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**CAUSES AND EFFECTS OF INDISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS OF NINGI LOCAL GOVERNMENT AREA, BAUCHI STATE.**

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**Abstract**

*The study was designed to investigate the causes and effects of indiscipline among students in public secondary schools of Ningi local government area, Bauchi state. Four research objectives were formulated and descriptive survey research design was adopted; the population of the study comprises 217 teachers, using simple random sampling technique, 60 respondents were randomly selected. A self-designed questionnaire was the instrument used for data collection. The data gathered were analyzed using frequency count and percentage. The finding of the study shows that unconducive school environments, lack of extra-curricular activities, teachers' lateness and overcrowded classroom were the causes of indiscipline in the secondary schools studied while socio-economic aspects such as injustice in the society, parental over protection of children and unsatisfactory home conditions were having major influence on the students' indiscipline. The researcher also discovered some effects of indiscipline on the student's performance such as reduction of the student's learning, in-ability of the students to obey rules and regulations, loss of classroom control by the teachers, students under rating the teachers and students malpractice which all affects students' performance. Finally the researcher suggested that the school management should ensure that parents join hands with teachers in order to correct the*

*negative behavior of indiscipline learners through moral leadership and education, reduction of classroom sizes, value re-orientation, effective parents teacher association (PTA), high parental and school supervision and counseling. Government should also monitor schools and ensure that teachers and students are fully involved or committed to teaching and learning.*

***Keywords; Students, Indiscipline, Effects, Causes, Public Secondary School.***

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## INTRODUCTION

Indiscipline is an act of not conforming to order, policies procedures, rules and regulations of a society. The issue of indiscipline is one of the social problems among the

Nigerian youth whether in junior or senior secondary schools or higher institutions of learning. The effects of indiscipline are manifested in all works of life including the smooth running of schools. In any civilized society, the fostering of discipline is a necessary condition on the maintenance of law and order. It is a pre-requisite for the promotion of political, social and economic development of a society.

The National Policy on Education [8] pointed out that the purpose of education is to create a good society where all its members can use their disposal to develop all the natural resources within the environment in pursuit of the self-goal and objective. There has been a considerable exhibition of indiscipline in school of which a lot of bad behavior such as smoking, drunkenness, stealing, gambling. Bribery, corruption and drug addiction flourished. In fact, it was in realization of these problems that led to the launching of the ethical war against indiscipline (W.A.I.) by the Buhari military regime in 1984 [4].

Many of our students today especially those in public secondary schools exhibit various forms of indiscipline in form of juvenile delinquency. This could be in the form of arson, murder and robbery etc. these acts involve both adult and youths, the rate of indiscipline tends to be on the increase in the modern world. Africa is not an exception of this general increase in

the young stars, negative attitude to constituted authority. This rate of indiscipline tends to be on the increase despite the various measure taken by successive government most especially Nigeria, to curb the menace among our students so as to bring about a socially stable society [2].

During the military rule, several measures were put in place to curb the trends, on its assumption to power on the 31<sup>st</sup> December 1983, the Government of General Mohammadu Buhari (Rtd) made it known that one of the causes of problems in Nigeria was indiscipline and as such, the War Against Indiscipline (WAI) was introduced into all aspects of our national life of the nation. Also the past head of states, General Sani Abacha (late) on assumption to office

(1993) launched the War against Indiscipline and Corruption (WAIC), President Olusegun

Obasanjo also launched Independent Corrupt Practices Commission (ICPC) and Economic Financial Crime Commission (EFCC). This was aimed at checking the various corruption practices in our society [9].

### **Statement of the Problem**

Experience has shown that there are many acts of indiscipline in schools. Parents worry about it, the government complains bitterly and teachers raise great alarm and cry about this painful situation [12]. When confronted by students' disciplinary problems it is advisable to diagnose the causes objectively try to find a satisfactory solution like investigating the role of schools counselors, parents and the government in solving the problems and then help the students achieve self-discipline [10]. These major problems among others motivated the researcher to investigate some possible causes of indiscipline in Public secondary schools with the hope of finding possible solution. Some of these indiscipline existing in Public secondary schools are: examination malpractice, truancy, stealing, using cell phone during lessons, fighting, refuse to address properly, late coming, substances abuse, sexual immorality among others. These ugly trends have found its way into the fabric of educational institutions, secondary school is not an exception which is perhaps my area of concern

and looking at this, such problems are bound to develop and have adverse effects on learning and the entire management of secondary schools.

### **Objectives of the Study**

The major objective of this research work is to investigate the causes of indiscipline and its effects on students' academic performance in public schools in Ningi Local Government Area of Bauchi state.

However, the specific objectives includes the following

1. To identify the cause of indiscipline among students in public secondary schools in Ningi local government area of Bauchi state;
2. To investigate whether the socio-economic factor has any influence on discipline among public secondary school students in Ningi local government area of Bauchi state;
3. To find out the effects of indiscipline on the academic achievement of the students among public secondary schools students in Ningi local government area of Bauchi state;
4. To ascertain possible solution to the problems of indiscipline among public secondary school students in Ningi local government area of Bauchi state;

### **METHODOLOGY**

In this chapter the researcher looks at necessary items that constitute of research design, population of the study, sample and sampling techniques, validation of research instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

The design adopted in this study is the descriptive survey method. According to [14] pointed that is systematic way of action which provides necessary information to a specific population on current status of the population one or more variables. The survey was found suitable on this study; because it gathers data at a particular point on time with the intention of describing the nature of existing conditions can be compared or determines the relationships that exist between specific events.

### **Population of the Study**

Population means, all cases or individuals that fit a certain specification. [11] defined population as all members of any well-defined class of people, events, or subjects which can be living or non-living things. The population of study is comprises of 10 public secondary schools, 10 schools principals, 207 teachers and 4038 students.

### **Sample and Sampling Technique**

Sample is a portion of a population selected for the study and sample size is the method of selecting the samples from the population [1]. Sampling technique is specifying how elements are drawn from the population. In this study, from the total number of public secondary schools, using simple random sampling techniques, four (4) public secondary schools will be selected. From each selected school, fifteen (15) teachers and one principal will be selected to be the sampled size of the study. Therefore, in all, a total of sixty (60) teachers and four (4) principals will be selected to be the sample size of the study.

### **Research Instrument**

The instrument to be used for this study, will be a self-designed questionnaire as well as interview. The questionnaire will be purposively designed for the students to answer, while the interview will be for the teachers and schools' heads. One hundred copies of the questionnaires will be administrated to respondents to fill and consequently the questionnaires will be retrieve immediately after completion.

### **Validity of the instrument**

The research instrument will be validated by three (3) lecturers from school of education Aminu Saleh College of Education, Azare to check the instrument and face validity of the instrument. Their observations, suggestions and corrections will be incorporated in the final draft of the questionnaire until it reaches the satisfaction of the research supervisor before administration.

### Reliability of the instrument

Data collection instrument will be pilot test outside the sampled area. After it has been validated by the research supervisor, Yobe state Potiskum Local Government Area will be selected by the researcher for the pilot study. Split-half reliability method will be used to measure the reliability of the research instrument. In using the split-half reliability, twenty copies of the questionnaires will be administered to the respondents. After retrieval, the questionnaires will be coded 1 – 20 and divided into two parts, odd and even numbers. A spearman's Brown Prophecy formula will be used to find out the reliability.

### Method of Data Analysis

In analyzing the data, the researcher calculate the data manually and used percentage in analyzing the responses of the respondents. In this research, the researcher will employed calculation of frequency simple percentage to determine the percentage of respondents of the questionnaire. :

### Results

Table 1: Gender of the respondents

Item	Frequency	Percentage %
1. Gender		
Male	40	67%
Female	20	33%
Total	60	100%

Source: Field work, 2021

The table above shows that (67%) of the respondents were males, while (33%) were females.

Table 2: Age group of the respondents

Item	Frequency	Percentage %
2. Age Group		
25 – 35	33	55%
36 – 40	16	27%

41 – 45	11	18%
46 – above	0	0%
Total	60	100%

Source: Field work, 2021

The table above revealed that (55%) of the respondents were aged 25 – 35 years, while (27%) were aged 36 – 40 years and (18%) aged 41 – 45 years, (0%) aged 46 and above.

**Table 3:** Working experience of the respondents

Item	Frequency	Percentage %
3. Working Experience		
5 – 10 years	14	23.3%
11 – 15 years	29	48.3%
16 – 20 years	6	10%
21 – 25 years	5	8%
26 – 30 years	4	7%
31 and above years	2	3.3%
Total	60	100%

Source: Field work, 2021

The above table shows that (23.3%) of the respondents have 5 – 10 years' experience, (48.35) 11-15 years' experience, (10%) 16 – 20 years' experience, (8%) 21 – 25 years' experience, while (7%) have 26 – 30 years' experience, whereby (3.3%) 31 and above years' experience.

**Table 4:** Respondents' responses on questionnaire items

S/N	Responses	SA	A	D	SD	Total
1	Unconducive school environment causes students' indiscipline	24 (40%)	14 (23%)	12 (20%)	10 (17%)	60 (100%)
2	Lack of extra-curricular activities also causes students' indiscipline	19 (32%)	15 (25%)	14 (23%)	12 (20%)	60 (100%)
3	Teachers lateness and absentness is another factor which causes students' indiscipline	13 (22%)	16 (27%)	17 (28%)	14 (23%)	60 (100%)

4	Overcrowded classrooms are important factors that causes students' indiscipline	16 (27%)	19 (32%)	13 (22%)	12 (20%)	60 (100%)
5	Social injustice in the society revealed by favoritisms has influence on the students' indiscipline	17 (28%)	16 (27%)	14 (23%)	13 (22%)	60 (100%)
6	Parental over protection of the children has influence on the students' indiscipline	15 (25%)	17 (28%)	17 (28%)	11 (18%)	60 (100%)
7	Unsatisfactory home conditions is also a socio-cultural factor that has influence on the students' indiscipline	18 (30%)	17 (28%)	14 (23%)	11 (18%)	60 (100%)
8	Students' indiscipline can cause the reduction of the student's leaning.	16 (27%)	21 (35%)	10 (17%)	13 (22%)	60 (100%)
9	Indiscipline can lead to the student's in ability to obey rules and regulations	15 (25%)	18 (30%)	14 (23%)	13 (13%)	60 (100%)
10	Teacher found it very difficult to control classes with an indiscipline students	20 (33%)	17 (28%)	12 (20%)	11 (18%)	60 (100%)
11	Indiscipline students also feel over valued and under rates the school system.	12 (20%)	15 (25%)	18 (30%)	15 (25%)	60 (100%)
12	Students indiscipline also causes examination malpractice.	18 (30%)	16 (27%)	15 (25%)	11 (18%)	60 (100%)

**Source:** Field work, 2021

The table above shows that (40%) of the respondents were strongly agreed that unconducive school environment causes students' indiscipline while (23%) agreed, (20%) disagreed and (17%) strongly disagreed.

(32%) of the respondents were strongly agreed that Lack of extra-curricular activities also causes students' indiscipline, whereby (25%), (23%) and (20%) were agreed, disagreed and strongly disagreed respectively.

Furthermore, the table revealed that (22%) of the respondents were strongly agreed that Teachers lateness and absentness is another factor which causes students' indiscipline, while (27%) agreed, (28%) disagreed, meanwhile (23%) strongly agreed.

(27%) of the respondents were strongly agreed that Overcrowded classrooms are important factors that causes students' indiscipline, while (32%) agreed, (22%) and (20%) disagreed and strongly disagreed respectively.

However, the table also indicated that (28%) of the respondents were strongly agreed that Social injustice in the society revealed by favoritisms



has influence on the students' indiscipline, while (27%) agreed, (23%) disagreed and (22%) were strongly disagreed.

More so, (25%) of the respondents were strongly agreed that Parental over protection of the children has influence on the students' indiscipline, while (28%), (28%) and (18%) agreed, disagreed and strongly disagreed respectively.

(30%) of the respondents were said that Unsatisfactory home condition is also a socio-cultural factor that has influence on the students' indiscipline, while (28%) agreed, (23%) disagreed, whereby (18%) strongly disagreed. Also the table revealed that (27%) of the respondents were strongly agreed that indiscipline can cause the reduction of the student's leaning. while (35%), (17%) and (22%) agreed, disagreed and strongly disagreed respectively.

However, (25%), (30%), (23%) and (13%) of the respondents were strongly agree, agreed, disagreed and strongly disagreed that Students Indiscipline can lead to the student's in ability to obey rules and regulations.

The table above also shows that (33%) of the respondents were strongly agreed that Teacher found it very difficult to control classes with an indiscipline students, while (28%) agreed, (20%) disagreed and (18%) strongly disagreed. (20%) of the respondents were strongly agreed that Indiscipline students also feel over valued and under rates the school system, whereby (25%) agreed, (30%) disagreed and (25%) strongly disagreed.

The table finally revealed that (30%) of the respondents were strongly agreed that Students indiscipline also causes examination malpractice, while (27%) agreed, whereby (25%) disagreed and (18%) strongly disagreed.

Considering the data collected and analyzed in the above table, it can be said (27%), (28%), (24%) and (21%) was the total mean score for strongly greed, agreed, disagreed and strongly disagreed.

### **Discussion of Findings**

It was discovered from the findings of this study that the public secondary school has a great effect on causes of indiscipline on students. This is because of unconducive school environments, lack of extra-curricular activities, teachers' lateness and overcrowded classroom were observed in these secondary schools studied while, socio-economic aspects such as

injustice in the society, parental over protection of children and unsatisfactory home conditions were having major influence on the students' indiscipline. This finding is in line with research conducted by [13] on the same topic in the republic of Cameroon. Therefore care must be taken by the teachers, parents, government and even the society at large in laying a strong foundation for the social, economic and educational development of the children. This will go a long way in enhancing their performances in the secondary school as suggested also suggested by [13]. The finding of the study shows that Parent Teachers' Association can curb the problems of indiscipline in public secondary schools in Ningi LGA. When the teachers were vigilant on their students' behaviour can eradicate indiscipline in public secondary school. Great percentage of teacher's shows that time should be advoted to students in teaching them good characters may reduce the effect of indiscipline. Teacher's advice can eliminate the effects of indiscipline in public secondary schools rather than corporal punishment [15].

Based on the interview with the selected principals, it is clear that teachers and students believed that indiscipline is majorly caused by level of teachers' experience and qualification, unfavorable 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 [7] who states that the inefficient administration of school causes disorders, dissatisfaction and undisciplined behaviours among students. The result also agrees with [5] who opines that some principals are generally bad administrators who do not know some basic elements of administration techniques. Corroborating this, [3] noted that there are two main causes of indiscipline poor teaching and absence of interest and incentives. When these conditions exist, children's behavior and work will be unsatisfactory.

Furthermore, the interview shows 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. [16]. 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, [6] 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, [15] 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 [15] boil down to low academic performance.

### **Summary**

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. This is because it is the background of all levels of education which care must be taken by the teachers, parents and government in order to make this foundation very strong for success in secondary school and the above levels so that it will not affect the secondary performance of students.

### **Conclusion**

It can be concluded that indiscipline behaviours were prevalent in the schools in the study area. No stone should therefore be left unturned in nipping in the bud, the emerging and growing monster called indiscipline in our schools and the society in general. Indiscipline does not lead to proper and successful educational development and learning of students. Indiscipline affects the emotional development of the children; expose them to social vices and deviant behaviour which are negative core values that militate against students' performance and lead to subsequent school drop-out. Parents, teachers and the society as a whole are expected to corporate and help to reduce incidence of indiscipline behaviours among

students so as to give them stable mind to learn in order to perform well academically.

### **Recommendations**

In the board of this study, the following recommendations were made:

- a. Educators alone cannot manage to indiscipline learners successfully without the assistance of parents. Therefore management should ensure that parents join hands with educators in order to correct the negative behaviour of learners.
- b. Management and school communities should establish a clear system that can be followed in order to maintain discipline in public secondary schools.
- c. 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.
- d. 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.
- e. 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.
- f. Government at all levels, parents, teachers, students and stakeholders should work towards the total eradication of examination malpractice in schools in order to restore discipline in schools in order to enhance the dignity and integrity of our school.
- g. Seminars, and workshops should be organized periodically against truancy, stealing in school, examination malpractices, sexual immorality and drug abuse.