013). Secondary School Teacher's Perceptions of the Role of Social Studies in Fostering Citizenship Competencies. *Journal of Education and Training Studies*. 1,2, 126-135.
- Muftahu, M. (2020). Debating Gender Equity in Access to Higher Education: An Empirical Investigation into the Female Participation in Northern Nigeria. *Sokoto Educational Review*, 19(1), 11-26.
- Nduka, O. A. (1983). Introduction. In O. A. Nkuka and E. O. Iheoma (Eds.) *New perspectives in moral Education*. Ibadan: Evans Brothers.
- Ngoi, B. U., Idriss, I.D., Muhammad, H.A., Muhammad, G.G., & Gwadabe, N.A. (2020). *Causes, Forms and Consequences of moral decadency in among Senior school students in Bauchi, State, Nigeria*. *Myjournal*.5, 37, 29-37.
- Norman, J.C (1969) moral progress retrieved <http://www.distantlibrary.ng.blogspot.com.ng>
- Obidoa, A. (1991). *A re-appraisal of liberal arts and Social Studies education in Nigerian schools in national secondary school curriculum review conference proceedings*. Ibadan: Macmillan Nigeria Publishers Limited. 197-202.
- Oderinde, D.B. & Yusuf, A. (2012). Kwara state teachers' perception on the desirability of the traditional values, theme of the proposed national value curriculum of Nigeria. *Nigerian Journal of Social Studies*, XVII, 2, 34-44.
- Ogunsanya, M. (1984). *Introduction to methodologies of social studies*. Ibadan: Evans. publishers.
- Omordu, C. & Amaele, S. (2014). Applying the traditional Africa education model for character development in Nigeria. *Developing Country Studies* 4,23, 135 – 139.





- Opoh, F. A. Edinyang, S.D. & Ogbaji, D. I.(2014). Introduction of Social Studies Education in Nigeria schools: A success or a failure. *International Journal of Education and Research*. 2, 4, 143-150
- Oyerinde, O.O. (2004). Sports preference of secondary school student smokers and non smokers in the South Western States of Nigeria. Department of Physical and Health Education, University of Ilorin, available at: <http://www.com/articles>.
- Oyesola, G.O. (2002). Discipline in schools, in: F. Durosaro, S. Ogunsaju (eds.). *The Craft of Educational Management*, Haytee Press and Publishing Co., Ilorin.
- Pallant, J. (2010). *SPSS Survival Manual: A Step-By-Step Guide to Data Analysis*, Sage Publications, Thousand Oaks, CA
- Ponfua, Y.N. (2015). Students' indiscipline: types, causes and possible solutions: The case of secondary schools in Cameroon. *Journal of Education and Practice*, 6,22, 64-73.
- Reid, K. (1999), *Truancy and Schools*, Routledge: London.
- Richardson, N. (2014). Teachers' perceptions of resistant behaviour of children in the middle childhood developmental phase, doctoral dissertation, North-West University.
- Salihu, M. J. (2017). Qualitative and quantitative debates in contemporary educational research. *International journal of Research*, 7(5).
- Salihu, M. J. (2019a). A Conceptual analysis of the leadership theories and proposed leadership framework in higher education. *Asian Journal of Education and Social Studies*, 1-6.
- Salihu, M. J. (2019b). An analysis of theory of organisational typologies and their application in higher education institutional settings. *Asian Research Journal of Arts & Social Sciences*, 1-7.
- Sambo, A. A. (2008). *Research methods in education*. Edo: Stirling-Horden Publishers.

