

EFFECTS OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN DEKINA L.G.A. OF KOGI STATE

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Abstract

This study determined the effect of indiscipline on academic performance of secondary school students in Dekina Local Government Area of Kogi State. Descriptive survey design was used for the study. The population of this study comprised 42 secondary schools in Dekina Local Government Area, with two thousand five hundred and three (2,503) students and three hundred teachers (300). A sample of two hundred and fifty (250) respondents which comprises two hundred students and fifty teachers in Dekina local government area of Kogi State formed the sample for this study. Respondents were randomly selected without replacement from six secondary schools. A 14-item questionnaire entitled "Effects of Indiscipline on Academic Performance of Secondary School Students Questionnaire (EIAPSSSQ) was used. The instrument for data collection was validated by three experts and the reliability estimate was 0.94. Two hundred and fifty questionnaires representing (100%) came back qualified for processing and analysis, there were summarized to a 4-point response scale and benchmark of 2.50 and above was established as accepted and any score below 2.50 was rejected. The research questions were answered descriptively using mean and standard deviation, while the hypotheses were tested inferentially using the t-test statistic. The result of the analysis showed that students and teachers agreed on the causes and effect of indiscipline in secondary schools. The result also showed that the two hypotheses were accepted. Based on the findings and conclusion, the following recommendations were made; Teachers and school administrators should be given proper training, Government should monitor schools, provide social amenities to schools and avoid policies that will push the students to a point of rebellion. Rules and regulations should be realistic and stated clearly for the absorption of all students.

Keywords: Indiscipline, Academic Performance and Secondary School

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Introduction

The critical tools used in the transformation of the individual in particular and the society in general is education. Secondary school education in Nigeria is meant to prepare the learners for valuable living conditions within the society and training for further education in order to live a valuable living conditions within any community and contribute towards the social, economic, and political development of the nation. Hence, the National Policy on Education (2004) clearly stated that education in Nigeria is an instrument "Par excellence" for effecting national development. It has witnessed active participation by non-governmental and government intervention. It is therefore desirable for the nation to spell out in clear and unequivocal terms the philosophy and objectives that underlie its investment in education.

Secondary schools are expected to be developed with the required facilities and staff in order to cater for the high demands for quality education. Also there are policies that have been proposed by the government to improve educational standards in the country. In spite of the policies and the various bodies created to oversee the issues of secondary schools in Nigeria to ensure quality education, learning institutions in the study area have been plagued with cases of students' unrest and indiscipline which in many ways undermine quality education. Indiscipline in secondary schools has become an alarming issue in the Nigerian society.

Indiscipline cuts across all aspects of human environment and has caused a lot of setbacks in schools and the society at large. Indiscipline is like a cankerworm that has eaten deep into the fabric of the society. It breeds lawlessness and lawlessness breeds crime, and consequently self-destruction. Indiscipline in schools contributes to lack of success in one's life, if allowed to linger on for a long time. Indiscipline is a behavioural disorder that is classified as an act of delinquency. Just like lying, stealing and playing truancy. It is often the cause of a lot of mental, emotional and also physical damage, such as damage to property in homes as well as in schools. By extension, the term connotes the violation of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Adeyemo, 1995). School rules and regulations in most cases affect students more than any other thing because they are made by the school authorities in order to guard and protect the students while in school. In the same vein, Akpan (2003) sees indiscipline as those forms of disobedience within the school system. It connotes willful disobedience of constituted authority. According to Akpan it could be done by one person or a group of people. The author called individual or collective misbehaviour. On the other hand, Olagboye (1999) sees indiscipline as an act which is deemed educationally and socially harmful, and specifically defined and forbidden by school rules and regulations. Indiscipline refers to deviant behaviours. It is a situation whereby students set aside the school rules and regulations and do what they like and leave undone what they are expected to do. The Oxford Advanced Learner's Dictionary (2000), defines indiscipline as lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live in accordance with rules. Indiscipline is regarded as an act that does not conform to the societal values or norms.

However, it has been observed that cases of indiscipline abound in the study area. This ranges from truancy, fighting, shouting, snatching other learner's property, bullying, cheating, viewing pornographic materials, and threatening teachers among others. Research consistently documents that school indiscipline reduces teaching hours as more time is devoted to managing students' misbehaviours rather than on teaching. School Indiscipline owing to outbreak of aggressiveness among peers, violence within teachers

to students' relationship and vandalism, truancy, bullying, alcohol and substance abuse, inability and unwillingness to do assigned class work or homework, refusal to obey given orders, teasing of other learners, disrespecting educators, swearing at educators or other learners, carrying dangerous weapons to school, threatening other learners with dangerous weapons, assaulting other learners, thus leading to perpetual existence of problem of drop outs, deviant behaviours, examination malpractices, thuggery, lateness and above all poor academic performance among students (Idu & Ojedapo, 2011 & Tunor, 2011).

Acts of indiscipline in schools are many and consequences devastating. In fact, scholars have carried out extensive studies on the subject and have been able to identify several factors that have led to its occurrence in our institutions of learning being it locally, nationally and internationally. For instance, Ozigi and Canlanas cited by Oyetubo and Olaiya (2009) presented seven likely causes of the phenomenon in school which include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the "generation gap" in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old; (c) the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviour for young men and women to follow; (f) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples and (g) the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the "official" point of view.

Elsewhere in a study carried out by Ahmed, Ajayi, Ajayi, and Ajibili, (2018) on effect of indiscipline on academic performance of secondary school students, the study identified five causes of indiscipline to include School administration, insufficient school facilities/funding, poor school structure, effect of climate change and teachers' attitude towards students. Olagboye (1999) carried out a research on the main causes of students' misbehaviour and measures taken by teachers in Oyo State. The study revealed that apart from the individuals themselves, the school is the next cause of most of the acts of indiscipline. The community closely follows with parents and the media being almost at par.

These causes have some major effects as identified by some researchers; notably the high rate of disobedience among secondary school students in Nigeria irrespective of their socio-economic background. Fafunwa (1999) at the national conference on discipline in schools opined that our society is passing through a very difficult time and the incidence of indiscipline permeates our entire social economic and political nation. The problem of indiscipline is more apparent among secondary school students. Indiscipline among them has attracted serious attention of scholars and administrators. Stressing this, Akubue (1991) states that the situation of indiscipline in schools has generated a lot of concern with no positive action to arrest the situation. Hence, the appropriateness of this topic comes to light when we recall the outburst of mass failure in the Senior school Certificate Examination (SSCE) and the National Examinations Council (NECO). The direction of and intensity of this mass failure points to the ineffective way of learning in secondary schools due to the school environment that in turn leads to students' unrest and indiscipline. In recent past, attentions have been paid to the problem of indiscipline in the country in general and in the school system in particular.

Generally, there is the tendency to link the problem of student unrest in schools with the problem of discipline.

It is in this light that, Okoroma (2004) reveals that low academic performance in our schools is caused by acts of indiscipline. Okoroma specifically identified them as laziness, truancy, delinquency, cheating, disobedience, drunkenness, and sexual problem. His research shows that all these parameters of indiscipline in schools are contributory factors to academic performance of senior secondary school students. Tec (1972) affirmed this by stressing that, low academic achievers are undisciplined and uncommitted members of the school organization. Tec stated that, if members of a given system are dissatisfied, uninvolved and uncommitted to its basic aims and expectations, they will find it easier to engage in behaviour disapproved by the system than those who are satisfied, involved and committed to its basic aims. Similarly, Shekarau (1988) identified indiscipline as a major cause that brings about low academic attainment in schools. Shekarau stressed that, in time past students exhibited the best behaviour wherever they were. They respected their teachers and obeyed them, they feared failing examinations and so, worked very hard. But today the reverse is the case. All these according to Shekarau boil down to low academic performance. Indiscipline is a destructive and undeserving element to progress, training or mode of life in accordance with rules. Edem (1982) stated that indiscipline as a violation of school rules and regulations is capable of obstructing the smooth and orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in cases of obvious violation of order.

In the same vein, Mustapha (2003) in his study reveals that students who are notorious for unwholesome behaviour are found to be heavily incapacitated in the deferment of immediate pleasure. Rather than focusing their attention on their studies, they always devote their attention on things that would bring immediate personal and selfish satisfaction such as sexual perversion, drug abuse, prostitution, alcoholism, and smoking among others. Stressing this, Abenga and Asor quoted by Mustapha affirmed that indiscipline and rampant occurrence of delinquent acts create an atmosphere of insecurity and inability in the schools and classrooms, which are not conducive for effective teaching/ learning. Concentration by students during classroom activity is very important. A student that does not concentrate can be a failure in academic work. Any absence of student's concentration can create fragment involvement of learners in deviant behaviour. The school at any level is established for purpose of producing personal development through teaching and learning and the transmission of skills, attitudes, knowledge and acceptance of culture from one generation to the next as well as producing what can be called national character, any disturbances affect its developments.

He further stated that many students have their hope of academic excellence dashed due to their uncontrolled habit of perpetrating unwholesome behaviour in the school. Thus, many of those students voluntarily drop out of school when they discovered that immoral behaviour is taking much of their time and they are gradually becoming academically redundant and hopeless. Hence, Bukar and Ibi (2002) maintained that the entire students with poor academic performances are those notorious for deviant behaviour. High level of dropouts can have adverse effect on the efficiency of operation in schools. Some of these students were expelled from the school due to their unmanageable desire for evil. Most of these students are usually products of broken homes, where there is instability, insecurity and lack of affection and regularly subjected

to one form of punishment or the other. A research conducted by Gribbes and Peg (1982) revealed that stealing if not treated early enough in a child's life can grow worse. Elsewhere, Obateru in Ekpo (1966) pointed out that the infiltrations of secret cults into our secondary schools were causing school heads nightmares. Students' indiscipline has led to the loss of many lives either through drug addictions, riots and many violent demonstrations, abortion and robbery. It is in view of this therefore that this study investigated the effects of indiscipline on academic performance of secondary school student in Dekina Local Government Area of Kogi State.

Purpose of the Study

The main purpose of this study was to investigate the effect of indiscipline on academic performance of secondary school students in Dekina Local Government Area of Kogi State. Specifically, it tried to;

1. Find out the causes of indiscipline among students of secondary schools in Dekina Local Government Area of Kogi State.
2. Determine effects of indiscipline on academic performance of secondary school students in Dekina L.G.A. of Kogi State.

Research Questions

The following research questions were raised to guide this study.

1. What are the causes of indiscipline among secondary school students in Dekina Local Government Area in Kogi State?
2. What are the effects of indiscipline on the academic performance of secondary school students in Dekina Local Government Area of Kogi State?

Methodology

This study determined the effect of indiscipline on academic performance among secondary school students in Dekina Local Government Area of Kogi State. Descriptive survey design was used for the study. The population of this study comprised 42 secondary schools in Dekina Local Government Area, with two thousand five hundred and three (2,503) students and three hundred teachers (300) according to the information provided by the Principals of the schools and teachers. A sample of two hundred and fifty (250) respondents which comprises two hundred students and fifty teachers in Dekina Local Government Area of Kogi State formed the sample for this study. Respondents were randomly selected without replacement from six secondary schools. A 25-item questionnaire was the instrument used. The instrument for data collection was validated by three experts and the reliability estimate was 0.94. Two hundred and fifty (250) (100%) questionnaires were returned for analysis. They were summarized to a 4-point response scale and benchmark of 2.50 and above was established as accepted and any score below 2.50 was rejected. The research questions were answered descriptively using mean and standard deviation, while the hypotheses were tested inferentially using the t-test statistic.

Results

Research Question 1: What are the causes of Indiscipline among Secondary School Students in Dekina L.G.A of Kogi State?

The data collected in respect of items 1-8 of the instrument which dwelt on the causes of indiscipline among Secondary School Students in Dekina Local Area of Kogi

State were used to answer the above stated research questions. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 1 below.

Table 1: Mean scores and standard deviation of teachers and students on the causes of indiscipline among secondary school students.

S/N	Items	Teachers No. 100			Students No. 150		
		Mean	SD	Dec	Mean	SD	Dec
1.	Level of teachers experience and qualification	2.65	1.13	Acct	3.54	.78	Acct
2.	Harsh school rules	2.73	.86	Acct	3.22	.91	Acct
3.	Unfavourable school climate	3.18	.94	Acct	3.26	.75	Acct
4.	Ineffective teachers and students relationship	3.23	.78	Acct	3.37	.53	Acct
5.	Inadequate school facilities	3.51	.68	Acct	3.53	.62	Acct
6.	Improper class room management	3.15	.85	Acct	4.07	.86	Acct
7.	Improper arrangement of time-table	3.21	.71	Acct	3.31	.65	Acct
8	Types of school punishment	3.07	.80	Acct	3.31	.76	Acct
Ground mean		24.73	6.75	Acct	27.61	5.86	Acct

Table 1 above presents the mean scores of teachers and students on their opinion concerning the causes of indiscipline among secondary school students which show that the items on the table above have mean values ranging from 2.65 – 3.51 and standard deviation ranging from .68- .68 for teachers, while opinion of the students have the mean values ranging from 3.22 – 4.07 and standard deviation ranging from .53- .91. Both teachers and students scores have accepted mean scores above 2.5 levels. This implies that both teachers and students are of the opinion that these are the causes of indiscipline prevalent among secondary school students in Dekina Local Government Area.

Research Question 2: What are the effects of Indiscipline on academic performance of Secondary School Students?

The data collected in respect of items 9-14 of the instrument which dwelt on the effect of indiscipline among Secondary School Students in Dekina Local Area of Kogi State were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the result was presented in Table 2 below.

Table 2: Mean scores and standard deviation of teachers and students on the effects of indiscipline on academic performance of Secondary School Students.

S/N	Items	Teachers No. 100			Students No. 150		
		Mean	SD	Dec	Mean	SD	Dec
9.	Poor performance of students	3.16	.90	Acct	3.54	.56	Acct
10.	Poor academic performance	3.33	.72	Acct	3.26	.74	Acct
11.	Teachers efficiency	3.29	.72	Acct	3.18	.84	Acct
12.	Principals/teachers ineffectiveness	3.04	.88	Acct	3.16	.84	Acct
13.	Societal development	3.27	.73	Acct	3.20	.07	Acct
14.	Parents teachers relationship	3.26	.74	Acct	3.41	.60	Acct
Ground mean		19.35	4.69	Acct	19.75	3.65	Acct

Table 2 above representing the mean scores of teachers and students on their opinion concerning the effects of indiscipline on academic performance of secondary school students. Result shows that the items in the table above have mean values ranging from 3.04-3.33 and standard deviation ranging from .72-.90 for teachers, while opinion of the students have mean values ranging from 3.16-3.54 and standard deviation ranging from .07-.84. Both teachers and students scores have accepted mean scores above 2.5 levels. This implies that both teachers and students are of the opinion that these are the effect of indiscipline on academic performance among secondary school students in Dekina Local Government Area.

Table 3: t-test Analysis of the Difference in the Mean Scores of teachers and students on causes of Indiscipline among secondary school students in Dekina local government area.

Status	No	\bar{x}	SD	Dif	t-cal.	Sig	Decision
Teachers	100	24.73	.63	248	-3.700	.005	Accept
Students	150	27.43	.67				

The result of the hypotheses which states that there is no significant difference between the mean scores of teachers and students on the causes of indiscipline was accepted. This is because the t-calculated of -3.700 is less than the critical value of .005 at 0.05 level of significance. Thus, there is no significant difference between mean scores of students and teachers on the causes of indiscipline among secondary school students.

Table 4: t-test Analysis of the Difference in the Mean Scores of teachers and students on the effect of Indiscipline on academic performance of Secondary School Students in Dekina local government area.

Status	No	\bar{X}	SD	Dif	t-cal.	Sig	Decision
Teachers	100	19.35	.33	248	-.960	.005	Accept
Students	150	19.76	.37				

The result of the hypotheses which states that there is no significant difference between the mean scores of teachers and students on the effect of indiscipline was accepted. This is because the t-calculated of -.960 is less than the critical value of .005 at 0.05 level of significance. Thus, there is no significant difference between mean scores of students and teachers on the effect of indiscipline on academic performance of secondary school students.

Discussion of Findings

Causes of Students' Indiscipline

Based on research question one, it is clear that teachers and students believed that indiscipline is majorly caused by level of teachers' experience and qualification, unfavourable school climate, ineffective teachers/students relationship, inadequate school facilities, improper classroom arrangements, improper arrangement of school timetable and types of school punishment. It is important to note that the causes of indiscipline are mostly linked to school administrations and teachers and this agrees with the findings of Giles (1997) who states that the inefficient administration of school causes disorders, dissatisfaction and undisciplined behaviours among students. The result also agrees with Ezeanya (1998) who opines that some principals are generally bad administrators who do not know some basic elements of administration techniques. Corroborating this, Castle (1999) noted that there are two main causes of indiscipline-poor teaching and absence of interest and incentives. When these conditions exist, children's behaviour and work will be unsatisfactory.

Elsewhere, Akpan (2003) supported this view in his postulation that teachers do cause indiscipline through ineffective teaching. Akpan also said that many students become mischievous in the classroom because the class bores them. Also, monotonous and uninteresting teaching make students bored and restive and poor lesson presentation due to lack of preparation can also result in lack of interest and can prompt undisciplined behaviour. They can neither establish nor maintain good communication with their staff or students. Such would not know the appropriate measures to take in time of emergency. Similarly, Akpan (2003) opined that indiscipline in schools results from the school administration, principal's unnecessary strictness, even the principals' failure to have a cordial relationship with staff and also lack of adequate communication between staff and students.

Effects of Indiscipline on academic performance of students

The results show that the effects of indiscipline on students' academic performance leads to poor performance of students that tarnishes school image, indiscipline results to poor academic performance, indiscipline among secondary school students affects teacher's efficiency, nonchalant attitude among secondary school students leads to principal's/teachers ineffectiveness, student's indiscipline affect societal development, students' indiscipline affects parent-teacher relationship. Tec (1972) affirmed to this by stressing that low academic achievers are undisciplined and uncommitted members of the school organization. He stated that 'if members of a given system are dissatisfied, uninvolved and uncommitted to its basic aims and expectations, they will find it easier to engage in behaviour disapproved by the system than those who are satisfied, involved and committed to its basic aims. Corroborating this, Fafunwa (1999) opined that society is passing through a very difficult time and the incidence of indiscipline permeates the entire social economic and political life as a nation. Similarly, Shekarau (1988) identified indiscipline as a major cause that brings about low academic attainment in schools. Shekarau stressed that in time past students exhibited the best behaviour wherever they were. They respected their teachers and obeyed them, they feared failing examinations and so, worked very hard, but today the reverse is the case. All these according to Shekarau boil down to low academic performance.

Conclusion

Based on the findings of this study, the researchers concluded that there is no significant difference between the mean score of students and teachers on the causes of indiscipline among secondary school students, and that there is no significant difference between the mean score of teachers and students on the effect of indiscipline on academic performance of secondary school students. Thus it is imperative to note that indiscipline is the problem of every one and has effect on all aspects of human lives and as such everyone must be involved in curbing indiscipline. Also schools should reawaken their main objective which is to reform the human mind and perspective of life, instilling discipline and teaching the human mind the need for good social behaviour.

Recommendations

1. Teachers and school administrators should be given proper training on how to manage the students and staff alike.
2. Government should monitor schools and ensure that teachers and students are fully involved or committed to teaching and learning and finally all the measures of curbing indiscipline as identified in this study should be taken seriously.
3. The Government should try to give more attention to schools by providing all the basic amenities, social facilities and incentives for teachers to motivate them to give their passion and experience to the teaching profession and for the good of the students, school, government and the entire society.
4. School administrators should ensure that the school policies do not push the students to a point of rebellion. Rules and regulations should be realistic and stated clearly for the absorption of all students.

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