Influence of Students' Disciplinary Problems on the Management of Secondary Schools in Kwande Local Government Area of Benue State

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ABSTRACT
The study investigated the influence of students' disciplinary problems on the management of secondary schools in Kwande Local Government Area of Benue State. In all, four research questions and four hypotheses guided the study. The related literature review which was done under various subheadings, namely, the conceptual/theoretical framework, empirical studies and summary identified the influence of disciplinary problems on the management of secondary schools. The variables are cult activities and students' truancy as they influence the management of secondary schools in Kwande LGA of Benue State. The descriptive survey design was adopted for the study. The population of the study was 1648 teachers in 115 secondary schools in Kwande Local Government Area of Benue State. Three hundred (300) teachers constituted the sample of the study. A structured 10-item four point rating type scale questionnaire titled "Disciplinary Problems Questionnaire (DPQ)". The data obtained for the study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to analyze the research questions while the chi-square (x^2) test of goodness of fit was used to test the hypotheses. The null hypotheses were tested at 0.05 level of significance with appropriate degree of freedom. The findings of the study were as that students' cult activities and truancy significantly influence the management of secondary schools. It was recommended that stakeholders like parents, guardians and teachers should ensure proper upbringing and counseling of their wards/children and class attendance register be marked always check truancy.
Keywords: secondary schools, students' truancy, cult activities

INTRODUCTION
Students are the most priceless assets and essential elements in any educational institution. The presence of students in an educational institution makes the place a center of learning. It is absolutely necessary therefore to direct students to exhibit acceptable attitude and behaviour within and outside the school environment. In an attempt to achieve an organized and peaceful school environment which maintains law and order, school management specifies rules and regulations to guide the activities of members of the educational institutions.
Bogdan (2004) allude that the power of teachers and school management to discipline students in the school stems from the doctrine of teachers acting in loco-parentis, that is, on behalf of the parents with respect to the education of their children. The doctrine of loco parentis had been based on the assumption that by

sending their children to school, parents agree to delegate to school authority the power of parental authority to control their children's conduct in a manner that will be of best interest to the child.

Discipline in any educational institution includes any rational approach used by teachers and management of schools to overcome the problem of the school environment. To bring about effective discipline and management of schools, the school formulates sets of rules and regulations to guide the conduct of the students. Examination malpractice, cult related activities, sexual immorality and other forms of harassment, threat and intimidation of teachers and other students, supplying or using of illegal drugs, truancy among students have become serious concerns to major stake holders of education in our country today.

In many institutions of learning today and particularly secondary schools, there has been a tremendous increase in cases of indiscipline among students. Students' disciplinary problems seem to be omnipresent in the 21st century in Nigerian secondary schools. Students' discipline is an agent of socialization (Nakpodia, 2010). With recent increase in school enrolment; students' disciplinary problems have accentuated and therefore causing more burdens on teachers and school managers. Nakpodia (2010) observed that Students' discipline has plagued the schools leading to series of unrests.

Disciplinary problems in secondary schools has been a major concern to parents, educational administrators and those in the school community especially as they perceived that students' disciplinary problems could have serious consequences on the effective management of secondary schools. Troublesome students in schools make teachers react emotionally to the extent of using punishment. But punishment instead of curbing behaviour can aggravate it and sometimes lead to crises in the school which tends to affect the stability of the school. The school is expected to be a place where desirable and relevant changes in the behaviour of learners will occur through the transmission of what is worthwhile into the learner.

In line with the above, Enoch (2013), observed that secondary schools have rather become grounds for guerilla warfare, many anti-social behaviour and a breeding ground for unacceptable behaviour by students and some teachers rather than being a place where desirable and relevant changes in the learners' behaviour will occur. This has appeared to be influencing the management of secondary schools in terms of instability of school activities or programmes, decrease in school population and causing damages to school facilities.

Disciplinary problems in schools according to Okorodudu (2005), are those unethical and unacceptable behaviour of students in schools that are capable of jeopardizing their academic performance, achievement and cause harm to the academic activities of the school. According to Obiabo and Leke (2004), indiscipline among students in secondary schools and other levels of educational system today is characterized by cultism, gangsterism, drug abuse, sexual immorality, truancy, cheating and bulling. Similarly, Mcmansu (2010), stated that some of the disciplinary problems that learners exhibit in schools today are; arriving late to school, missing lessons, smoking in the toilets, playing with matches in classrooms, making rude remarks about teachers, throwing pencils and pens across the classrooms, talking when the educators are talking, painting graphic on corridor walls and damaging classroom fittings. These acts may not only affect student's performance and career in life but also school management making the school to become very un-conducive for effective teaching and learning.

Educational management according to Akpakwu (2008), is the co-ordination of all the resources of the school through the process of planning, organizing, directing, and controlling in order to attain school objectives. Olaniyan (2000), defines school management as the process of demanding the management of specific school functions. It is the control and making of decisions in school. It is the process of deciding what to do in school and then getting it done through effective use of available resources such as personal, facilities, finance and time.Acco

rding to Chianu (2001), student's indisciplinary behaviour in schools today is affecting the management of secondary schools. This is because, cult-related activities of students sometimes lead to the destruction of school properties, killing of students and teachers which could lead to their arrest by law enforcement agency thereby causing distractions in the school academic activities. Orhungur (2005), observed that students who indulge in truancy spend most of their time in cult activities, drug taking, fighting and also involve themselves in sexual acts. All these are capable of causing distractions to academic activities in the

school. Iwideeduh (2003), observed that whatever the case, it is obvious that discipline in secondary schools is a matter that could be of concerned to every individual who has the interest of the youths at heart. The adolescent students are known to engage in all kinds of anti-social activities such as immorality, drug abuse cultism and many more. They are known to beat up their parents and teachers to the extent that some school mangers today find it difficult to punish or correct their students. These acts of indiscipline appear to have serious consequences on the effective management of secondary schools hence the need for this investigation.

It is against this background that the researcher is motivated to investigate into disciplinary problems and their influence on the management of secondary schools in Kwande Local Government Area of Benue State.

Statement of the Problem

The issue of indiscipline in secondary schools today is certainly a matter of serious concern to the relevant stakeholders of secondary education. This is because, in secondary schools in Kwande Local Government Area of Benue State, the situation has become a major concern to parents and those in the community who speculate that disciplinary problems such as drug abuse, examination malpractices, cult activities, truancy and sexual immorality among students in secondary schools in the area of study, are on the increase and could seriously impair the effective management of secondary schools.

It has also been observed by the researcher that students in secondary schools in the study area exhibit a lot of indisciplinary acts ranging from noise making in the class, cheating, truancy, late coming, confrontation with teachers, cult-activities, sexual immorality, drug abuse, stealing, fighting etc. This could seriously influence teaching and learning in schools and invariably hamper effective and efficient management and the attainment of the objectives of secondary schools in Kwande Local Government Area of Benue State.

It is against this background that the researchers felt there is a need to investigate the influence of disciplinary problems on the management of secondary schools in the study area. The problem of this study therefore is: how do disciplinary problems positively and negatively influence the management of secondary schools in Kwande Local Government Area of Benue State.

Purpose of the Study

The purpose of this study is to find out the influence of students' disciplinary problems on the management of secondary schools in Kwande Local Government Area of Benue State. Specifically, the study intends to:

    i.   find out the influence of students' cult activities on the management of secondary schools.

    ii.   examine the influence of students' truant behaviour on the management of secondary schools.

Research Question

The following research questions have been formulated to guide the study.

    1.   How do students' cult activities influence the management of secondary schools?

    2.   What is the influence of students' truancy on the management of secondary schools?

1.1 Hypotheses

        The following research null hypotheses will guide the study and will be tested of 0.05 level of significance.

    1.   Students' cult activities do not significantly influence the management of secondary schools.

    2.   Students' truancy does not significantly influence the management of secondary schools.

Significance of the Study

The study could be of benefit to stakeholders of education such as students, teachers, school authorities and parents in the area of collaboration to do away with this ugly trend that has hindered the provision of quality education for a long time.

The findings could also highlight the negative influence of truancy and cult activities among students which will help to encourage them concentrate and be serious with their studies rather than engaging in such anti social behaviour capable of affecting them and the schools hence whatever affects the schools also affects the students.

Lastly, the findings could create awareness in the minds of parents to also see the need to constantly monitor their children's behaviour as well as the kind of friends they keep and try to put them in the rightful direction of living as good and morally acceptable children in the society.

REVIEW OF RELATED LITERATURE
Concept of Disciplinary Problems
The doctrine of school discipline according to Barrel (2008), is based on the concept of "Loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control. In effect, teachers have the right to punish students who contravene school rules. According to Nolte and Barrel, discipline refers to a systematic instruction given to a disciple or a student. To discipline means to instruct a person to follow a particular code of conduct. Usually, the phrase "to discipline" carries a negative connotation. This is because enforcement of orders, which is, ensuring that instructions are carried out, is often regulated through punishment. Reyes (2006) maintained that to be disciplined is subject to content, either a virtue, which may be referred to as discipline procedure or an endemism for punishment, which may also be referred to as discipline procedure. Reyes further stated that school discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behavior and work ethics. The term may be applied to the punishment which is the consequences of transgression of the code of behaviour. For this reason, the usage of school discipline sometimes means the administration of punishment to erring students rather than behaving within the school rules.

Orhungur (2005), stated that discipline is a function of the interaction between teachers and students. It is training that brings about self-control and respect for authority and property. According to Paddy (2003), disciplinary problems in schools are unacceptable forms of behaviours exhibited by some students such as keeping of bushy hair, late coming to school, indecent dressing, littering the school environment with urine, papers and objects, noise making in the classroom, stealing and refusing to conform to assigned task by the school authority.

Shankar (2006) put it explicitly that all events of living beings, in fact all cosmic events are regulated and controlled by certain rules and regulations or natural laws. He noted further that if every human being were free to follow the momentary words and impulses or self made rules, there would be confusion and anarchy. To him, unchecked and complete freedom is not in the interest or good of the individual himself or the society. According to Children's Aid Society (CAS 2006), discipline covers all methods used to train and teach children self control and socially acceptable behaviour.

For Shankar (2006), discipline is not an imposition of self emanating rules and regulations in which the true nature of the individual manifest itself and becomes his or her best self. To him true discipline really means self discipline and it is for the individual to acquire knowledge, habits, interests and ideals which leads to his well being, that of his fellow beings and that of the society as a whole. He emphasized that the object of discipline in school is to train the child in those virtues, sentiments and habits which fit him to be a good citizen and a good man so that he loves and does things which society values most and without which society disintegrates. Arum (2003), pointed out that the aim of school discipline is ostensibly to create a safe and conducive learning environment in the classroom.

Rogers (2001:4), describes 'disciplinary problems as forms of disruptive and anti-social behaviour in which in this case, contribute to the high stress levels of educators, these disruptive and anti-social behaviour includes: Resistance to teachers' direction, Argumentativeness or procrastination, Defiance or swearing at the teacher and Frequent frustrating behaviour such as calling out and talking out of turn.

Rayes (2006), observed that to be disciplined is subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure. Bogdan (2004), describe school discipline as the strategies adopted by the school management to do away with disciplinary problems such as truancy, fighting, absenteeism, sexual harassment,

examination malpractice, drug abuse, cult related activities and other indisciplinary acts in the school that would pave way for peaceful coexistence in the school environment.

It is therefore clear from the above definitions by different experts that indiscipline or disciplinary problems is a situation whereby students consistently break the rules, regulations, ethics and moral code of the school community. Therefore, school management employs disciplinary measures to tackle disciplinary problems among students in secondary schools. Any discussion on school management is incomplete without the consideration of discipline. The quality of students can significantly influence the tone of a school. This explains the reason why activities of educational management also center around student disciplinary issues.

The disciplinary problem of cultism, according to Ogunbameru (2004), cultism or secret cult is any form of organization whose activities are not exclusively kept away from the knowledge of others but such activities are carried out at odd hours of the day and they often clash with the accepted norms and values of everyday life. Cultism is a system of religious belief and practice or an ideology. It is a group of people who share and propagate peculiar secret beliefs divulge only to members. In addition, their initiation procedures often involves secrete rituals like swearing by deity, human blood and other procedures which send shivers down the spines of most people.

According to Nwadike (2003:43), there are about 45 secret cults in Nigeria institutions of learning and all are equipped with an elaborate hierarchy, insignia and district attire. Some of the most notable of these secret cult groups includes: Sea Dogs, Black Axe, Aiye, Vickings, Daughters of Jezebel, Amazons, White Angles, Black Brassier, Buccaneers, Morphite etc.

Another disciplinary problem is drug abuse, Eysen (2002), defined drug abuse as the misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual socially, cognitively or physically. The Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers and other school authorities while the cognitive effects can be seen in the individual's lack of concentration on academic work and memory loss.

Truants are individuals who for a variety of reasons have made the decision not to attend class or who have decided not to go to school at all (Baker and Sigmon. 2001). Anigbogu (2004), writes that a truant is one who absents himself from classes or school functions without permission. This could be in the form of late attendance to school for weeks from the beginning of each term and without any good reasons or permission.

Violence among students at school is an ever-growing problem. One of such acts of violence is bullying. Bullying can be defined as all forms of repeated physical or mental violence performed by an individual on another person who is not capable of defending him/herself (Dake, Price & Telljohonn, 2003). School bullying is a type of bullying that occurs in connection with education either inside or outside of school. Bullying can be physical, verbal or emotional and is usually repeated over a period of time.

According to Alayunka (2003), examination malpractice is a misconduct or improper practice in any examination with a view to obtained good results through fraudulent action. Cheating is any work done with others that the teacher has made clear should not be worked on together. This unauthorized collaboration ranges from assignment to assignment (Anigbogu, 2004). This is also a key disciplinary problem in secondary schools today.

Gangs are not necessary bad but gangsterism is. The term 'gangster' can be defined as a member of a group of violent criminals and gangsterism can be describe as the use of tactics associated with gangsters such as intimidation or violence, in order to achieve something. Thrasher (2003), defined gang as a group with same characteristics such as appearance, action, conflict and planning. As a result of evolution, groups of gangster often carry out activities that are anti social.

Concept of Secondary School Management
According to UNESCO in Yawe (2010), management is defined as the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives. It has also been defined as "a social process which is designed to ensure the cooperation,

participation, intervention and involvement of others in the effective achievement of a given or predetermined objective. School management in the words of Akinmade, Ayode & Abdul (2000), is the organization and administration of both human and material resources on a day-to-day basis. He further stressed that it implies the coordination of efforts of teachers and students to achieve educational goals. It concerns students /pupils, teacher rules and regulations with policies that govern the school system and it also generally concerns decision making and communication processes which relates to personnel management, facilities and equipment maintenance and purchase, and financial management. It essentially entails the management of all resources in the school. According to Nwankwo (2000), management is specialized principles and techniques that could be applied in solving the different problems that arise when there is contact between human and material resources. This shows that management is used to solve problems within group, institutions and persons.

Influence of Cult Activities on the Management of Secondary Schools
Cultism is a systematized form of organization with a religious overtone in which members are engaged in concerted hidden activities whose overall ends and results spell doom for the members, the school community and the society at large, (Ekwumife, 2000).
Onikpe (2008), maintained that cultism "contaminates" the school environment and jeopardizes the educational process. According to him, there can be long-standing effects such as physical, emotional and psychological implication for both teachers and pupils including distress, reduced self-esteem, risk of depression and suicide, reduced school attendance, impaired concentration, fear and a diminished ability to teach by teachers and learning by students.
According to WHO (2014), not only do cult activities pose a threat to the core business of the Ministry of Education, the teaching and learning process is also hindered by such practices. Frutrell (2010), stated that activities carried out by the cultist in schools consists of being harsh to teachers and school, in addition to threatening acts, stealing, obtaining jewelries or money by force, speaking vulgar words and beating students unnecessarily which create tension and distraction in the school academic activities.
Edohasim (2002), noted that the frequent outbreak of cult wars in some secondary schools have generated feelings of fear and social insecurity among students and teachers. This has negative implication on academic programmes of the school. He further stated that cult activities among the students sometimes result in the closure of schools for quite a long time.
Adekoye (2003), stressed that, cultism leads to outbreak of violence on secondary schools and its attendant destruction of lives and properties. Similarly, Nwadike (2003), observed that cultism detracts from our natural honour and educational credibility. It reduces the credibility of such schools and also lessons the value of the certificate awarded in such institutions.
Yakubu (2000), lamented that cult activities among students encourages the intimidation of both staff and students for the purpose of achieving the interest or objectives of the cultic group. He further stated that, it may also exacerbate the problem of examination malpractice in secondary schools as teachers may not have the courage to perform their duties effectively.
Dauda (2006), observed that secret cults have made secondary schools very dangerous environments. As a result of the disturbances generated by cult members, the academic calendars of most secondary schools have been disrupted. He further stated that, violent clashes between rival cult group have resulted in the maiming and death of students and teachers thereby causing instability in the school management.

Influence of Students Truancy on the Management of Secondary Schools
According to Adulojo (2005), students who constantly play truant or turn up late for lessons are disruptive to other students, the teachers' lesson and the schools learning environment. Also, he contended that truanting has negative effects on school morals. Henry (2004), stated that students who are consistently truant sometimes have behavioural issues that disrupt classrooms, making it difficult for teachers to teach other students to learn and cause administrators to spend more time on disciplinary issues rather than on academic issues.

According to Smink and Zorn (2005), State aid is often distributed to schools or districts based on their average daily attendance. Truancy can thus affect a school's button line. Several municipalities have had remarkable success at increasing State aid to their school through truancy reduction programmes (Heilbrunn, 2007). The use of attendance as an indicator of a school's effectiveness under NCLB has implications for the distribution of federal resources to schools and districts and given that truancy is a risk factor for dropping out of school, it has long-term effects on public finance. MacGillvary and Erickson (2006), stated that the fallout of truancy has a near immediate negative impact upon the truant, the parents, the community, the school and the students who make the decision to stay in school. According to them, students who skip classes or school, immediately fall behind in the curriculum set for them by the school. The school in-turn suffers the blight and the lowering of it's over all scoring and performance which justifies what school is awarded certain educational benefits and programmes.

Reld (2007), stated that no school district administration will reward schools with high truancy and low score performance. While it is the responsibility of the school district to provide all students with a core education, only those schools who demonstrate that they are able to attract and retain its students whose performance are above the districts standard are awarded programmes designed to help students excel beyond school. According to Richard & Laura (2010), increased cases of truancy in schools make teachers feel lazy going for their lessons since just few students are found in the class. This tends to affect effective teaching because only few teachers are able to cover their scheme of work before the end of term. Amema (2007:10), noted that "truancy" which is a delinquent act have the following effects, stealing, dishonesty, sex offences, disobedience, drug abuse, assault, wickedness, suicide and charms which have negative effects on the child and the management of secondary schools in terms of causing administrative instability, distraction to school academic programmes, destruction to school properties and tarnishing of the image of the school.

METHODOLOGY
Research Design
The descriptive survey design was adopted for this study. According to Ololube (2009), survey research design seeks to obtain information that discloses existing phenomena by asking individuals about their perceptions, attitudes, behaviour or beliefs.

Population
The population of this study comprises of all the 1648 teachers in the 115 secondary schools in Kwande Local Government Area of Benue State.

Sample and Sampling
A sample of 330 teachers representing 20% was selected from 12 or 10% of the secondary schools across the Kwande Local Government Area of Benue State. This agrees with Nworgu (1995) who assert that 10% and more representation of a sample of a population of 1000 and above is ideal. Proportional random sampling technique was used in selecting the sample size using a hat and draw method of balloting without replacement in order to guarantee respondents' equal chances of being selected.

Instrumentation
The research instrument used for data collection is a questionnaire constructed by the researcher titled "Disciplinary Problems Questionnaire DPQ". The instrument was modeled on a four-point rating scale with a response mode of Strongly Agree (SA)=4, Agree(A)=3, Disagree (D) =2 and Strongly Disagree (DA)=1 respectively

The instrument was validated **by** three (3) experts in Educational Management in the Department of Educational Foundations, Benue State University, Makurdi to establish if the items of the instrument yielded face and content validity. The researcher personally visited the sampled schools with the aid of trained research assistants and collected the data for the research.

Method of Data Analysis
The descriptive statistics of mean and standard deviation was used to answer the research questions. A cut-off point of 2.50 was used for decision making. Any mean score less than 2.50 was not accepted as

having the desired influence, while mean scores of 2.50 and above was accepted as having the desired influence. The chi-square (x^2) test of goodness of fit was used to test the research hypotheses at 0.05 level of significance.

RESULTS

Research Question One: *How do students' cult activities influence the management of secondary schools?*

The data providing answer to the above research question are presented on table 1 below.

Table 1: Mean Ratings and Standard Deviations of Teachers on the Influence of Students' Cult Activities on the Management of Secondary Schools

Item No	Item Descriptions	SA	A	D	SD	Mean ($\overline{X}$)	ST.D	Decision
1	Cult activities among students generate social tension and instability in the management of schools.	150	100	20	30	3.60	0.94	Accepted
2	Cult activities do not lead to destruction of lives and school properties.	160	40	60	40	3.87	0.89	Accepted
3	The frequent outbreak of cult wars tends to generate feelings of fear and social insecurity among students and school management.	140	60	60	40	3.27	0.89	Accepted
4	The fear of confrontation by cult groups does not allow the school principal take certain punitive decisions.	130	100	40	30	3.84	0.73	Accepted
5	Cult related activities make the school environment very unconducive for supervision of school activities.	150	100	30	20	3.12	0.80	Accepted
Cluster Mean/Standard Deviations						**3.54**	**0.85**	**Accepted**

The data presented on table 1 showed that the mean ratings for items 10 to 15 are 3.60, 3.87, 3.27, 3.84 and 3.12 with corresponding standard deviations of 0.94, 0.89, 0.89, 0.72 and 0.80. The means are all above the cutoff point of 2.50. Based on the data, the respondents' views are that, cult activities among students generate social tension and instability in the management of schools; they agreed that Cult activities do not lead to destruction of lives and school properties. Furthermore, that the frequent outbreak of cult wars tends to generate feelings of fear and social insecurity among students and school management. That the fear of confrontation by cult groups does not allow the school principals to take certain punitive decisions. Finally that Cult related activities make the school environment very unconducive for supervision of school activities. The cluster mean of 3.54 with the standard deviation of 0.85 also is rated above 2.50 cut off point. This implied that students' cult activities influence the management of secondary schools.

Research Question Two

What is the influence of students' truancy on the management of secondary schools?

The data providing answer to the above research question are presented on table 2 below.

Table 2: Mean Ratings and Standard Deviations of Teachers on Influence of Students' Truancy on the Management of Secondary Schools

Item No	Item Descriptions	SA	A	D	SD	Mean ($\overline{X}$)	ST.D	Decision
6	Increased cases of truancy in a school demoralizes teachers from regularly attending their lessons which affect head teachers' co-ordination.	170	30	70	30	2.96	0.98	Accepted
7	Truancy leads to increased students' drop-out which decreases students' population in the school.	160	40	50	50	3.38	0.86	Accepted
8	Truancy retards teachers' ability to cover their scheme of work because of difficulties of supervision by the school management.	175	25	50	50	2.85	1.06	Accepted
9	Certain school functions are not performed within a specified period of time because of students' truancy.	150	40	60	50	2.64	1.07	Accepted
10	The school management finds it difficult to give group class work or assignment in a case of increased students' truancy.	140	50	60	50	2.83	0.80	Accepted
Cluster mean/standard deviations						**2.93**	**0.95**	**Accepted**

Table 2 showed that the respondents are unanimous in all the items as regards the influence of students' truancy on the management of secondary schools. The mean ratings of items 16 to 20 in this cluster are 2.96, 3.38, 2.85, 2.64 and 2.83 with corresponding standard deviations of 0.98, 0.86, 1.06, 1.07 and 0.80. Based on the cutoff point of 2.50, respondents rated all the items as acceptable. Based on the data presented on table 2 above, the respondents agreed that increased cases of truancy in a school demoralizes teachers from regularly attending their lessons which affect head teachers' co-ordination.. Respondents agreed also that Truancy leads to increased students' drop-out which decreases students' population in the school. Truancy retards teachers' ability to cover their scheme of work because of difficulties of supervision by the school management. Furthermore certain school functions are not performed within a specified period of time because of students' truancy. Finally, the school management finds it difficult to give group class work or assignment in a case of increased students' truancy. The cluster mean of 2.93 with standard deviation of 0.95 is above cut off point of 2.50. The implication is that students' truancy influences the management of secondary schools.

Hypotheses

Research Hypothesis One

Students' cult activities do not significantly influence the management of secondary schools.

Table 3: Chi-Square Test of the Influence of Students' Cult Activities on the Management of Secondary Schools.

Opinions	Observed frequency	Expected Frequency	df	Level of sig	$X^{2\text{-cal}}$	X^{2_tab}	Decision
No Influence	93(31%)	150 (50%)	1	0.05	353.04	3.84	Significant
Has Influence	207(69%)	150 (50%)					

Value in parentheses are percentages ($X^2 = 353.04$, df = 1, p = 0.05>0.00)

Table 3 showed that the Chi-square calculated value of 353.04 and is greater than chi-square critical value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis which states that, Students' cult activities do not significantly influence the management of secondary schools is rejected. The implication is that Students' cult activities significantly influence the management of secondary schools.

Research Hypothesis Two

Students' truancy does not significantly influence the management of secondary schools.

Table 4: Chi-Square Test of the Influence of Students' Truancy on the Management of Secondary Schools.

Opinions	Observed frequency	Expected Frequency	df	Level of sig	X^{2-cal}	X^{2_tab}	Decision
No Influence	60(20%)	150 (50%)	1	0.05	147.20	3.84	Significant
Has Influence	240(80%)	150 (50%)					

Value in parentheses are percentages ($X^2 = 147.20$, df = 1, p = 0.05>0.00)

Table 4 indicated that the calculated X^2 value of 147.20 is greater than the table X^2 value of 3.84 checked at 0.05 alpha level of significance and at 1 degree of freedom 1. The null hypothesis which states that Students' truancy does not significantly influence the management of secondary schools is rejected. The implication is that, Students' truancy significantly influences the management of secondary schools.

DISCUSSION OF FINDINGS

The first finding of this study revealed that cult activities significantly influence the management of secondary schools. This finding is similar to the finding of WHO (2014) who found out that not only do cult activities pose a threat to the core business of the Ministry of Education, the teaching and learning process is also hindered by such practices. Supporting the result of the finding Frutrell (2010) revealed in the finding of his study that activities carried out by the cultist in schools consists of being harsh to teachers and school, in addition to threatening acts, stealing, obtaining jewelries or money by force, speaking vulgar words and beating students unnecessarily which create tension and distraction in the school academic activities. To corroborate the finding, Edohasim (2002),found out that the frequent outbreak of cult wars in some secondary schools have generated feelings of fear and social insecurity among students and teachers. This has negative implication on academic programmes of the school. He further stated that cult activities among the students sometimes result in the closure of schools for quite a long time.

The second finding showed that Students' truancy significantly influences the management of secondary schools. The finding agrees with the views of Adulojo (2005) who found out that student who constantly play truant or turn up late for lessons are disruptive to other students, the teachers' lesson and the schools learning environment. Also, he contended that truanting has negative effects on school morals. Similarly Henry (2004) in his study found out that students who are consistently truant sometimes have behavioural issues that disrupt classrooms, making it difficult for teachers to teach other students to learn and cause administrators to spend more time on disciplinary issues rather than on academic issues. Affirming the result of the finding Amema (2007), found out that "truancy" which is a delinquent act have the following effects, stealing, dishonesty, sex offences, disobedience, drug abuse, assault, wickedness, suicide and charms which have negative effects on the child and the management of secondary schools in terms of causing administrative instability, distraction to school academic programmes, destruction to school properties and tarnishing of the image of the school.

CONCLUSION
Based on the results of this study, it has been concluded that students' disciplinary problems significantly influence the management of secondary schools in Kwande Local Government Area of Benue State. The conclusion also showed that cult activities and students' truancy influence on the management of secondary schools.

RECOMMENDATIONS
Based on the findings of the study, the following recommendations were made:
1.	Stakeholders like parents, guardians and teachers should ensure proper upbringing and counseling of their wards/children so as to avoid bad peer relationship and the dangers of cultism in their lives.
2.	Regular marking of the school attendance register by teachers should be enhanced and students who absent themselves from school without proper permission from the school management should be dealt with so as to serve as deterrent for other students.

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