

Personality Type and Discipline Among Senior Secondary School Students in Ilorin Metropolis, Kwara State

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Abstract

Students' personality type determines the discipline of the students either positively or negatively. The main purpose of the study was to examine the influence of personality type, gender and school type on discipline among selected senior secondary school students in Ilorin Metropolis. This research work was designed to cover Senior Secondary II in Ilorin Metropolis. The sample for this study comprised 200 senior secondary school II students in Ilorin Metropolis. Simple random sampling technique was used to select 10 senior secondary schools (five public and five private). Data collected through a researcher designed questionnaire was analysed with the use of percentage and independent t-test. The formulated hypotheses were tested at 0.05 level of significance. Results of the study showed that majority of the senior secondary school students in Ilorin Metropolis had type 'B' personality. Results also revealed that the level of discipline among selected senior secondary school students in Ilorin Metropolis was high. This means that majority of the sampled students were disciplined. This result is plausible where the students abide by rules and regulations within and outside school.

Keywords: discipline, personality type, secondary schools, students

Education is widely recognized in most countries across the world as a vital and indispensable tool for encouraging the growth of people and society as a whole. In this view, there is little doubt that education is a lifetime process that involves the acquisition of knowledge, skills, attitudes, values, and other forms of behaviour that are essential to a specific group or climate. Education also goes a long way in determining the type of personality an individual can exhibit.

Personality is an essential psychological concept that makes up the totality of any person. According to Donnellan and Robbins (2010), personality type refers to the psychological classification of different types of individuals. Personality is therefore defined as an individual's unique and relatively stable patterns of behaviour, thoughts and emotions. In this regard, it is also crucial to note that personality plays a role in explaining acts of discipline among secondary school students in a school system. Personality dispositions are categorized into two categories: Type A and Type B (Petticrew et al., 2012). Students with personality Type A are more likely to be hardworking, ambitious, competitive, goal-oriented, and striving. Such pupils are more likely to believe that personal effort is a vital condition for conquering any difficulty, and as a result, they are willing to go above and beyond to complete a task at hand.

Furthermore, according to Petticrew et al. (2012), students with Type A personality dispositions are characterized by a sense of urgency, chronic anger, and hostility. Such students in particular, have difficulty focusing or committing to one activity at a time with maximum attention and commitment, and they tend to shift from one activity to another. As a result, they are characterized by frustration and anger when things do not go as planned. Type A pupils have particular behavioural characteristics which include being impatient, excessively time concerned, insecure about their status, intensely competitive, hostile and aggressive, and incapable of relaxation.

Type A people are frequently great achievers who multi-task constantly, are driven by deadlines, and are irritated by even minor delays. Friedman and Rosenman created the Type A idea in 1974 to establish certain classes of people who, they believed, tended to be overrepresented as clients in their clinical practice. People with Type A personalities are aggressive, goal-oriented, fast-paced, assertive, and impatient in their reactions to situations (Glazer & Beehr, 2002). Such people tend to want to win every competition they enter in life, and they want to be speedy in all parts of their lives: speaking, acting, and performing. Even in leisure and enjoyment, they place unreasonable demands on themselves. When confronted with slower events, they use irritated gesticulations and barge in. These people are unable to wait in lines, are only tangentially engaged in the exciting aspects of life, and have a proclivity to judge success in terms of monetary gains and number rather than superiority of goals achieved. They frequently fail to see that many of the stresses they experience are the result of their own actions rather than the effects of their surroundings.

Conversely, Type B personalities respond in a way that is described as free-and-easy, infrequent, and leisurely. In nature, this type of people is the polar opposite of the Type A. Individuals with a Type B personality are rarely hurried by the need to gain a crazily increasing number of items or participate in an unending growing series of events in an ever-decreasing period of time (Friedman & Rosenman, 1974). Type Bs are less competitive, less hostile, and more confident about the outcomes of their job (Hanif & Sultan, 2011). These people are more comfortable under time constraints; hence they are less likely to experience stress-related disorders. To summarize, Type B people are mild-mannered, never in a hurry, rest guilt-free, play for fun rather than to win, have patience, are unconcerned about time, have no urgent deadlines, and are peaceful. This type of people can still be highly productive workers who fulfil deadlines; they just get their outcomes in a different way. Type B persons may work hard and be tenacious, but they are unconcerned with other people or the passage of time. They appear to be less stressed and more laid-back. Instead of fighting competitively, they accept the situation and work within it. The personality type 'B' student is generally a person who maintains a more relaxed approach to the scheme of things in life and as such he/she possesses some attributes that are in sharp contrast with what is obtainable with that of students

with type 'A'. Hence, Busato (2009) noted that individuals with the Type B personality are never in a hurry when it comes to dealing with the daily activities of life. Consequently, such a person is intuitive, spontaneous and patient, open to criticism and tries to accept other people's point of view. However, the student with Type B personality expresses anger that is often directed to address specific issues and not any particular person or a group of people. On the whole, such individuals are inclined towards lending of support for others by expression of positive feelings. As a result, students with Type B personality dispositions have better coping skills for dealing with academic stressors and other environmental stressors, and they are less likely to develop stress-related diseases. It's also crucial that teachers and students are appropriately accommodated in order to enable the teaching and learning that takes place there. Personality type is a factor that may influence the level of discipline among senior secondary school students.

Discipline is one of the basic goals of attaining educational accomplishment in most institutions in Nigeria. Silsil (2010) defines discipline as the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and co-exists with others in society. Discipline in the classroom is an important aspect of school administration. This is because discipline is a way of life based on society's established rules, to which all members must adhere, and whose violations are both dubious and disciplined. It is regarded as a growth-promoting training and learning process as well as development (Lukman & Hamadi, 2014). Discipline, in its broadest sense, can be defined as training that enables an individual to achieve ordered conduct, self-control, and self-direction (Egwunyenga, 2000). Therefore, discipline defines the limitations of an individual or a group of people. Restraint is a self-imposed technique of self-control. Muhammad (2020) stated that there have been disciplinary issues in the past.

Discipline is, without a doubt, the most difficult and disagreeable aspect of teaching (Alidzulwi, 2000). The teacher faces the challenges of educating, socializing, empowering, and certifying students, but with the help of a positive teaching environment, these challenges can be overcome. Before any disciplinary action can be taken, both teachers and students must agree and understand the rules of behaviour and the disciplinary system. Students should understand exactly what is expected of them and what would happen if they failed to meet those expectations. The regulations should be fair and consistent. When disciplinary action is taken to address the fundamental causes of students' indiscipline behaviour, the discipline system will be more successful. Some secondary schools have turned to battlegrounds as students carry firearms. Guns are brought into schools, and students fight each other. Classrooms have been burned down, and students have attacked each other. Those who commit acts of school violence make a name for themselves. More serious behaviours include vandalism, theft, blackmail; extortions, or using a weapon on school grounds; planned violence, which includes physical violence with weapons in or

outside the school; and girls being sexually harassed (Lukman & Hamadi, 2014).

School discipline, in a nutshell, is the regulation of pupils and the upkeep of rules in schools. The anticipated standards of appearance, timekeeping, social behaviour, and work ethics, for example, may be defined by these norms. The phrase can be used to describe the punishment that follows a violation of a code of conduct. In other words, enforcing disciplinary action against noncompliance with school rules is frequently referred to as school discipline. School is an institution with a definite goal: to develop the child so that he will be helpful to himself and society. The majority of student misbehaviours in Nigerian secondary schools are the consequence of a complex of causes that exist both within the child and external pressures.

Respect for school laws and regulations, as well as the maintenance of an established standard of behaviour, are defined by Zubaidia (2009) as self-control, restraint, and respect for oneself and others. Indiscipline is defined as behaviour that contradicts the preceding. According to Sarumi and Onweazu (2010), if children develop the habit of discipline in school, the school system would work smoothly, but the opposite will be true if students are not disciplined. Parents, teachers, the government, and all stakeholders in education should make both the home and school environment exciting and conducive to learning for children (students), and other educational requirements such as a library, laboratory, and workshop should be provided and equipped by parents, teachers, the government, and all stakeholders in education. Students' indiscipline is a global phenomenon that has harmed the school system's efficiency and effectiveness for decades. For example, the researcher's first-hand observations in Ilorin metropolis revealed that indiscipline among secondary school students has become so widespread that it requires immediate intervention by educators, administrators, parents, the government, and the general public.

Secondary schools, irrespective of ownership that is private or public are expected to function in compliance with the achievement of the national education objectives. In Nigeria, public secondary schools are those that are run, controlled, and funded by the state government. Because of the weak management and control in government, the adage "no one serves the government to the point of death" has become common slang among public servants. Teachers in public secondary schools also take laws into their own hands due to poor or no supervision (Atanda & Olaifa, 2022). Private secondary schools, on the other hand, are founded by private individuals to fill the void left by public secondary schools due to flaws such as embezzlement of funds, admissions controversies, and a lack of adequate control and discipline among teachers, among other things (Atanda & Olaifa, 2022). Unfortunately, private secondary schools that were supposed to improve education standards have reduced what was formerly considered the most important goal to a secondary goal and prioritized profit over providing quality education.

However, there is a paucity of related researches among secondary school students in this area especially in the locale of this study. For example, Sarumi and Onweazu (2010) investigated indiscipline among female secondary school students in rural communities of Rivers State, Nigeria, and discovered that parents are no longer concerned about their children's moral and academic performance because they do not have enough time to assume their parental role of discipline. Rotimi et al. (2014) investigated the impact of students' personality types and socio-demographic characteristics on examination malpractice in secondary schools in Ibadan, Oyo State, and discovered that personality types 'A', 'B', and gender influence examination malpractice among students, while age and birth order had no bearing on examination malpractice.

On this note, the focal point of this study was to investigate the influence of personality type, gender and school type on discipline among selected senior secondary school students in Ilorin Metropolis.

Research Questions

The following research questions were derived to guide the conduct of the study.

1. What is the profile of personality type among selected senior secondary school students in Ilorin Metropolis?
2. What is the level of discipline among selected senior secondary school students in Ilorin Metropolis?

Research Hypotheses

The following research hypotheses are postulated to be tested in this study.

H_01 : There is no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on personality type.

H_02 : There is no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on gender.

H_03 : There is no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on school type.

Methodology

The research design employed for this research is a descriptive survey research method, which enabled the researcher to gather information from a large sample using structured questionnaire. The sample consisted of 200 senior secondary students in their second year (SSS II), randomly selected from 10 senior secondary schools (5 public schools and 5 private schools) in Ilorin Metropolis. Simple random sampling technique was used to select 24 students from each of the five public schools while 16 students were also selected from each of the five private schools. A questionnaire in relation with personality

type, discipline and school type (PDS) designed by the researcher was used to collect data from the respondents. It had section A which comprised of biodata of the respondents such as gender and school type (public / private), while Section B had ten (10) items that measured students' discipline level and finally, section C had twenty items (20) that measured students' personality type. The instrument used in measuring personality type consisted of 20 items constructed on a 4-Likert response format of Strongly Agree (SA = 4 Points), Agree (3 = Points), Strongly Disagree (SD = 2 Points), and Disagree (D = 1 Point). Due to the number of items in the instrument, the minimum obtainable score was 20 ($20 \times 1 = 20$) and the maximum is 80 ($20 \times 4 = 80$). By virtue of the scoring format, respondents whose scores fell between 1 and 40 were said to have Type A personality, while those whose scores fell between 41 and 80 were classified as Type B personality. The data obtained from the administered questionnaire were subjected to descriptive and inferential statistics, and analysed by using percentage and mean ranking to answer the research questions while independent sample t-test was used to test the hypotheses.

Results

This section presents the interpretation of the data collected and analysed in the course of the study.

Table 1:

Demographic Information of Respondents

Variable	Level	Frequency	Percentage (%)
Gender	Male	108	54.0
	Female	92	46.0
	Total	200	100.0
School Type	Public	120	60.0
	Private	80	40.0
	Total	200	100.0

Table 1 shows the demographic distribution of the students sampled for this study. Out of the 200 sampled respondents, 54% were male while 46% of the respondents were female. Also, 60% were sampled from public schools while 40% were sampled from private schools.

Answering Research Questions

The research questions raised in the study were answered in an attempt to sharpen the focus of the study. The 2 research questions raised without corresponding hypotheses were answered using percentage. The results are presented in Tables 2 and 3.

Research Question One: What is the profile of personality type among selected senior secondary school students in Ilorin Metropolis?

To answer the research question, responses obtained on the personality type among the selected senior secondary school students in Ilorin Metropolis

were subjected to descriptive statistics of percentage. The result is presented in Table 2.

Table 2:

The Profile of Personality Type Among Selected Senior Secondary School Students in Ilorin Metropolis

Personality Type	Cut-Off Range	Frequency	Percentage (%)
Type A	1-40	87	43.5
Type B	41-80	113	56.5
Total		200	100.0

Results in Table 2 show the profile of personality type among selected senior secondary school students in Ilorin Metropolis. As contained in the table, 43.5% of the sampled students were of Type A personality, while 56.5% were of Type B personality. This means that majority of the senior secondary school students in Ilorin Metropolis were of Type B personality.

Research Question Two: What is the level of discipline among selected senior secondary school students in Ilorin Metropolis?

To answer the research question 2, responses obtained on the level of discipline among the selected senior secondary school students in Ilorin Metropolis were subjected to descriptive statistics of percentage. The instrument used in measuring discipline consists of 10 items constructed on a 4-Likert response format of Strongly Agree (SA = 4 Points), Agree (3 = Points), Strongly Disagree (SD = 2 Points), and Disagree (D = 1 Point). Due to the number of items on the instrument, the minimum obtainable score was 10 ($10 \times 1 = 10$) and the maximum was 40 ($10 \times 4 = 40$). By virtue of the scoring format, respondents whose scores fell between 1 and 20 were said to have low levels of discipline, while those whose score fell between 21 and 40 were classified as students with high levels of discipline. The result is presented on Table 3.

Table 3:

The Level of Discipline Among Selected Senior Secondary School Students in Ilorin Metropolis

Levels	Cut-off Range	Frequency	Percentage (%)
Low	1-20	58	29.0
High	21-40	142	71.0
Total		200	100.0

Results in Table 3 show the level of discipline among selected public and private senior secondary school students in Ilorin Metropolis. As contained in the table, 71.0% of the sampled students were had high level of discipline, while 29.0% had low level of discipline. This means that the level of discipline among selected senior secondary school students in Ilorin Metropolis was high.

Hypotheses Testing

H₀₁: There is no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on personality type.

Table 4:

Independent t-test Analysis on Difference in the Level of Discipline Among Selected Senior Secondary School Students in Ilorin Metropolis Based on Personality Type

Personality Type	No	Mean	Std.	t-value	df	p-value	Remark
Type A	87	29.64	6.92	2.29	198	.01	Significant
Type B	113	32.93	7.95				

Results in Table 4 show a t-value of 2.29 and p-value of .01 which is less than .05 ($.01 < .05$). Since .01 is less than .05 alpha level of significance, the null hypothesis was rejected. This means that there was significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on personality type.

H₀₂: There is no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on gender.

Table 5:

Independent t-test Analysis on Difference in the Level of Discipline Among Selected Senior Secondary School Students in Ilorin Metropolis Based on Gender

Gender	No	Mean	Std.	t-value	df	p-value	Remark
Male	108	31.94	5.01	0.73	198	.24	Not Significant
Female	92	29.99	5.43				

Results in Table 5 show a t-value of 0.73 and p-value of .24 which is greater than .05 ($.24 > .05$). Since .24 is greater than .05 alpha level of significance, the null hypothesis was accepted. This means that there was no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on gender.

H₀₃: There is no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on school type.

Table 6:

Independent t-test Analysis on Difference in the Level of Discipline Among Selected Senior Secondary School Students in Ilorin Metropolis Based on School Type

School	No	Mean	Std.	t-value	df	p-value	Remark
Public	112	30.98	5.32	0.12	198	.33	Not Significant
Private	88	30.95	5.87				

Results in Table 6 show a t-value of 0.12 and p-value of .33 which is greater than .05 (.33 > .05). Since .33 is greater than .05 alpha level of significance, the null hypothesis was accepted. This means that there was no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on school type.

Discussion of Findings

This study examined the influence of personality type on discipline among selected senior secondary school students in Ilorin Metropolis. The result of the study showed that majority of the senior secondary school students in Ilorin Metropolis were of Type B personality. This means that the predominant personality type among secondary school students in Ilorin metropolis is personality type 'B'. This result supports the earlier work of Imaquezor (2007) who found that those with personality type 'B' are more than personality type A. The similarities in the findings could be an indication that students enjoy working at their own pace.

The result of this study also revealed that level of discipline among selected senior secondary school students in Ilorin Metropolis was high. This means that majority of the sampled students were disciplined. This result is plausible where the students abide by rules and regulation within and outside the school. This result is not in line with that of Yaroson (2004) who reported that secondary school students do not really possess high level of discipline.

The result of this study further showed that there was significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on personality type. This means that personality type influence students' level of discipline, and that students with personality type 'B' were more disciplined than their counterparts with personality type 'A'. This result supported the work of Busato (2009) who noted that individuals with the Type B personality is never in a hurry when it comes to dealing with the daily activities of life. Consequently, such a person is intuitive, spontaneous and patient, open to criticism and tries to accept other people's point of view.

The result of this study also revealed that there was no significant difference in the level of discipline among selected senior secondary school students in Ilorin Metropolis based on gender and school type. This means that

gender and school type does not influence secondary school students' level of discipline. This result is in line with that of Zubaidia (2009) who found that gender and school type do not influence the level of discipline displayed by students. However, this finding is not in line with the finding of Muhammad (2020) which stated that gender is a significant factor in determining how disciplined a child will be.

Recommendations

In the light of the findings in this study, the following recommendations were made.

1. Parents and teachers should continue to cultivate discipline in students so as to sustain the observed level of discipline that was high.
2. School psychologists and counsellors should orientate students with personality types and its implications on the need to be disciplined and shun the acts of indiscipline.
3. There should be periodic orientation for students, irrespective of gender and school type, on the need to be good ambassadors of their schools and homes.

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