



INDISCIPLINE: A DISTRUCTIVE TOOL ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN MATHEMATICS

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ABSTRACT

This study was designed to examine the effects of indiscipline on the academic performance of secondary school students in mathematics.

Out of all the schools in Oyo East Local Government, three public secondary schools and two private secondary schools were selected through purposeful random sampling technique. The sample used consisted of five (5) schools in Oyo East Local Government Area in Oyo State. A questionnaire was obtained with relevant information from 100 respondents. The test-retest method was employed to obtain the reliability of the instrument. Chi-Square was used to analyse the data collected.

The results showed that indiscipline has negative effects on the academic performance of secondary school students in mathematics both in public and private schools. It was discovered that indiscipline is not only students-based; it could be from the various stakeholders too.

Based on findings from the study, it was recommended that efforts should be made by all concerned individuals and groups to curtail indiscipline in our school system so that the performances of the students will be boosted.

INTRODUCTION

Education is an essential tool that brings about human transformation and positive changes in human society at large. Every secondary school in Nigeria is meant to equip the learners with valuable living conditions which will make them fit into their society and as well as enable them to contribute immensely to the economic, political, and social growth 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 have the necessary facilities and seasoned staff that are needed to improve the quality of education. The secondary school management should be able to adopt the important policies the government has formulated to improve the standards of education in the country. Despite 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 is a destructive behavior that does not promote tranquility and peaceful co-existence in the society. This behavior is a cankerworm that has eaten deep into the fabrics of many nations in the world and always serves as a threat to the lives of many young ones. It breeds lawlessness and lawlessness breeds crime, and consequently self-destruction. Indiscipline in schools contributes to a 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 such as lying, stealing, and playing truancy. Many efforts have been made by several world leaders to curtail the growing notoriety among school children which has become a universal challenge facing many countries of the world.

In Nigeria, there appears to be a great concern about the lack of indiscipline in schools, in offices, and among people in public sectors. However, the problem of widespread indiscipline at various school levels is very clearly noticed. Over the years, various measures have been taken by successive Nigerian governments to curb the menace among school students to bring about a socially stable society. During the military regime, several measures were put in place to curb the menace, on its assumption to power on the 31st December 1983, the government of General Mohammedu Buhari (Rtd) made it known that one of the causes of our problems in the country (Nigeria) was indiscipline and as such, the War Against Indiscipline (WAI) was enacted and introduced into all aspects of the life of the nation. Also, our past head of states, General Sani Abacha (Lt) on the assumption of office (1993) launched the War Against Indiscipline and

Corruption (WAIC). President Olusegun Obasanjo also launched the Independent Corrupt Practices Commission (ICPC) and the Economic Financial Crime Commission (EFCC).

Despite all these commendable efforts of our government, our youths are still very much undisciplined. There is hardly any family without a child possessing at least one of the traits of indiscipline. It is either the child steals, absconds classes, addicted to drugs and if it is a female child, she may possess indulgent sexual acts which may create great concerns for the parents.

In whatever way it is viewed whether the child exhibits any of these features or many others, which are socially undesirable, such a child is certainly a problem to the family and the society at large. It is also sad, to note that indiscipline has had a lot of negative effects on the school system and learning, many academic calendars are being disrupted as a result of acts of indiscipline as many students now form gangs and threaten the lives of their colleagues and even teachers.

It is as a result of indiscipline that we now have secret cults in our schools and thus, making it necessary for the nation to pay attention to the frequent indiscipline among students if she is to achieve fame and progress in all fields of human endeavour. This is because the fate of any nation depends on the youths she breeds, as they are the leaders of tomorrow.

STATEMENT OF THE PROBLEM

It is no more news that indiscipline in Nigerian schools has been a running sore in the educational system of this country. Indiscipline remains a persisting bane to the system despite the series of warning from the various Heads of State and concerned Nigerians to curb it.

Although much efforts have been made by stakeholders to instill discipline in schools, such as strengthening of Board of Management to deal decisively with this problem and training of administrators and teachers through workshops, indiscipline has persistently remained a big problem, there are still many extreme cases of indiscipline that make the newspapers headlines week in and out, there are routine cases of truancy, boycotting of lessons, watching and practicing pornography, lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/classmates, alcohol consumption, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing,

absenteeism, fighting and other forms of indiscipline in the classroom which does not appear or is reported in the Newspapers.

Many research works have been carried out by different scholars on how indiscipline affects the academic achievement of secondary school students but less or no attention has been made to know the effects of indiscipline on the academic performance of secondary school students in specific subjects such as Mathematics and others.

The question, therefore, is, to what extent does indiscipline affect the academic achievement of secondary school students in mathematics.

Therefore, this study is designed to investigate the causes of indiscipline and the effects that indiscipline has on the academic performance of secondary school students in mathematics.

OBJECTIVES OF THE STUDY

The objectives of this study are to:

- i. Identify the factors responsible for indiscipline in secondary schools.
- ii. Measure the extent to which indiscipline affects the academic achievement of secondary school students in mathematics.
- iii. Know whether acts of discipline can increase the students' performances in mathematics.
- iv. Ascertain if school administration and government have great influence over discipline in schools.

RESEARCH QUESTIONS

The following research questions have been drafted out to guide the researcher to carry out the study.

- i. What are the factors that cause indiscipline among secondary school students?
- ii. What are the frequent and regular types of indiscipline in schools in Oyo East Local Government Area of Oyo State?
- iii. Does indiscipline lead to poor performance in mathematics?
- iv. What are the possible ways in which indiscipline can be curbed among secondary school students?
- v. Do school administration and government have parts to play in curtailing indiscipline in schools?

RESEARCH HYPOTHESES

The following Hypotheses were formulated and were tested at a 95% level of significance.

1. There is no significant relationship between indiscipline and poor academic performance among secondary school students in mathematics in the selected secondary schools in Oyo East Local Government Area of Oyo State.
2. There is no significant relationship between the frequent forms of indiscipline observed among secondary school students and parenting styles or family background.
3. There is no significant relationship between teachers' behaviour and students' indiscipline.
4. No relationship exists between the display of good discipline by students and attaining academic excellence in mathematics among secondary school students.

PURPOSE OF THE STUDY

The general purpose of this study was aimed to investigate the effects of indiscipline on academic performance of Secondary School Students in Mathematics using some selected schools in the Oyo East Local Government Area of Oyo State as a case study. Specifically, the study seeks to:

1. Identify the frequent and regular types of indiscipline in secondary schools in Oyo East Local Government.
2. Investigate the causes and effects of indiscipline in schools.
3. Recommend possible ways of curbing acts of indiscipline among secondary school students.

SIGNIFICANCE OF THE STUDY

As a country that is just developing, if Nigeria desires to progress in all fields of human endeavour, great efforts must be made to situate and promote acts of indiscipline in our present school system because every nation depends certainly on the type of youths she can raise. Thus, the causal factors need to be identified to be able to know what measures could be applied or implemented to alleviate the problem of indiscipline.

Mathematics has been chosen as a subject of interest because it is an important and major subject that often determines how disciplined a learner is and failure in it could affect such learner. Thus, it is believed that the outcome of this study will enable stakeholders to know how to tackle the problem of indiscipline in our school system.

The outcome of this research may equally be of benefits to students, teachers, principals, parents, and society at large. Thus, the concerned individuals and organized bodies would be aware of the causes of indiscipline among secondary school students and assist in finding strategies to reduce the high rate of indiscipline in our schools.

The teachers' arsenal of knowledge will be loaded such that it will enable the teachers to identify the various form of indiscipline students engage in and provide the teachers with ways to find out the best remedy in handling indiscipline among secondary school students in the school. Furthermore, the outcome will assist the government and policymakers in formulating policies that will ensure discipline in our school system, and via the Ministry of Education as well as to the Teachers Service Commission, the policies will be interpreted and effectively managed until a positive change is achieved. Consequently, if the standard of education of our youth were improved as a result of the eradication of indiscipline in our secondary schools, the yearnings, and aspirations of Nigerians in socio-political as well as the scientific and technological field may be realized.

RESEARCH METHODOLOGY

SAMPLE AND SAMPLING TECHNIQUE

The descriptive survey research design was employed, quantitative approach is grounded on a positivist paradigm, this approach and design were the most suitable means to better explore the persistent of students' indiscipline in secondary schools in Oyo State because it basically determined the way the study exists as at the time of the study without sentiment or bias. The state is divided into 33 Administrative Units called Local Government Areas of which Oyo East is one of them. The targeted population was 100 respondents out of 9,883 which constitute the total population of secondary students in Oyo East among which public schools' students ranked higher with 6,432 as at the time of this research.

The researcher used a purposeful random sampling technique to achieve a successful selection. The sample was made up of five (5) secondary schools comprising of three (3) public secondary schools and two (2) private schools in Oyo East Local Government. The data was collected using both primary and secondary data collection. It was also collected through the means of face to face contact or personal delivery. The hand delivery method was used for both distribution and collection of the questionnaire. The Secondary data were generated from the library, basic statistics, and internets, published and unpublished materials, from ministries, departments, and agencies of Oyo state government. Properly filled questionnaires were collected and analyzed.

INSTRUMENT FOR DATA COLLECTION

The major instrument used for data collection was a well- structured questionnaire. The instrument was applied for easy and well-documented information issued to the chosen sample size of the population. The instrument was designed on an improved Likert scale provided for respondents for easy comprehension and response. They are “strongly agree”, “agree”, “strongly disagree” and “disagree.”

VALIDATION AND RELIABILITY OF DATA

The researcher presented the instrument for face validity and the questionnaire was used to carry out a test-retest exercise for the reliability test and the reliability was found to be high which proves it most competent and effective for this particular study.

DATA ANALYSIS

The data collected was analyzed using Chi (X^2) statistical tool and test against a 95% level of significance.

RESULT AND DISCUSSION

The results of the analysis of the data collected in the study. There were one hundred questionnaires distributed which all were correctly filled. The findings are presented in form of table analyses; using a simple chi-square tool, the main purpose of this study is to investigate the effects of indiscipline on the academic

performance of secondary school students in mathematics; a case study of selected schools in Oyo East Local Government Area of Oyo State.

Socio-Demographic Data

Table 1: Distribution of students on the Basic of Age

AGE	FREQUENCY	PERCENTAGE %
12-15	19	19%
16-19	22	22%
20-24	39	39%
25-30	12	12%
30 and above	8	8%
Total	100	100%

The above table revealed that 19 respondents representing 19% of the students are between the ages of 12-15 years, 22% of the students are between ages of 16-19, 39% of the students are between the ages of 20-24, 12% of the students are between the ages of 25-30 years, and 8% of the students are between the ages of 30 and above

Table 2: Shows the numbers and percentages of male and female students who responded to the given items.

SEX	FREQUENCY	PERCENTAGE %
Male	49	49%
Female	51	51%
Total	100	100%

The above table shows that 49 respondents which represent 49% of the total number of the students were males while 51% of the total number of students were female.

ANALYSIS OF RESEARCH HYPOTHESIS 1

H₀: There is no significant relationship between indiscipline and poor academic performance among secondary school students in mathematics.

Table 3: This shows the comparison between the calculated and critical table values of chi-square and the statistical decision of the researcher.

Number of rows	Number of columns	Degree of freedom (j-i)(k-i)	X ² tab	X ² cal	Decision
5	4	(4)(3) 12	21.026	108.601	H ₀ is rejected

Condition: If the chi-square $X^2 \text{ tab} < X^2 \text{ cal}$ with a 5% level of significance, we reject H₀, if otherwise, we accept H₀. Therefore, since X² tab of 21.026 is less than X² cal of 80.617 with 2 degree of freedom, then the null hypothesis is thereby rejected and we conclude that indiscipline has a significant influence on academic achievement of students in mathematics.

Analysis of Research Hypothesis II

H₀: There is no significant relationship between the frequent forms of academic indiscipline among secondary school mathematics students and parenting styles or family background.

Table 4: Shows the comparison between the calculated and critical table values of chi-square as well as the statistical decision of the researcher.

Number of rows	Number of columns	Degree of freedom	X ² tab	X ² cal	Decision
5	4	12	21.026	20.439	H ₀ is accepted

From the table above, since X² tab of 21.026 is greater than X² cal of 20.439, we then accept the hypothesis and conclude that there is no significant relationship between the frequent forms of indiscipline among secondary school students and parenting styles. From this result, one can conclude that students sometimes tend to inculcate behaviours which may be independent of parenting styles influence.

Analysis of Research Hypothesis III

H₀: There is no significant relationship between teachers' behaviour and students' indiscipline.

Table 5: Shows the comparison between the calculated and critical table values of chi-square and the statistical decision of the researcher on the research hypothesis III.

Number of rows	Number of columns	Degree of freedom	X ² tab	X ² cal	Decision
5	4	12	28.5794	21.026	H ₀ is rejected

From the table above, we can see that X² tab is less than X² cal, we, therefore, reject the hypothesis and conclude that significant relationship exists between teacher's behaviors and students' indiscipline, in other words, teachers' indiscipline influences students' indiscipline and often leads to academic failure.

Analysis of Research Hypothesis IV

H₀: There is no significant relationship between students' discipline and excellent academic performance in Mathematics.

Table 6: Shows the comparison between the calculated and critical values of chi-square and the decision of the researcher on research hypothesis IV

Number of rows	Number of columns	Degree of freedom	X ² tab	X ² cal	Decision
5	4	12	21.026	37.928	Reject Hypothesis

From table 2.8 above, since X² tab of 21.026 is less than X² cal of 37.298, we reject the hypothesis and conclude that meaningful and significant relationships exist between student's discipline and excellent academic performance in mathematics among secondary school students in Oyo East Local Government of Oyo State.

CONCLUSION

The result of this study revealed that the common type of indiscipline in Oyo East Secondary Schools is insubordination to school authority such as assault and insult on teachers and non-teachers staff, as well as school prefects. Another

rampant form of indiscipline is related to the collective misbehavior of students such as the vandalization of school properties and mass protest, while the common cases of indiscipline relating to poor habits of students are speaking of Pidgin English, fighting, wearing dirty and wrong cloths which are contrary to the official school uniforms and examination malpractice. Furthermore, the study showed that constant negative labels on students, abuse of authority by school protest, students' poor study habits, restlessness, and inattentiveness in the class were the major factors, other factors include a shortage of instructional facilities which makes the lesson more boring and curriculum problems. The school-based causes of indiscipline revealed by this study are teacher's lateness and absenteeism from the class, overcrowded classroom, uncondusive learning environment, unmemorable school rules and regulation, poor teaching and poor leadership by school administrators. The results further revealed the society plagued by the practice of corruption, unwholesome mass media, and unsatisfactory home conditions. The place of law and order in schools, some parents are too busy to keep eyes on their children, their children go out at will and return home anytime they like. They do not bother about the type of friends their children keep, children become morally loose and such children have no respect for school rules and regulation and even they exhibit disrespect for a school authority.

IMPLICATION OF THE STUDY

The researcher was able to investigate the effects of indiscipline on the academic performance of secondary school students in mathematics in the Oyo East Local Government Area of Oyo State. The researcher concluded that indiscipline has many negative implications on students' performances in mathematics and on their studies generally. As a result of these implications, the researcher identified the possible solutions to indiscipline revealed as the provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching, games, and sports, the establishment of effective and functional Parent-Teacher Association (PTA), reduction in class size, school emphasizing extra curriculum activities, involving students in making rules and policies that affect them, positive teacher-student relationships, provision of ICT and internet connectivity in schools, high parental and school supervision and counseling, formulation of enforceable

school rules and regulations. School administrators should devise means of involving students in formulating rules and regulations, psychologically and physically, teachers should understand and appreciate today's students as they are. Also, with the provision of ICT and internet connectivity in school, students will spend most of their free time searching for information and expanding knowledge rather than loitering about during free periods.

RECOMMENDATION

It is imperative to ensure that good behavior and conditions are established and maintained for effective learning in schools. Consequently, this study proffers the following recommendations:

1. The government, policymakers, education reformers, and school administrators should ensure that schools are provided with adequate facilities for teaching and learning, sports and games as well as information communication technology and internet connectivity.
2. Concerted efforts of stakeholders such as parents, teachers, non-governmental organizations, educational authorities, corporate bodies, post students and the government should be made to find a lasting solution to the social manner.
3. School administrators, parents, and teachers must be good examples to students since they imitate and copy their behavior.
4. School administrators, teachers, and parents should reduce indiscipline through increased supervision, support staff can be used to assist teachers in classroom supervision especially in a large classroom.
5. In cases of serious misconduct, parents of children should be invited to the school by the administrators.
6. Teachers should correct students' mistakes with love rather than label them negatively.
7. The School curriculum should emphasize moral education for good character training.
8. Moral punishment, rewards, praise, and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.

9. All staff should cultivate model self-discipline behavior. This serves as a role-model for their learners, thereby inculcating self-discipline in them.
10. Since parents have been cited as influential in the development of disciplinary problems in learners, it is also of vital importance to look into how parent involvement in the education of their children may be improved. Parents have a major role to play in ensuring that proper teaching and learning are attainable in our school. Therefore, the parent, school management, and other staff of school should join hands in ensuring that a climate conducive to teaching and learning.
11. Teachers should engage students in personal goal setting endeavors.
12. The government with the ministry of education should ensure responsiveness, accountability, and transparency regarding any matter relating to school needs to properly curb indiscipline in schools.
13. The government should also sponsor school administrators for leadership training.

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