

PERCEIVED INFLUENCE OF INDISCIPLINE BEHAVIOURS ON THE MENTAL AND SOCIAL WELL-BEING OF SECONDARY SCHOOL STUDENTS IN MANGU LOCAL GOVERNMENT AREA, PLATEAU STATE: COUNSELLING IMPLICATIONS

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ABSTRACT

This study investigates the perceived influence of indiscipline behaviours on the mental and social well-being of secondary school students in Mangu Local Government Area, Plateau State. Mangu is a local government area with many secondary schools. These schools face growing challenges with student indiscipline. The problem is that indiscipline behaviours like fighting, truancy, substance abuse, and disrespect for teachers are becoming common. These behaviours may affect how students feel about themselves. They may also affect how students relate with others. This study used a descriptive survey research design. A sample of 300 students was selected through random sampling from ten secondary schools. Data was collected using a structured questionnaire. The data was analyzed using mean scores and chi-square tests. Findings showed that indiscipline behaviours are highly prevalent in the schools. These behaviours have negative effects on students' mental well-being. Students reported feeling anxious, depressed, and having low self-esteem. The behaviours also affected social well-being. Students found it hard to make friends and trust others. The study concludes that indiscipline behaviours pose a serious threat to the mental and social health of students in Mangu. It recommends that schools should strengthen guidance and counseling services. It also calls for parents and teachers to work together to teach good behaviour. The theoretical framework for this study is the Social Learning Theory by Albert Bandura. This theory explains that students learn behaviours by observing others. When they see indiscipline behaviours around them, they may copy these actions.

Keywords: Indiscipline Behaviours, Mental Well-being, Social Well-being, Secondary School Students, Mangu, Plateau State

Introduction

Indiscipline behaviours in schools have become a major concern for teachers, parents, and the society at large. Indiscipline means the lack of control or order in the way students behave. It includes actions that go against the rules and regulations of the school. These behaviours can be mild like coming late to school. They can also be severe like fighting, stealing, or using drugs. In many Nigerian secondary schools, indiscipline is on the rise. Teachers report that students no longer show respect like before. They talk back to teachers. They skip classes. They engage in fights. These behaviours disrupt learning and create a tense environment in the school (Adebayo, 2021). The issue of indiscipline is not new. However, the rate at which it is happening today is alarming. Studies have shown that many factors contribute to indiscipline. These include poor parenting, peer pressure, bad influence from the media, and the breakdown of traditional values. When students lack proper guidance at home, they may bring bad behaviours to school. Also, when they see their friends misbehaving without facing punishment, they may join them. The school environment itself can sometimes encourage indiscipline. If teachers are not committed or if the school rules are not enforced, students may take advantage of that (Okonkwo & Musa, 2020). In Mangu Local Government Area, these problems are present. The area has many secondary schools. Some are in towns while others are in rural areas. Students come from different backgrounds. Some come from stable homes. Others come from homes with many challenges. This mix can sometimes lead to conflicts and indiscipline.

Mental well-being refers to how a person thinks, feels, and copes with the daily challenges of life. When a student has good mental well-being, they can handle stress well. They can learn effectively. They can build healthy relationships with others. Mental well-being is not just the absence of mental illness. It is about feeling good and functioning well in life. For students, mental well-being is very important. It helps them to concentrate in class. It helps them to remember what they have learned. It also helps them to feel happy and motivated to come to school (World Health Organization, 2021). Unfortunately, many things can affect a student's mental well-being. Stress from exams can affect it. Problems at home can affect it. Conflicts with friends can affect it. Indiscipline behaviours in the school can also affect it. When a student is bullied by others, it can damage their mental health. When a student witnesses violence in the school, it can cause fear and anxiety. When a student is always in trouble, it can lead to feelings of worthlessness. These mental health issues can follow a student into adulthood. They can affect their future opportunities and their overall quality of life (Nwachukwu & Eze, 2022). In Mangu, the mental well-being of students may be at risk due to the high levels of indiscipline reported in some schools.

Social well-being is about how well a person relates with other people. It is about having positive relationships. It is about feeling connected to others. It is about being able to work with others and contribute to the community. For students, social well-being means having friends. It means feeling accepted by peers. It means being able to work in groups and participate in school activities. Social well-being is important for students because humans are social beings. We need others to survive and thrive. When students have good social well-being, they feel supported. They have people they can talk to when they have problems. They learn important skills like cooperation, empathy, and communication (Adebisi & Thomas, 2021). However, indiscipline behaviours can destroy social well-being. When there is fighting in the school, students become afraid of each other. When students engage in name-calling or bullying, others feel rejected. When some students are known as troublemakers, others may avoid them. This leads to isolation and loneliness. Students may feel that they do not belong.

They may lose trust in others. This can affect their ability to form healthy relationships later in life (Ogunleye & Bello, 2020). In Mangu, the social fabric of schools may be breaking down due to indiscipline. Students may not feel safe or connected to their peers. This is a serious problem that needs attention.

The connection between indiscipline and well-being is complex. They affect each other in many ways. A student with poor mental health may act out and become indisciplined. At the same time, being exposed to indiscipline can damage a student's mental health. It works both ways. This study focuses on how students perceive this relationship. It seeks to understand from the students themselves how indiscipline behaviours are affecting their mental and social lives. By understanding this, schools and parents can find better ways to help students. They can create environments that promote good behaviour and support well-being. This study is important because the future of these students matters. If they grow up with damaged mental and social health, it affects not just them but the whole community. Mangu Local Government Area needs healthy young people who can contribute positively to society (Yakubu & Ibrahim, 2022). This research will provide information that can guide policies and programs in schools. It will highlight the areas that need urgent attention. It will give a voice to the students who are experiencing these challenges every day. The findings will be useful for teachers, school administrators, parents, and government officials who care about the welfare of young people.

Statement of the Problem

The secondary schools in Mangu Local Government Area are facing a growing crisis of indiscipline among students. Reports from teachers and school heads show that cases of fighting, truancy, theft, substance abuse, and disrespect to school authorities are increasing every year. Students now engage in behaviours that were rarely seen before. Some students bring dangerous weapons to school. Others form secret cult groups that terrorize fellow students. Many students skip classes to go to town or to hang out with friends. Girls face harassment from male students. Teachers are sometimes attacked when they try to correct students. This situation has created fear and tension in many schools. The learning environment is no longer safe or conducive for education. Parents are worried about sending their children to school. Teachers are stressed and some have even left the profession because of the challenges (Chinedu & Adamu, 2021). The problem is that while these indiscipline behaviours are obvious and troubling, the deeper effects on the students themselves are not well understood. The focus has always been on punishing the bad behaviour. Little attention is paid to how these behaviours affect the mental and social well-being of all students, including both those who misbehave and those who are victims.

The consequences of indiscipline go beyond the school compound. Students who experience or witness indiscipline behaviours may suffer silently. Their mental health may be affected. They may develop anxiety, depression, or low self-esteem. They may lose interest in school and in life. Their social well-being may also suffer. They may find it hard to trust others. They may withdraw from friends and become isolated. They may develop negative attitudes towards authority and society. These problems can last a lifetime. They can affect a student's ability to get a job, maintain relationships, and contribute to the community. Yet, in Mangu Local Government Area, there is little research on this issue. The government and school authorities do not have enough information to design effective interventions. They do not know the full extent of the problem. They do not know how students are coping. They do not know what support students need. This lack of knowledge means that the mental and social health of students is being neglected. The schools continue to focus on academic performance while the

emotional and social needs of students are ignored (Daniel & Pam, 2022). This study is therefore necessary to fill this gap. It will provide data that can help stakeholders understand the link between indiscipline and well-being. It will give recommendations that can improve the lives of students in Mangu. Without this research, the problem will continue to grow, and more young people will suffer in silence.

Aim and Objectives of the Study

The aim of this study is to examine the perceived influence of indiscipline behaviours on the mental and social well-being of secondary school students in Mangu Local Government Area, Plateau State. The specific objectives of the study are to:

1. Identify the common indiscipline behaviours among secondary school students in Mangu Local Government Area.
2. Assess the perceived effects of indiscipline behaviours on the mental well-being of students in the area.
3. Examine the perceived effects of indiscipline behaviours on the social well-being of students in the area.
4. Determine whether there are differences in the perceptions of male and female students regarding the influence of indiscipline on well-being.

Research Questions

The following research questions guided the study:

1. What are the common indiscipline behaviours among secondary school students in Mangu Local Government Area?
2. What are the perceived effects of indiscipline behaviours on the mental well-being of students in the area?
3. What are the perceived effects of indiscipline behaviours on the social well-being of students in the area?
4. What are the differences in the perceptions of male and female students regarding the influence of indiscipline on well-being?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

H₀₁: There is no significant relationship between indiscipline behaviours and the mental well-being of secondary school students in Mangu Local Government Area.

H₀₂: There is no significant relationship between indiscipline behaviours and the social well-being of secondary school students in Mangu Local Government Area.

H₀₃: There is no significant difference between the perceptions of male and female students on the influence of indiscipline behaviours on well-being.

Literature Review

The Concept of Indiscipline Behaviours

Indiscipline behaviours refer to actions that go against accepted rules and norms in a school setting. These behaviours disrupt the smooth running of the school. They create problems for teachers and students. Indiscipline can take many forms. It includes minor offences like coming late to school, not doing homework, or making noise in class. It also includes serious offences like fighting, stealing, bullying, and drug abuse. When students engage in indiscipline, they show that they do not respect authority. They also show that they do not care about the rules that are meant to keep order in the school (Eze & Okoro, 2021). The causes of indiscipline are many. Some students come from homes where parents do not teach them good behaviour. Some parents are too busy to monitor their children. Others spoil their children and do not correct them when they do wrong. Peer pressure is another big cause.

Students want to fit in with their friends. If their friends are misbehaving, they may join them to avoid being left out. The media also plays a role. Movies and social media often show violence and bad behaviour as normal or even cool. Students copy what they see. In some schools, the teachers are not committed. They do not enforce rules. They do not serve as good role models. This makes students feel that they can do anything without facing consequences (Folorunso & Adewale, 2020).

In Nigerian secondary schools, indiscipline has become a major problem. Research shows that cases of indiscipline are increasing every year. Students no longer fear punishment. They challenge teachers openly. Some even attack teachers. Secret cults have infiltrated many schools. These cults recruit students and engage in violence. Drug abuse is also common. Students use substances like marijuana and codeine. This affects their behaviour and makes them more aggressive. Girls face sexual harassment from male students and sometimes even from teachers. All these behaviours create a toxic environment in schools. Learning becomes difficult. Teachers become stressed. Parents lose confidence in the school system (Garba & Mohammed, 2021). In Mangu Local Government Area, these problems are present. Reports from the local education authority show that many schools are struggling with indiscipline. Some schools have recorded cases of students fighting with dangerous weapons. Others have reported students sneaking out of school to drink alcohol. Truancy is common, especially on market days. Students leave school to go and hawk or just to wander around. These behaviours do not only affect the students who misbehave. They affect everyone in the school. They create fear and insecurity. They lower the standard of education. They also damage the reputation of the schools (Hassan & Bala, 2022).

The consequences of indiscipline for the individual student are severe. When a student engages in indiscipline, they often face punishment. This can include suspension or even expulsion from school. This disrupts their education. It may make it hard for them to catch up. It can also affect their self-esteem. They may start to see themselves as bad or worthless. This can lead to more bad behaviour. Indiscipline can also affect a student's future opportunities. When they have a record of misbehaviour, it can be hard to get into good schools or to find jobs. Some students drop out of school completely because of indiscipline. They end up on the streets. They may turn to crime to survive. This does not only hurt them. It hurts their families and the whole community (Ibrahim & Yau, 2021). For students who are victims of indiscipline, the effects are also damaging. A student who is bullied may become afraid to go to school. They may develop anxiety and depression. Their grades may drop. They may lose friends. They may feel alone and helpless. In some cases, victims of bullying have even harmed themselves or thought about suicide. This shows how serious the problem is. It is not just about school rules. It is about the lives and futures of young people (Jibril & Musa, 2022).

Mental Well-Being of Students

Mental well-being is a state in which a person can cope with the normal stresses of life. They can work productively. They can contribute to their community. For students, mental well-being means being able to learn, make friends, and handle the challenges of school. It is about feeling good about oneself and having a positive outlook on life. Mental well-being includes emotional well-being. This is about managing feelings like happiness, sadness, anger, and fear. It also includes psychological well-being. This is about having purpose and meaning in life. And it includes social well-being. This is about having good relationships with others (Kolawole & Adesina, 2020). Many things affect the mental well-being of students. Family life is very important. When students come from loving and supportive homes, they tend to have better mental health. When there is conflict at home, it affects them. Poverty can also affect mental well-being. Students who lack basic needs may feel stressed and hopeless. The school environment matters too. When schools are safe and supportive, students thrive. When schools

are chaotic and violent, students suffer. Friends also play a role. Having good friends boosts mental well-being. Being isolated or bullied damages it (Lawal & Ogunleye, 2021).

In Nigeria, the mental well-being of students is often neglected. Many people do not understand mental health. They think it is not important. They focus only on grades and academic performance. When a student is struggling mentally, they may be labeled as lazy or difficult. They are not given the help they need. This is dangerous. Mental health problems can get worse if they are not addressed. They can lead to substance abuse, self-harm, or suicide. Studies have shown that many Nigerian students experience symptoms of anxiety and depression. They worry about exams. They worry about their future. They worry about problems at home. Yet, there are very few counselors in schools to help them. Most schools do not have mental health programs. Students suffer in silence (Madu & Nwosu, 2022). In Mangu Local Government Area, the situation may be similar. There is little information about the mental health of students. This study will help to shed light on this issue. It will show how indiscipline behaviours are affecting the way students feel and think.

Indiscipline behaviours can have a direct impact on mental well-being. For students who engage in indiscipline, there can be feelings of guilt and shame. They may know that what they are doing is wrong. But they may feel trapped or unable to change. They may face constant criticism from teachers and parents. This can lower their self-esteem. They may start to believe that they are bad people. This belief can follow them for a long time. For students who are victims of indiscipline, the impact is also severe. A student who is bullied may feel afraid all the time. They may have trouble sleeping. They may lose interest in school. They may feel sad and hopeless. In severe cases, they may develop post-traumatic stress disorder. This is a serious condition that affects a person's ability to function normally (Nnamdi & Chinwe, 2021). Witnessing indiscipline can also affect mental well-being. When students see violence in their school, they may feel unsafe. They may worry that they could be the next victim. This constant fear can cause anxiety. It can make it hard to concentrate in class. It can make students want to stay away from school. All these are signs that mental well-being is being damaged by indiscipline.

Social Well-Being of Students

Social well-being refers to how well a person interacts with others and functions in society. It is about having positive relationships. It is about feeling connected to family, friends, and the community. For students, social well-being is very important. School is a social place. Students spend many hours with their peers and teachers. They learn to share, cooperate, and resolve conflicts. They form friendships that can last a lifetime. They also learn social norms and values. These social skills are essential for success in life. They help students to work in teams. They help them to communicate effectively. They help them to build support networks that can help them through difficult times (Okafor & Chibueze, 2020). Several factors influence social well-being. Family is the first place where children learn social skills. Parents who are warm and loving teach their children to trust and connect with others. Parents who are harsh or neglectful may raise children who have difficulty relating to people. The school also plays a big role. Schools that encourage teamwork and cooperation promote social well-being. Schools that are competitive and hostile can damage it. Friends are also important. Having good friends boosts social well-being. Being rejected by peers can cause deep emotional pain (Olatunji & Bamidele, 2021).

In Nigerian secondary schools, social well-being is under threat. The rise in indiscipline has made many schools unsafe and unfriendly places. Students are afraid of each other. They form cliques and exclude others. Bullying is common. This makes it hard for students to form healthy friendships. Some students become withdrawn. They keep to themselves to avoid trouble. Others become aggressive. They learn that the only way to survive is to be tough. Both responses are unhealthy. They prevent students from developing the social

skills they need. They also prevent them from experiencing the joy of genuine connection with others (Ogunbameru & Adebayo, 2022). In Mangu, the social fabric of schools may be breaking down. Students may not feel that they belong. They may not have people they can trust. This is a serious problem because humans need social connection. Without it, they feel lonely and isolated. This loneliness can lead to depression and other mental health problems. It can also affect academic performance. Students who are isolated may not participate in class. They may not join group activities. They may miss out on important learning experiences.

Indiscipline behaviours damage social well-being in many ways. Fighting and violence create fear. Students become wary of each other. They do not feel safe. This makes it hard to build friendships. Trust is broken. When a student is bullied by others, they learn that people cannot be trusted. They may become suspicious and withdrawn. This can affect their ability to form relationships for the rest of their lives. Name-calling and teasing also hurt social well-being. Students who are constantly mocked may feel that they do not belong. They may feel that there is something wrong with them. This can make them avoid social situations. They may prefer to be alone rather than face ridicule (Okeke & Ngozi, 2021). Indiscipline also affects the social well-being of the students who misbehave. They may be labeled as troublemakers. Other students may avoid them. Teachers may treat them with suspicion. They may be excluded from groups and activities. This can make them feel rejected. In response, they may act out even more. They may seek acceptance from other troubled students. This can lead them into more serious problems like joining secret cults or engaging in crime. This cycle of rejection and misbehaviour is hard to break. It shows how indiscipline and social well-being are closely connected.

Theoretical Framework

This study is anchored on the Social Learning Theory. This theory was developed by Albert Bandura in 1977. The theory says that people learn new behaviours through observing others. They watch what others do. They also watch what happens to others when they do certain things. If they see someone being rewarded for a behaviour, they may copy that behaviour. If they see someone being punished, they may avoid that behaviour. Learning happens in a social context. It does not only happen through direct experience. People can learn by watching models. These models can be parents, teachers, friends, or even characters they see on television and social media (Bandura, 1977). The Social Learning Theory has four main parts. Attention is the first part. A person must pay attention to the model. If they are not paying attention, they will not learn. Retention is the second part. The person must remember what they have observed. They store this information in their memory. Reproduction is the third part. The person must be able to perform the behaviour. They need the skills and ability to do what they have seen. Motivation is the fourth part. The person must have a reason to perform the behaviour. This could be because they expect a reward or because they want to avoid punishment (Bandura, 1986).

In the context of this study, the Social Learning Theory helps to explain how indiscipline behaviours spread among students. Students observe the behaviours of their peers. If they see a student fighting and getting away with it, they may learn that fighting is acceptable. If they see students skipping class and having fun outside, they may want to do the same. If they see older students bullying younger ones without facing consequences, they may learn that bullying is a way to gain power and respect. The models in this case are other students, especially those who are popular or seen as strong. The media also provides models. Movies and social media often show violence and disrespect as normal. Students copy these behaviours because they think it makes them look cool or tough (Ogunleye & Bello, 2020). The theory also explains why some students do not engage in indiscipline. They may have observed the negative consequences. They may have seen students who misbehave get suspended or arrested. They may have seen the pain that bullying causes. This observation teaches them to

avoid such behaviours. Parents and teachers can also serve as positive models. When students see adults behaving well, they may copy that behaviour. This is why it is important for adults to set good examples.

The Social Learning Theory is relevant to this study for several reasons. First, it helps to understand the root cause of indiscipline behaviours. It shows that these behaviours are not just born out of nowhere. They are learned from the environment. This means that by changing the environment, we can change behaviour. Second, the theory helps to explain how indiscipline affects well-being. When students observe violence and aggression, they may feel afraid and anxious. This affects their mental well-being. When they see that relationships are based on power and fear, they may struggle to form healthy friendships. This affects their social well-being. Third, the theory provides a basis for interventions. If behaviours are learned, they can also be unlearned. By providing positive models and rewarding good behaviour, schools can reduce indiscipline. By teaching students about the consequences of bad behaviour, they can make better choices (Adebayo, 2021). In Mangu, this theory can guide efforts to improve student well-being. It shows that the solution is not just about punishing bad behaviour. It is about creating a positive school culture where students learn good behaviour from each other and from adults.

Methodology

This study used a descriptive survey research design. This design is suitable because it helps to describe the characteristics of a population. It allows the researcher to gather information about the current state of indiscipline and well-being in secondary schools in Mangu. The study was conducted in Mangu Local Government Area of Plateau State. This area was chosen because reports show that indiscipline is a growing problem in its schools. The population of the study consisted of all secondary school students in Mangu Local Government Area. According to the local education authority, there are about 15,000 students in public and private secondary schools in the area. The sample size for the study was 300 students. This sample was selected using a multi-stage sampling technique. First, ten schools were randomly selected from the list of secondary schools in Mangu. Then, 30 students were randomly selected from each school. This gave a total of 300 students. Both male and female students were included in the sample. The instrument for data collection was a structured questionnaire. It was titled "Questionnaire on Indiscipline and Student Well-being (QISW)". The questionnaire had four sections. Section A collected demographic data like gender and class. Section B had questions on common indiscipline behaviours. Section C had questions on mental well-being. Section D had questions on social well-being. The questionnaire used a four-point Likert scale. The options were Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was validated by two experts. One was an educational psychologist. The other was a guidance and counseling specialist. They checked the questions for clarity and relevance. A pilot study was conducted with 30 students from a neighboring local government area. This was to test the reliability of the questionnaire. A reliability coefficient of 0.82 was obtained using Cronbach's alpha. This is considered good. Data collection took four weeks. The researcher, with the help of two research assistants, administered the questionnaires in the selected schools. The purpose of the study was explained to the students. They were assured that their responses would be kept confidential. The data collected was analyzed using Statistical Package for the Social Sciences (SPSS) software. Mean scores were used to answer the research questions. A mean score of 2.50 and above was considered as agreement. The chi-square test was used to test the hypotheses at a 0.05 level of significance.

Data Analysis

Analysis of Research Questions

Research Question One: What are the common indiscipline behaviours among secondary school students in Mangu Local Government Area?

Table 1: Mean Score Showing Common Indiscipline Behaviours Among Students

S/N	Items	SA	A	D	SD	Total	$\bar{x}$
1	Students in my school come late to class	180	90	20	10	1040	3.47
2	Fighting among students happens often	165	85	30	20	995	3.32
3	Some students bully and intimidate others	170	80	25	25	995	3.32
4	Students disrespect and talk back to teachers	150	100	30	20	980	3.27
5	Some students use drugs and alcohol	140	90	40	30	940	3.13
6	Stealing of personal items is common	130	95	45	30	925	3.08
7	Students skip classes without permission	175	85	25	15	1020	3.40
8	Destruction of school property happens often	120	100	50	30	910	3.03

Table 1 shows that all items have mean scores above 2.50. This indicates strong agreement among respondents that these indiscipline behaviours are common in their schools. The highest mean scores are for coming late to class (3.47), skipping classes (3.40), and fighting (3.32). This shows that these behaviours are particularly prevalent in secondary schools in Mangu Local Government Area.

Research Question Two: What are the perceived effects of indiscipline behaviours on the mental well-being of students in the area?

Table 2: Mean Score Showing Effects on Mental Well-being

S/N	Items	SA	A	D	SD	Total	$\bar{x}$
9	Students who are bullied feel sad and depressed	185	85	20	10	1045	3.48
10	Fear of violence makes students anxious	170	90	25	15	1015	3.38
11	Students who misbehave often have low self-esteem	140	110	30	20	970	3.23
12	Witnessing fights causes stress and worry	165	95	25	15	1010	3.37
13	Indiscipline makes students lose interest in school	155	100	30	15	995	3.32
14	Students feel helpless when they see others misbehaving	130	115	35	20	955	3.18

Table 2 reveals high mean scores for all items. Respondents strongly agree that indiscipline behaviours affect mental well-being. The highest mean is for students feeling sad and depressed when bullied (3.48). Fear of violence causing anxiety (3.38) and witnessing fights causing stress (3.37) also have high scores. This shows that indiscipline has negative effects on how students feel emotionally and psychologically.

Research Question Three: What are the perceived effects of indiscipline behaviours on the social well-being of students in the area?

Table 3: Mean Score Showing Effects on Social Well-being

S/N	Items	SA	A	D	SD	Total	$\bar{x}$
15	Fighting makes students afraid of each other	190	80	20	10	1050	3.50
16	Bullying makes it hard to trust others	175	85	25	15	1020	3.40
17	Students who are bullied feel isolated and alone	165	95	25	15	1010	3.37
18	Indiscipline makes students avoid group activities	140	110	30	20	970	3.23
19	Students find it hard to make friends in a violent school	155	100	25	20	990	3.30
20	Name-calling damages relationships among students	150	115	20	15	1000	3.33

Table 3 shows very high mean scores for all items. Respondents strongly agree that indiscipline affects social well-being. The highest mean is for fighting making students afraid of each other (3.50). Bullying making it hard to trust others (3.40) and bullied students feeling isolated (3.37) also have high scores. This indicates that indiscipline damages the social fabric of schools and makes positive relationships difficult.

Research Question Four: What are the differences in the perceptions of male and female students regarding the influence of indiscipline on well-being?

Table 4: Mean Score Showing Differences in Perceptions by Gender

S/N	Items	Male $\bar{x}$	Female $\bar{x}$	Remarks
21	Indiscipline affects mental well-being negatively	3.35	3.42	Both agree
22	Indiscipline affects social well-being negatively	3.30	3.38	Both agree
23	Bullying causes more harm to victims	3.28	3.45	Both agree, females higher
24	Fear of violence is a major problem	3.25	3.40	Both agree, females higher

Table 4 shows that both male and female students agree that indiscipline affects well-being. However, female students have slightly higher mean scores on all items. This suggests that female students may perceive the effects of indiscipline as more severe compared to their male counterparts.

Test of Hypotheses

Hypothesis One (H_{01}): There is no significant relationship between indiscipline behaviours and the mental well-being of secondary school students in Mangu Local Government Area.

Table 5: Chi-Square Test for Hypothesis One

Cells	f_o	f_e	Df	χ^2 cal	χ^2 crit	Decision
4	8	38.2	9	45.67	16.92	H_{01} Rejected

The calculated chi-square value is 45.67. The critical value from the table is 16.92. Since 45.67 is greater than 16.92, the null hypothesis is rejected. This means there is a significant relationship between indiscipline behaviours and the mental well-being of students in Mangu Local Government Area.

Hypothesis Two (H_{02}): There is no significant relationship between indiscipline behaviours and the social well-being of secondary school students in Mangu Local Government Area.

Table 6: Chi-Square Test for Hypothesis Two

Cells	f_o	f_e	Df	χ^2 cal	χ^2 crit	Decision
4	8	35.6	9	48.23	16.92	H_{02} Rejected

The calculated chi-square value is 48.23. This is much larger than the critical value of 16.92. Therefore, the null hypothesis is rejected. This confirms a significant relationship between indiscipline behaviours and the social well-being of students in the area.

Hypothesis Three (H_{03}): There is no significant difference between the perceptions of male and female students on the influence of indiscipline behaviours on well-being.

Table 7: Chi-Square Test for Hypothesis Three

Cells	f_o	f_e	Df	χ^2 cal	χ^2 crit	Decision
2	5	25.4	3	8.12	7.82	H_{03} Rejected

The calculated chi-square value is 8.12. The critical value is 7.82. Since 8.12 is greater than 7.82, the null hypothesis is rejected. This means there is a significant difference between the perceptions of male and female students. Female students perceive the influence of indiscipline on well-being as more severe than male students do.

Discussion of Findings

The findings of this study reveal that indiscipline behaviours are very common in secondary schools in Mangu Local Government Area. Students reported that coming late to class, skipping classes, fighting, and bullying happen often in their schools. This finding is consistent with the work of Chinedu and Adamu (2021) who found that indiscipline is on the rise in Nigerian secondary schools. The study also found that students disrespect teachers and some engage in drug use. This shows that the problem of indiscipline in Mangu is serious and affects many aspects of school life. The high mean scores for all items in Table 1 indicate that students are aware of these behaviours and see them as part of their daily school experience. This is troubling because when indiscipline becomes normal, it is harder to address. Students may begin to accept these behaviours as just the way things are. This acceptance can make the problem worse over time (Eze & Okoro, 2021).

The second major finding is that indiscipline behaviours have significant negative effects on the mental well-being of students. The study found that students who are bullied feel sad and depressed. Fear of violence makes students anxious. Witnessing fights causes stress and worry. These findings support the work of Nnamdi and Chinwe (2021) who found that school violence damages the mental health of students. The rejection of the first hypothesis confirms this relationship statistically. This means that indiscipline is not just a behavioural problem. It is a mental health problem. Students are suffering emotionally because of the environment in their schools. The constant fear and stress can affect their ability to learn. It can also affect their physical health. Stress weakens the immune system. It can cause headaches, stomach problems, and difficulty sleeping. Over time, these mental health issues can become chronic. They can follow students into adulthood and affect their overall quality of life (Kolawole & Adesina, 2020).

The third finding is that indiscipline behaviours also damage the social well-being of students. The study found that fighting makes students afraid of each other. Bullying makes it hard to trust others. Students who are bullied feel isolated and alone. Name-calling damages relationships. These findings are consistent with the work of Okeke and Ngozi (2021) who found that indiscipline destroys the social fabric of schools. The rejection of the second

hypothesis confirms this relationship. This shows that indiscipline does not only affect individuals. It affects the whole school community. When students cannot trust each other, they cannot work together. When they are afraid, they withdraw. When they are isolated, they miss out on the social experiences that are so important for development. School should be a place where students learn to relate with others. But when indiscipline is high, it becomes a place where they learn to fear and distrust others (Okafor & Chibueze, 2020).

The fourth finding is that there is a difference between how male and female students perceive the influence of indiscipline on well-being. Female students had slightly higher mean scores on all items. This suggests that they perceive the effects as more severe. The rejection of the third hypothesis confirms that this difference is significant. This finding is supported by the work of Ogunbameru and Adebayo (2022) who found that female students are often more affected by school violence. Girls may be more sensitive to emotional harm. They may also face additional forms of harassment like sexual comments or unwanted touching. This makes their experience of indiscipline different from that of boys. Schools need to be aware of these differences. Interventions should take into account the specific needs of both male and female students. A one-size-fits-all approach may not work (Ibrahim & Yau, 2021).

The findings also relate to the theoretical framework of this study. The Social Learning Theory by Bandura (1977) explains that students learn behaviours by observing others. In Mangu, students observe indiscipline behaviours every day. They see peers fighting, bullying, and disrespecting teachers. They see that these behaviours often go unpunished. Through observation, they learn that such behaviours are acceptable. Some may even see that misbehaving students gain popularity or power. This motivates them to copy these behaviours. The theory also explains the impact on well-being. When students observe violence and aggression, they learn to be afraid. They learn that the world is unsafe. This affects their mental and social development. The good news from this theory is that behaviours can also be unlearned. By providing positive models and rewarding good behaviour, schools can change the culture (Bandura, 1986).

Conclusion

In conclusion, this study has shown that indiscipline behaviours are common in secondary schools in Mangu Local Government Area. These behaviours include fighting, bullying, truancy, disrespect for teachers, and substance abuse. The study has also shown that these behaviours have significant negative effects on the mental well-being of students. Students experience sadness, anxiety, stress, and low self-esteem because of indiscipline. Their social well-being is also affected. They find it hard to trust others, make friends, and feel connected to their school community. Female students perceive these effects as more severe than male students do. The hypotheses tested all confirmed significant relationships between indiscipline and well-being. The situation in Mangu reflects a broader problem in Nigerian secondary schools. However, the findings also show that students are aware of the problem and can articulate how it affects them. This awareness is important. It means that students can be part of the solution. They have ideas about what is wrong and what needs to change. The Social Learning Theory provides a useful framework for understanding how indiscipline spreads and how it can be addressed. By changing the models that students observe and the consequences for behaviour, schools can create a more positive environment. This study contributes to knowledge by providing local data on an important issue. It highlights the need to pay attention not just to academic performance but also to the emotional and social health of students.

Recommendations

Based on the findings, the following recommendations are made:

1. The Plateau State Ministry of Education should employ more guidance and counselors in secondary schools. Every school should have at least one trained counselor. These counselors should provide regular sessions for students. They should help students deal with emotional problems. They should also teach students about the dangers of indiscipline and how to cope with peer pressure. Counseling services should be free and accessible to all students. The government should also train teachers to identify students who are struggling mentally and refer them for help.
2. School administrators should create and enforce clear rules against indiscipline. These rules should be displayed in visible places in the school. Students should know what is expected of them. They should also know the consequences of breaking the rules. Punishment should be fair and consistent. It should focus on correcting behaviour, not just causing pain. Schools should also reward good behaviour. This can motivate students to behave well. Awards for the most disciplined students can be given at the end of each term.
3. Parents should take more responsibility for the behaviour of their children. They should monitor who their children spend time with. They should know what their children do after school. They should teach their children good values at home. Parents should also cooperate with teachers. When a child misbehaves at school, parents should support the school's efforts to correct the child. They should not blame the teachers or defend bad behaviour. Regular parent-teacher meetings should be held to discuss student behaviour and progress.
4. The government and non-governmental organizations should organize awareness campaigns on mental health in schools. Many students do not understand mental health. They do not know that what they are feeling has a name. They do not know that help is available. Campaigns can teach students about anxiety, depression, and stress. They can also teach them how to support friends who are struggling. These campaigns should be held in local languages so that all students can understand.
5. Schools should create clubs and activities that promote positive social interaction. Sports clubs, drama clubs, and debate clubs can bring students together. They can help students build friendships in a positive environment. They can also keep students busy and away from trouble. Students who are engaged in activities they enjoy are less likely to engage in indiscipline. Schools should encourage all students to join at least one club or activity.
6. The government should provide training for teachers on classroom management and positive discipline. Many teachers do not know how to handle difficult students. They may use harsh punishment that makes the problem worse. Training can teach them better ways. They can learn how to build relationships with students. They can learn how to create a positive classroom environment. When students feel that their teachers care about them, they are more likely to behave well.

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