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RELATIONSHIP BETWEEN ACADEMIC INDISCIPLINE AND FAILURE AMONG SECONDARY SCHOOL STUDENTS IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE

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Abstract

Examined by this study, is the relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State, Nigeria. The forms of indiscipline, the rate of failure and causes of indiscipline among students were all examined. It was a descriptive survey type with the population covering all the teachers and students in Ilorin west Local Government Area, Kwara State, Nigeria. Fifty secondary school teachers were sampled for this study using simple random sampling technique. Data was collected using a researcher designed questionnaire and pro forma while, the data collected were analysed using descriptive statistics of percentage, mean, and inferential statistics of Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. Findings of this study revealed that possession of phones and lateness to schools, sneaking out of schools, absenteeism, not doing assignment and use of slang are forms of indiscipline that prevail in schools are forms of indiscipline that sometimes prevail in schools; the rate of failure of students in SSCE examinations is downfall in Ilorin west Local Government Area, Kwara State from 2013-2017; lack of teachers' commitment, poor parenting, drug abuse, poverty, Lack of good role models and broken home were affirmed as the causes of academic indiscipline and failure among students; there was a significant relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State. It was therefore recommended among others that there should be guidance and counselling personnel for students in every school so as not only to curb indiscipline among students in school but also to prioritize education and reduce the rate of failure among students; parents and teachers should serve as role models for students through the exhibition of good behavior that children/students can imitate and reproduce at homes and in schools; teachers should motivate students and integrate such teaching techniques that could reassure students

with learning difficulties so as to reduce the rate of failure and academic indiscipline among students.

Introduction

Discipline is one of the respected tools that every reasonable man expects to help all the societal organizations to meet their goals. Without proper discipline, none of these would be realized. For them to operate smoothly, all these organisations have a set of rules and regulations by which all members of such an organization are expected to abide, failure to which sanctions are imposed to discipline them accordingly. The same applies to educational organizations. For serious learning to take place discipline has to be maintained in schools. Discipline according to Mbiti (2007) is the moral capacity or disposition which when ingrained in the human capacity becomes a powerful habit for self-control. Discipline therefore involves the development of an informed conscience within the individual person as part of his/her personality. Jeng (2011) points out that Discipline encompasses mind and character training of a person which will in turn results to self control and obedience (Jeng 2011). The main reason why students attend school is to receive good education. Sound education can only be provided in schools. Discipline is the number one topic among others in education.

Scholars in recent times have written more on indiscipline among pupils and its effects on learning outcome and their progress in schools. Some scholars suggest that disciplinary policies simply do not have different effects (Verdugo and Glenn, 2002, Chen, 2008; Schoonover, 2009). If schools are effectively disciplined, the academic performance on the part of students and teachers will be highly rated. Discipline creates a good image of the school and prepares learners for the future. Tulihi and Bello (2009) assert that indiscipline is the breaking of rules and regulation of institutions. Academic indiscipline occurs when a student refuses to obey the rules of the classroom or the school. Ezeilo (2008) posits that, indiscipline is when there is a total breakdown of law and order. It is also a partial deviation from acceptable patterns of behavior within any specified social unit. Academic indiscipline as misconduct and this is due to deliberate intent on the part of the student at best and to the devil at worst. Nwana (2005) some acts identified to constitute academic indiscipline include, dishonesty, wickedness, stealing, disobedience to school authority, etc. Also, Adesina (2013) identified four types of academic indiscipline as disrespect of school authorities, habits of individual, collective misbehavior of the students and disregard for school rules and regulations. Najimi (2013) sees academic failure to mean when the primary aims of education cannot be

believed to breakdown in student's ability to learn. When performance falls below a specific or stipulated standard, then there is academic failure (David Larryking 2013).

The purpose of Education in Nigeria has been spelt out in the National Policy on Education (2004) as an "instrument par excellence for effecting its national objectives to make such education relevant to the needs of the individual and set its goals in term of the kind of society desired in relation to the environment and realities of the modern world and rapid social changes". Olawepo (2006) asserts that education is meant to coordinate the three aspects of human nature. Disruptive behavior amongst learners is eliminated if there is good discipline at school. The key for the student in the journey to adulthood is the implementation of effective discipline at school. Parents often have no choice but to enroll their children in a school with good discipline which after leads to better academic performances.

In our secondary schools today learners are habitual late comers, this is contrary to the school rules and regulations. They also leave school premises without permission do not bring their books to school, refuse to do their homework, reject any kind of authority and resist any disciplinary measures taken against them. Mugambi (2005) find out that manual work, corporal punishment and suspension are very common in schools. Teachers on the other hand, are always absent from schools, present ill-prepared lessons, fails to exercise discipline in the classroom and lack of a professional work ethic. Among the causes of barrier to effective teaching and learning in the classroom as opined by Birkett, (2004) is lack of discipline and respect among teachers. Mugambi (2005) placed the blame on indiscipline on the head teachers. If the head teacher is a serial absentee from the school, there is the tendency that such a head teacher meets the wrath of students. The prevailing unrest and indiscipline among the students reflect the level of lawlessness and frustration in the society, (Rahul, 2008). The school according to Bwirel (2010) is in many ways a mirror of the society. Mbiti (2007) laments that parents misbehave in the presence of their children and yet they expect these children to behave properly.

Indiscipline is rife in both private and public day schools as evident from the literature review of Okemwa (2007), Ikambili (2003) and Kamau (2008). This indicates indiscipline among learners. So far, there has been limited research on factors influencing academic indiscipline in public and private secondary schools and its effects on academic performance in Ilorin west Local Government in Kwara State. This is hence the gap this study seeks to fill. It examined the relationship between academic indiscipline and failure

among secondary school students in Ilorin West Local Government, Kwara State.

The purpose of this study was to find out the relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State. Specifically, this study examined;

1. The nature of Academic indiscipline that is prevalent among students in Ilorin west Local Government Area, Kwara State
2. The rate of failure among students in Ilorin west Local Government Area, Kwara State
3. The causes of academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State
4. The relationship between academic indiscipline and failure among secondary schools in Ilorin west Local Government Area, Kwara State

Research Questions

The following research questions were raised to guide this study:

1. What is the nature of Academic indiscipline prevalent among students in Ilorin west Local Government Area, Kwara State?
2. What is the rate of failure among students in Ilorin west Local Government Area, Kwara State?
3. What are the causes of academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State?
4. Is there any relationship between academic indiscipline and failure among secondary schools in Ilorin west Local Government Area, Kwara State?

Research Hypothesis

The following research hypothesis was postulated to guide the study:

- H_{01} : There is no significant relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State

Methodology

Descriptive survey research design was adopted for this study. The population for this study comprised all public secondary school teachers and students in Ilorin west Local Government Kwara State. The target population were 567 class teachers and 8581 students selected from Ilorin west Local

Government Area of Kwara State. 50 class teachers and students' performance were sampled for this study, using purposive sampling and simple random sampling respectively.

A researcher designed questionnaire titled "relationship between academic indiscipline and failure among Secondary School Students Questionnaire (REBAIFSSSQ) and pro forma were used for data collection from the teachers. The questionnaire was divided into three sections A, B, C. Section A was used to obtain demographic data of the respondents, section B was used to explore the indiscipline problems experienced in schools, factors that influence indiscipline in schools and section C was used to explore methods used in dealing with indiscipline in schools. Also, the pro forma was used to gather data on the rate of failure among students. The validity of the instrument was determined by experts in measurement and evaluation. The reliability of the instrument was determined using test retest method of ensuring reliability of the instrument. Research questions 1 and 3 were answered using mean while research question 2 was answered with the use of percentage and bar chart. Pearson Product Moment Correlation was used to test the hypothesis postulated at 0.05 significant level.

Results

Research Question One: What is the nature of Academic indiscipline prevalent among students in Ilorin west Local Government Area, Kwara State? Forms of indiscipline whose mean scores were 4.0, 3.0, 2.0, 1.0 were remarked as always, sometimes, rarely and never prevalent respectively. The mean statistics are shown in Table 1.

Table 1: Extent of the prevalence of Forms of Indiscipline among students in Ilorin west Local Government Area, Kwara State

S/N	Extent of the prevalence of forms of indiscipline among students	Mean	Rank	Remark
9.	Possession of mobile phones	3.82	1 st	Always
1.	Lateness to school	3.74	2 nd	Always
8.	Sneaking out of school	3.27	3 rd	Sometimes
5.	Absenteeism	3.16	4 th	Sometimes
4.	Not doing assignments	2.81	5 th	Sometimes
3.	Use of slang	2.79	6 th	Sometimes
6.	Dressing indecently	2.18	7 th	Rarely
2.	Sleeping/dozing in class	2.06	8 th	Rarely
7.	Coming to school without textbook and exercise books needed in class	1.92	9 th	Rarely
10.	Stealing	1.84	10 th	Rarely

As revealed in Table, ranked 1st and 2nd are items whose mean scores closed to 4.0 and this indicates that possession of phones and lateness to schools are forms of indiscipline that always prevail in schools. Also, ranked 3rd, 4th, 5th and 6th are items whose mean scores are closed to 3.0 and this shows that sneaking out of schools, absenteeism, not doing assignment and use of slang are forms of indiscipline that sometimes prevail in schools while ranked 7th, 8th, 9th and 10th are items whose mean scores are closed to 2.0 indicating that dressing indecently, sleeping/dozing in class, coming to schools without textbook and exercise books needed in class and stealing are the forms of indiscipline that rarely prevail in schools in Ilorin west Local Government Area, Kwara State.

Research Question Two: The rate of failure among students in Ilorin west Local Government Area, Kwara State?

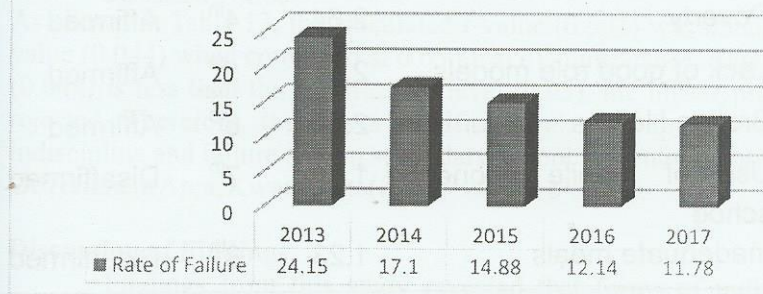
Table 2: Descriptive Statistics of Students' Rate of Failure in SSCE Examination between 2013-2017 in Ilorin west Local Government Area, Kwara State

Final, Award State									
	Distinction		Credits		Pass		Fail		
	(A ₁ – B ₃)		(C ₄ – C ₆)		(D ₇ - E ₈)		(F ₉)		
Years	Freq	%	Freq	%	Freq	%	Freq	%	Total
2013	4039	16.31	8871	35.82	5877	23.73	5980	24.15	24767
2014	5916	23.98	8269	33.51	6269	25.41	4220	17.10	24674
2015	8330	32.17	7762	29.98	5948	22.97	3853	14.88	25893
2016	6873	25.80	9840	36.94	6694	25.13	3233	12.14	26640
2017	11021	38.75	7226	25.41	6841	24.06	3350	11.78	28438
Total	36179	27.74	41968	32.18	31629	24.25	20636	15.82	130412

Years						
	2013	2014	2015	2016	2017	Arithmetic Mean
Rate of Failure	24:15	17:10	14:88	12:14	11:78	15:82

As shown in Table 2, the rate of failure in 2013 SSCE examinations was 24.2%. This decreased to 17.1%, 14.9%, 12.1% and 11.8% in 2014, 2015, 2016 and 2017 respectively. This implies that the rate of failure of students in SSCE examinations is downfall in Ilorin west Local Government Area, Kwara State from 2013-2017.

Figure 1: Students' Rate of Failure in SSCE Examination between 2013-2017 in Ilorin west Local Government Area, Kwara State



Research Question Three: *What are the causes of academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State?*

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were 'Affirmed' as the causes of indiscipline and failure among students while items with mean scores below 2.50 were remarked otherwise.

Table 3: Causes of Academic Indiscipline and Failure among Secondary School Students

S/N	Causative Factors	Mean	Rank	Remark
5.	Lack of commitment by some teachers	2.81	1 st	Affirmed
8.	Poor parenting	2.72	2 nd	Affirmed
3.	Drug abuse	2.69	3 rd	Affirmed
7.	Poverty	2.64	4 th	Affirmed
6.	Lack of good role models	2.57	5 th	Affirmed
1.	Broken Homes	2.54	6 th	Affirmed
2.	Use of mobile phones in school	1.39	7 th	Disaffirmed
4.	Inadequate meals	1.23	8 th	Disaffirmed

Table 3 shows that items ranked 1st, 2nd up to 6th were items whose mean scores are above 2.5. while ranked 7th and 8th are items whose mean scores are below 2.50. thus, lack of teachers' commitment, poor parenting, drug abuse, poverty, Lack of good role models and broken home were affirmed as the causes of academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State

Research Question Four: *What are the possible ways of curbing academic indiscipline in Ilorin west Local Government Area, Kwara State?*

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were 'Affirmed' as the possible ways of curbing academic indiscipline among students while items with mean scores below 2.50 were remarked otherwise.

Hypothesis One: *There is no significant relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State*

Table 4: Correlation between Academic Indiscipline and Failure among School Students in Ilorin west Local Government Area, Kwara State.

Variables	N	Mean	S.D.	Df	Cal r-value	P-value	Decision
Academic Indiscipline	50	11.54	1.97				
				130450	0.501	.044	H_0 Rejected
Rate of Failure	130412	47.72	.62				

*Significant $p < 0.05$

As shown in Table 13, the calculated r-value (0.501) was obtained with ap-value (0.044) when computed at 0.05 level of significance. Since the p-value (0.044) is less than the significance level (0.05), the null hypothesis two is rejected. Therefore, there is a significant relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State ($r_{(130450)} = 0.501$; $p < 0.05$).

Discussion of Findings

Findings from this study revealed that forms of indiscipline that always prevail in Ilorin west Local Government Area, Kwara State were possession of phones and lateness to schools. Also, sneaking out of schools, absenteeism, not doing assignment and use of slang are forms of indiscipline that sometimes prevail in schools while dressing indecently, sleeping/dozing in class, coming to schools without textbook and exercise books needed in class and stealing are the forms of indiscipline that rarely prevail in schools in Ilorin west Local Government Area, Kwara State. These results corroborate Ezeilo (2008) and Adesina (2013) whose studies revealed the forms of indiscipline that occur when there is disrespect to school authorities, habits of individual, collective misbehavior of the students, and disregard for school rules and regulations. The work of Nwana (2005) also identified nine categories of indiscipline which include sex offences, truancy, assault and insult, drug offences, wickedness, strikes and mass demonstration, stealing, dishonesty and disobedience.

The second finding of this study showed that the rate of failure of students in SSCE examinations is downfall in Ilorin west Local Government Area, Kwara State from 2013-2017. This outcome substantiates UNICEF (2010) which attributed the academic failure to repeating the grade, early dropout and decline in the educational quality of learners. Academic failure also occurs where the primary aims of education cannot be delivered to the

degree that there is a fundamental and ongoing breakdown in a student's ability to learn. David Larry King (2013) also sees academic failure as the performance that falls below a specific standard.

The third finding of this study showed that lack of teachers' commitment, poor parenting, drug abuse, poverty, lack of good role models and broken home were affirmed as the causes of academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State. These results are in line with Mugambi (2005) who shifted the blame of indiscipline the head teachers. According to him, an absentee head teacher who is perpetually out of school is likely to meet the wrath of students. Also, Paaga (2007) affirmed that teachers are to blame for indiscipline in entitled, "teachers are to blame for indiscipline in schools", lamented that the utterances of some teachers in schools were some of the root causes of indiscipline line and riotous behavior among students of such institutions. Mbiti (2007) complained that parents misbehave in the presence of their children and yet they expect these children to behave properly. If adults want children to acquire good character, they themselves must be practical models of good character through the lives they lead. If students live in a community that does not uphold morality, honesty and glorifies drugs, then students are most likely to initiate such behavior and spill indiscipline to their schools

The last finding of this study showed that there was a significant relationship between academic indiscipline and failure among secondary school students in Ilorin west Local Government Area, Kwara State. This implies that low academic achievement of students is a product of school indiscipline. This outcome is in line with Alumode (2002) whose findings revealed that indiscipline students mostly perform academically poor. In the same vein, Tee (2002) affirmed that most low academic achievers are undisciplined and uncommitted members of the school organization.

Conclusion

Based on the findings of this study, it could be concluded that there are various forms of indiscipline among students which could be attributed to their failure in school examinations. This indiscipline is as a result of lack of teachers' commitment, poor parenting, drug abuse, poverty, Lack of good role models and broken home which could be curbed through guidance and counselling, teaching of life skills, having school – based family units. It could also be concluded that the nature of indiscipline that is prevalent among students is related to students' academic failure.

Recommendations

With respect to the findings of this study, the following recommendations are proffered;

1. There should be guidance and counselling personnel for students in every school so as not only to curb indiscipline among students in school but also to prioritize education and reduce the rate of failure among students
2. Parents and teachers should serve as role models for students through the exhibition of good behaviour that children/students can imitate and reproduce at homes and in schools
3. Teachers should motivate students and integrate such teaching techniques that could reassure students with learning difficulties so as to reduce the rate of failure and academic indiscipline among students.
4. School management should regularly organize correctional programme for rehabilitating students that are frequently found with indiscipline and other academic misconducts. This could help in reducing the extent of indiscipline and academic failure among students

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