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**INDISCIPLINE AMONG PUBLIC SECONDARY SCHOOLS' STUDENTS IN
OGBOMOSO SOUTH LOCAL GOVERNMENT AREA OF OYO STATE, NIGERIA:
CAUSES AND ITS EFFECTS**

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**INDISCIPLINE AMONG PUBLIC SECONDARY SCHOOLS STUDENTS IN
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ADEYEYE ELIJAH TOSIN

Abstract

This study explores the causes and effects of indiscipline among students in public secondary schools in Ogbomosho South Local Government Area, Oyo State, Nigeria. Utilizing a descriptive survey approach, the research gathered 150 respondents, including students and educators, from 10 selected schools. Data were acquired by a 41-item questionnaire, validated for reliability, and analyzed using SPSS version 22.0. The study discovered numerous forms of indiscipline, such as truancy, disdain for educators, and examination malpractice. Contributing variables include parental neglect, insufficient enforcement of school regulations, and peer influence. The consequences of indiscipline were linked to lower academic performance, higher dropout rates, and a hazardous learning environment. The study indicates that indiscipline is a significant impediment to school achievement and recommends interventions such as clear norms, parent-teacher collaboration, and a reconsideration of corporal punishment regulations to ameliorate these concerns.

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Introduction

The critical tool used in the transformation of the individual in particular and the society in general is education Kioupi, & Voulvoulis, (2019). Secondary school education in Nigeria is meant to prepare the learners for valuable living conditions within the society and training for further education in order to live valuable living conditions within any community and contribute towards the social, economic, and political development of the nation Ali, Dada, Isiaka, & Salmon, (2014). Hence, the National Policy on Education (2004) clearly stated that education in Nigeria is an instrument “Par excellence” for effecting national development Nanjwan, & Ashi, (2019) Ezeyi,

Ene, & Nwosu, (2021). Secondary schools are expected to be developed with the required facilities and staff in order to cater for the high demands for quality education Abenawe, (2022). Also, there are policies that have been proposed by the government to improve educational standards in the country Meh, Thind, Ryan, & Terry, (2019). In spite of the policies and the various bodies created to oversee the issues of secondary schools in Nigeria to ensure quality education, learning institutions have been plagued with cases of students' unrest and indiscipline which in many ways undermine quality education. Indiscipline in secondary schools has become an alarming issue in the Nigerian society Enefu, Obaka, & Okaforcha, (2019).

Indiscipline has been over time an issue of concern to educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviours, examination malpractices, lateness and poor academic performance among students. Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social, psychosocial and pedagogical fields Bolatito, (2021). Indiscipline cuts across all aspects of human environment and has caused a lot of setbacks in schools and the society at large. Indiscipline is like a cankerworm that has eaten deep into the fabric of the society Onyeawuna, & Ufuoma, (2022) and Okonkwo, (2022). It breeds lawlessness and lawlessness breeds crime, and consequently self-destruction. Indiscipline in schools contributes to lack of success in one's life, if allowed to linger on for a long time. Indiscipline is a behavioural disorder that is classified as an act of delinquency Salaudeen, Gbolagade, & Sangoniya, (2021). By extension, the term connotes the violation of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. Undisciplined students always violate school rules and regulations, Margaret, Edo, & Iyaye-Khama, (2021) stated that indiscipline is violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in cases of obvious violation of order.

Patrick, & Adade, (2020). In the same vein, Wolhuter, & Van der Walt, (2020) sees indiscipline as those forms of disobedience within the school system. It connotes willful disobedience of constituted authority. This could be done by one person or a group of people. The Oxford Advanced Learner's Dictionary (2000) equally defines indiscipline as lack of control in the behaviour of a group of people. Umezinwa and Elendu (2012) even explained that indiscipline

among students in Nigeria was high and experienced at all levels including primary schools. According to Adeyeye, (2019). It is observed that an undisciplined child is an uncontrollable child and can do any damage in school even at home when he does not get what he wants. Indiscipline in school is mostly exhibited by the students. It has been said that acts of indiscipline among secondary school students are common across the world.

Digispace (2016) observed that indiscipline in secondary schools is characterized by disobedience, drunkenness, rioting, corruption, fighting, harassing or bullying other students and teachers, laziness and quarrelling among others. He further explained that, disobedience is the main feature of indiscipline. Undisciplined students violate the school rules and regulations at will. (Kearney, Childs, & Burke, (2022) and Seoka, (2019), and Nadunga,(2019) also stressed that, indiscipline ranges from truancy, fighting, shouting, snatching other learner's property, bullying, cheating, viewing pornographic materials, vandalism, disobedience, drunkenness, rioting, corruption, fighting, harassing or bullying other students and teachers, laziness, quarrelling, alcohol and substance abuse, inability and unwillingness to do assigned class work or homework, refusal to obey given orders, teasing of other learners, disrespecting educators, swearing at educators or other learners, carrying dangerous weapons to school, threatening other learners with dangerous weapons, assaulting other learners, thus leading to perpetual existence of problem of drop outs, deviant behaviours, examination malpractices, thuggery, lateness and above all poor academic performance among students. These acts occur in the classroom, within the school compound and within the school community.

The problem of indiscipline is endemic in the global perspective and many scholars have given multiple reasons for it. The learners usually put the blame on either the school or their parents, while when parents are asked what is causing learner indiscipline, they usually point at the school and the children. The school usually blame students' indiscipline on the poor parenting styles that parents use as well as their lack of parental involvement in their child's daily life, since charity begins at home. Okumbe (2001) stated that indiscipline among pupils has its roots in the school, society and the minds of the students. These indiscipline acts of the students have prompted some scholars to carry out extensive studies on the subject and they have been able to pinpoint several factors that have led or contributed to its occurrence among the students in various institutions of learning, being it locally, nationally and internationally. According to some scholars, students' indiscipline acts include: parents' nonchalant attitude due to economic instability, (Adeyeye &

Nazreen, 2023). Some scholars also relate indiscipline acts in schools to peer group and medial influence, abolition of corporal punishment in school by government, inability to enforce school rules and regulations, large class size, government policy and poor attitude of teachers to work. Ngwokabuenui (2015) and Wolhuter, & Van der Walt (2020), Kaliny, (2022), Dessie, & Alene, (2023) and Lombe, (2022).

These indiscipline acts have some major effects on students as identified by some researchers; notably the high rate of disobedience among secondary school students in Nigeria irrespective of their socio-economic background. According to Enefu, Obaka, & Okaforcha, (2019), Bab Fafunwa in the year 1999 at the national conference on discipline in schools opined that our society is passing through a very difficult time and the incidence of indiscipline permeates our entire social economic and political nation. The problem of indiscipline is more apparent among secondary school students. Indiscipline among them has attracted serious attention of scholars and administrators. Barrow, Sartain, & De la Torre, (2020) and Akubue (1991) opine that the situation of indiscipline in schools has generated a lot of concern with no positive action to arrest the situation. There is the tendency to link the problem of student unrest in schools with the problem of discipline.

It is in this light that, Odebode, (2019) and Ofori, & Achiaa,(2018) reveal that, low academic performance in schools is caused by acts of indiscipline. Also, Jin, Chen, Sun, & Liu, (2020) maintained that the entire students with poor academic performances are those notorious for deviant behaviour. Okoroma, (2015) stressed that, in time past students exhibited the best behaviour wherever they were. They respected their teachers, obeyed them, they feared failing examinations and so, worked very hard. But today the reverse is the case. This is a result of indiscipline. Atama Alioma (2021) affirmed that indiscipline and rampant occurrence of delinquent acts create an atmosphere of insecurity and inability in the schools and classrooms, which are not conducive for effective teaching/learning. Research consistently documents that school indiscipline reduces teaching hours as more time is devoted to managing students' misbehaviours rather than on teaching.

Indiscipline acts of the students has greatly contributed to the perpetual existence of problem of drop outs, deviant behaviours, examination malpractices, thuggery, lateness and above all poor academic performance among students (Kearney, Childs, & Burke, (2022) and Seoka, (2019), and

Nadunga, (2019). Many students have their hope of academic excellence dashed due to their uncontrolled habit of perpetrating unwholesome behaviour in the school. Thus, many of those students voluntarily drop out of school when they discovered that immoral behaviour is taking much of their time and they are gradually becoming academically redundant and hopeless. High level of dropouts can have adverse effect on the efficiency of operation in schools. Some of these students were expelled from the school due to their unmanageable desire for evil. Enefu, Obaka, & Okaforcha, (2019) also pointed out that the infiltrations of secret cults into secondary schools were causing school heads nightmares. All these are effects of indiscipline in school.

Also, students' indiscipline has led to the loss of many lives either through drug addictions, riots and many violent demonstrations, abortion and robbery. Just like other schools in other local government Areas in Oyo state and Nigeria as a whole, the rate at which school indiscipline is becoming the order of the day in schools in Ogbomoso Local Government Area is alarming and the adverse effects on the students at large makes it a matter that needs immediate attention so as to safeguard the education system as well as the future of the nation. Most of the literatures available are based on studies done outside Ogbomoso Local Government Area. It is in view of this therefore that this study investigated the cause and effects of indiscipline on academic performance of secondary school student in Ogbomoso Local Government Area.

Statement of the Problem

The problem of indiscipline amongst secondary school students has persisted over the years. Lack of discipline in schools has been increasingly becoming a source of worry to stakeholders and Nigeria as a whole. Indiscipline is an act of behaviour disorder and delinquency. There is an increase in anti-social behaviours in Nigeria, especially Ogbomoso South Local Government Area of Oyo State, such as corruption, smuggling, bribery, political violence, insurgency; etc without any check hardened the minds of students, in which the majority are adolescents. Many students are found telling lies, playing truancy, stealing, disturbing the class, harassing their female colleagues and teachers sexually, disobeying the school rules and regulations, and involvement in risky sexual behaviours. Since these acts of indiscipline are not well curbed in the Nigerian schools, many students have advanced into robbery, vandalism, political thuggery and involvement in a high level of terrorism across the globe. These acts have either been carried out individually by the students or as a group which result to rioting or revolts. Indiscipline in schools

has been experienced for time immemorial, but the magnitude with which it is manifesting itself in today's schools is alarming (Gutuza and Mapolisa, 2015).

According to Ofori, & Achiaa, (2018), the causes of these acts of indiscipline among students as stated by teachers and parents were attributed to the home and school environment, teacher related factors in addition to the other emerging phenomenon outside the culture of the students and the environment where they are studying. Intolerance and indiscipline behaviour brings about disorder, destruction and anxiety among the pupils. Indiscipline behaviours do not create conducive environment for learning but leads to poor academic work. Acts of indiscipline by learners and teachers result into poor academic performance in examinations among other negative outcomes. Consequently, schools lose their role of socialising learners and instead produce members of the society with unacceptable behaviour. The ever increasing cases of indiscipline of students have the stakeholders (students, parents, teachers and government) worried as it not only affects the social life of the learner but also the society at large. As Kemunto, Owaa, & Raburu,(2021) argues, effective discipline is needed in school for good academic achievement because when there is effective discipline in a school and in the classroom, effective teaching and learning can take place and the school environment will be peaceful. This is to imply that in the absence of discipline, students will be demonstrating various unacceptable behaviour, as a result students will be demonstrating various forms of unacceptable behaviour which is capable of negatively affecting the entire students and the society at large. Hence this study intended to assess the indiscipline among public secondary schools' students in Ogbomoso South Local Government Area of Oyo State, Nigeria: causes and its effects.

Purpose of the Study

The main purpose of this study was to investigate the indiscipline among public secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria: causes and its effects. Specifically, it tried to;

1. Find out the causes of indiscipline among students of secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria.
2. Determine effects of indiscipline on secondary students in Ogbomoso South Local Government Area of Oyo State, Nigeria.

Research Questions

The following research questions were raised to guide this study.

1. What are some common indiscipline acts exhibited by students in schools in Ogbomoso South Local Government Area?
2. What are the causes of indiscipline among secondary school students in Ogbomoso South Local Government Area?
3. What are the effects of indiscipline on the secondary school students in Ogbomoso South Local Government Area?

Hypotheses

1. There is no significant difference in indiscipline acts exhibited by students in secondary schools in Ogbomoso South Local Government Area
2. There is no significant difference in the causes of indiscipline among students in secondary schools in Ogbomoso South Local Government Area
3. There is no significant effect of indiscipline on the students in secondary schools in Ogbomoso South Local Government Area.

Methodology

The research design used for the study was non-experimental, descriptive survey. The design was non-experimental because the variables were not controlled. The target population was all students and educators (teachers, school councillor and vice principals and principals) in Ogbomoso South Local Government Area of Oyo State, Nigeria but this was impossible because of financial, time and logistics constraints. Hence, a total sample of 150 respondents, comprising; 80 students and 70 educators were used for the study. Both stratified random technique and purposive sampling were deployed in selecting schools that were used for the study. Purposive sampling was used to select the principal and school councillor. The instrument used was a questionnaire for the students and the educators (teachers, school councillor and vice principals and principals). The researcher administered the questionnaire personally to ensure high percentage return rate. It also afforded the researcher the opportunity to interact with the respondents to explore further their real life experiences and the daily indiscipline situations faced by the schools. The questionnaire was collected the same day they were administered to ensure high per cent return rate. Data collected with the instruments were coded and analysed using Statistical Package for Social Science

Students (SPSS version 22.0). The computed results were presented for discussions using frequencies, percentages, mean and standard deviation.

Results

Research Question 1: What are some common indiscipline acts exhibited by students in schools in Ogbomoso South Local Government Area

Table 1: Common Indiscipline Acts Exhibited by the Students

	Variables	Mean	SD
1.	Lateness to school	3.45	.661
2.	Truancy	3.42	.678
3.	Throwing litters around school compound and classroom	3.40	.635
4.	Inability and unwillingness to do assigned, class work or homework	3.38	.730
5.	Stealing of friend's articles	3.43	.606
6.	Examination malpractices	3.42	.616
7.	Engaging in pre-marital sex	3.23	.741
8.	Alcoholism	3.37	.737
9.	Fighting	3.38	.682
10.	Snatching school and other learner's property	3.19	.699
11.	Viewing pornographic materials	3.31	.750
12.	Vandalism	3.30	.825
13.	Rioting	3.37	.719
14.	Corruption	3.35	.646
15.	Fighting	3.33	.575
16.	Harassing or bullying other students and teachers	3.08	.719
17.	Refusal to obey given orders	3.15	.576
18.	Disrespecting educators	3.33	.596
19.	Carrying dangerous weapons to school	3.31	.646
20.	Threatening other learners with dangerous weapons	3.32	.741

Table 1 above showed the teachers' responses on the common indiscipline acts exhibited among secondary school students in secondary schools in Ogbomoso South Local Government Area of Oyo State Nigeria. The table above shown that all the items raised on common indiscipline acts exhibited among secondary school students in the study area were agreed upon by the entire respondents. Results revealed that all the items on the table recorded mean scores from 3.08 to 3.43 which are above the cut off score of 2.50. This implies that secondary school students in the study area exhibit all the indiscipline acts stated in table 1. According to the respondents, indiscipline acts such as lateness to school, truancy, throwing litters around school compound and classroom, inability and unwillingness to do assignment, class work or homework, stealing of friend's articles, examination malpractices, fighting, fighting are mostly found among the students.

Hypothesis 1: There is no significant difference in indiscipline acts exhibited by secondary school students in secondary schools in Ogbomosho South Local Government Area

Table 2: Analysis of variance of common of indiscipline among secondary school students in Ogbomosho south local government area

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	71.260	9	7.918	.768	.646	NS
Within Groups	1444.000	140	10.314			
Total	1515.260	149				

Table 2 shows that $F(9, 140) = 0.768, P > 0.05$. The result revealed that there is no significant difference in indiscipline acts exhibited by students in secondary schools in Ogbomosho South Local Government Area. Thus, the null hypothesis is not rejected.

Table 3: Factors contributing to Students' Indiscipline Behaviour

SN	VARIABLES	Mean	Sd
1.	Parents' nonchalant attitude due to economic instability	3.45	.661
2.	Abolition of corporal punishment in school by government	3.42	.616
3.	Peer group and medial influence	3.39	.633
4.	Large class size	3.20	.676
5.	Inability to enforce school rules and regulations	3.39	.683
6.	Government Policy	3.18	.666
7.	Poor attitude of teachers to work	3.30	.599

Table 3 above showed the teachers' responses on the causes of indiscipline among secondary school students in Ogbomosho South Local Government Area of Oyo State Nigeria. The table above shown that all the items raised on the causes of indiscipline among secondary school students in the study area were agreed upon by the entire respondents. Results revealed that all the items on the table recorded mean scores from 3.18 to 3.45 which are above the cut off score of 2.50. This implies that the causes of indiscipline among the secondary school students in the study area are the same. It is observed that, parents' nonchalant attitude due to economic instability, peer group and medial influence, abolition of corporal punishment in school by government, and inability to enforce school rules and regulations.

Hypothesis 2: There is no significant difference in the causes of indiscipline among students in Ogbomoso South Local Government Area

Table 4: Analysis of variance of causes of indiscipline among secondary students in Ogbomoso south local government area

Source	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	52.060	9	5.784	1.749	.083	NS
Within Groups	462.933	140	3.307			
Total	514.993	149				

Table 4 shows that $F(9, 140) = 1.749, P > 0.05$. The result revealed that there is no significant difference in the causes of indiscipline among students in secondary schools Ogbomoso South Local Government Area. Thus, the null hypothesis is not rejected.

Table 5: Effects of indiscipline on secondary school students

SN		Mean	Sd
1.	Inability to concentrate in class	3.29	.586
2.	It leads to poor academic performance	3.43	.679
3.	It interrupts smooth running of the school	3.44	.660
4.	It terminates the dreams of the students	3.42	.605
5.	Loss of materials taught due to absenteeism or lateness	3.37	.738
6.	Teachers feeling unsecured in class	3.24	.682
7.	It leads to mass failure of students	3.28	.636
8.	Using part of contact hours to settle dispute	3.31	.819
9.	It creates unsecured atmosphere	3.16	.733
10.	It causes the students to be redundant academically and hopeless	3.24	.739
11.	Students' indiscipline has led to the loss of many lives either through drug addictions, riots and many violent demonstrations, abortion and robbery	3.16	.686
12.	Indiscipline may cause student to become school drop out	3.39	.722
13.	It resulting to wastage of resources invested by stake holder of education such as parents and the government	3.16	.686
14.	Infiltrations of secret cults into secondary schools	3.30	.642

Table 5 above showed the teachers' responses on the effects of indiscipline on the secondary school students in Ogbomoso South Local Government Area of Oyo State, Nigeria. The table 5 above shown that all the items raised on the effects of indiscipline on the secondary school students in the study area were agreed upon by the entire respondents. Results revealed that all the items on the table recorded mean scores from 3.16 to 3.44 which are above the cut off score of 2.50. This implies that the causes of indiscipline among the secondary school students in the study area are the same. According to the responses, most of the participants believe that indiscipline leads to poor academic performance, It interrupt smooth running of the school, It terminates the dreams of

the students, Loss of materials taught due to absenteeism or lateness and Indiscipline may cause student to become school drop out

Hypothesis 3: There is no significant effect of indiscipline on the students in secondary schools in Ogbomosho South Local Government Area.

Table 6: Analysis of variance of effects of indiscipline among secondary students in Ogbomosho south local government area

Source	SS	df	MS	F	Sig.	Decision
Between Groups	27.573	9	3.064	.490	.879	NS
Within Groups	875.200	140	6.251			
Total	902.773	149				

Table 6 shows that $F(9, 140) = 0.490$, $P > 0.05$. The result revealed that there is no significant effect of indiscipline on the students in secondary schools in Ogbomosho South Local Government Area. Thus, the null hypothesis is not rejected.

Discussion

The results of the study identified the various forms of indiscipline exhibited by secondary school students in Ogbomosho South Local Government Area of Oyo State, Nigeria. These include: lateness to school, truancy, throwing litters around school compound and classroom, inability and unwillingness to do assigned, class work or homework, stealing of friend's articles, examination malpractices, engaging in pre-marital sex, alcoholism, fighting, snatching school and other learner's property, viewing pornographic materials, vandalism, rioting, corruption, fighting, harassing or bullying other students and teachers, refusal to obey given orders, disrespecting educators, carrying dangerous weapons to school and threatening other learners with dangerous weapons. The findings are in consonance with Rosen (1997), Digispace (2016) and Samba, Ogak and Kabuka (2016) who reported that, disobedience, drunkenness, rioting, fighting, bullying other students, truancy, theft, sneaking, cheating, lateness, noise making, drug abuse, failure to complete assignment, sexual harassment, class destruction, damaging school property, leaving school without permission are some of the forms of indiscipline acts exhibited by students in schools.

According to the result of the study, the major causes of indiscipline acts in the study area were attributed to parents' nonchalant attitude due to economic instability, peer group and medial influence, abolition of corporal punishment in school by government, inability to enforce school rules and regulations, large class size, government policy and poor attitude of teachers to work. These findings are in agreement with Ngwokabuenui (2015) and Wolhuter, & Van der Walt (2020)

who found that the school causes of indiscipline are teacher's lateness and absenteeism in the class, overcrowded classrooms, uncondusive school environment, unenforceable school rules and regulations, parents' attitude, poor teaching and poor leadership by school administrations among others.

The findings of the study showed that student's inability to concentrate in class, poor academic performance, interruption of smooth running of the school, termination of the dreams of the students, loss of materials taught due to absenteeism or lateness, feeling unsecured of the teachers in class, mass failure of students, use of part of contact hours to settle dispute, unsecured school atmosphere, loss of many lives either through drug addictions, riots and many violent demonstrations, abortion and robbery, school dropout, wastage of resources invested by stake holder of education such as parents and the government and infiltrations of secret cults into secondary schools are some of the effects of indiscipline among the secondary schools students in Ogbomoso South Local Government Area of Oyo State, Nigeria. The findings supported Nanyiri (2014) who found that indiscipline among students affects smooth learning leading to poor performance. Gitome, Katola and Nyabwari, (2013) also asserted that school rule and regulation play significant roles in enhancing students' academic performance

Conclusion

From the findings of the study, it can be concluded that secondary school students in in Ogbomoso South Local Government Area of Oyo State, Nigeria exhibits same forms of indiscipline such as , truancy, theft, sneaking, cheating, lateness, noise making, drug abuse, failure to complete assignment, sexual harassment, class destruction, damaging school property, leaving school without permission etc , the causes of which are attributed to various factors which include economic instability, peer group and medial influence, abolition of corporal punishment in school by government, inability to enforce school rules and regulations, large class size, government policy and poor attitude of teacher's to work. Also, in the study area, it is obvious that indiscipline lead to poor academic performance, Inability to concentrate in class, interrupt smooth running of the school, it terminates the dreams of the students, loss of materials taught due to absenteeism or lateness, it makes teachers feeling unsecured in class, it leads to mass failure of students, it makes the teacher to use part of contact hours to settle dispute, it creates unsecured atmosphere, it causes the students to be redundant academically and hopeless, students' indiscipline has led to the loss of many lives either through drug addictions, riots and many violent demonstrations, abortion and

robbery, indiscipline causes student to become school dropout, it resulting to wastage of resources invested by stake holder of education such as parents and the government, it also brings about infiltrations of secret cults into secondary schools

Recommendations

From the findings and conclusions of the study, it is recommended that;

1. Rules of classroom and forms of punishment should be discussed with the whole class and consensual agreement should be reached before enforcement.
2. There should be regular Parent-Teacher Association (PTA) meetings for the discussions of students' indiscipline behaviours.
3. School administrators should ensure that the school policies do not push the students to a point of rebellion. Rules and regulations should be realistic, stated clearly for the absorption of all students and reviewed periodically and reinforced without fear or favour.
4. School administrators, parents and teachers must show good examples to students since they imitate and copy their behaviour.

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