

Indiscipline Model and Academic Performance of Secondary School Students in Ibadan: Implication for Educational Foundation in Nigeria

Adegoke Olusegun Steve¹, Orekelewa Olukayode Charles²

¹*Department of Psychology, Faculty of the Social Sciences, University of Ibadan, Nigeria*

²*Department of Educational Foundations, Faculty of Education, National Open University of Nigeria*

Abstract: This study examined the effects of indiscipline model on academic performance of secondary school students in Ibadan Oyo State, Nigeria. Systematic reviewed literature revealed that there has been a downward trend in academic performance ranking among secondary students in Oyo State which queries the role of educationists at national level. Despite series of studies on this subject; poor performance related problems still lingering in our society. In fact, the 2017 WAEC result ranking placed Oyo in 28th position.

A descriptive survey design was adopted for the study because the variables of the study are already in-existence and could not be manipulated in the study. The study population comprises of randomly selected (305) students from selected secondary school students in Ibadan Metropolis of Oyo state, from two local governments and a structured questionnaire named (IFASQ-37 items) was used for data collection among secondary school students in Ibadan North LGA. Research questions were answered directly while Hypothesis 1 was tested using Pearson correlation, hypothesis 2 was tested with multiple regression analysis.

Results of the study revealed that indiscipline contributed to poor academic performance of secondary school students ($r = -.373$; $p < .01$); the results confirmed relationship between indiscipline, school factors and academic performance. Also, it was revealed that indiscipline, Teacher student relationship, Peer pressure, Classroom setting and Age of students jointly predicted academic performance $\{R = .538$; $R^2 = .289$; $F(5,299) = 24.310$; $P < .01\}$. This result shows that indiscipline, peer group and age jointly accounted for about 29% variance in academic performance among students in secondary schools..

The study concluded that there is high level of indiscipline, peer group influence among secondary school students which contributed significantly to poor academic performance. Therefore, the study recommends that group influence should be monitored to yield positive effects on students' academic activities. Teacher-students relationship should be harnessed to improve academic performance as well as put in place conducive classroom setting for the students learning will have direct implication for performance delivery and academic achievement among students.

Keyword: Indiscipline, Secondary school student, Peer Group, Classroom setting Academic Performance

I. INTRODUCTION

1.1 Background to the study

Indiscipline has been over time an issue of concern to educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviors, examination malpractices, lateness and poor academic performance among students. Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social, psychosocial and pedagogical fields.

Indiscipline, which serves as a major source of some social vices in Nigeria is of great concern to the parents, government and teachers such vices include stealing, pocket picking, drug abuse among youth also constitute nuisance to the government and society. Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved, is determined by students' level of peer pressure, time management as reflected in their academic performance. Academic performance is affected by a host of factors. Literature found that factors like parent's education, parental occupation, type of family, family size; ordinal position and even gender and age of the child are found to have their impact on the academic performance of students in secondary schools. In Nigeria, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014). Student's pattern of indiscipline ranged from truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Aremu, 2010).

Academic performance has become a determinant or measure of child's success in this highly competitive world, hence academic performance has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic performance is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career

aspirations (Ali, Dada, Isiaka & Salmon, 2014). However, a lot of factors have been identified as impediments or barriers towards attainment of successful and good academic performance amongst which indiscipline has contributed a lot to poor academic performance among students, while scholars, parents, and educational stakeholders are interested in examining how and the extent of the effect of indiscipline on academic achievement of students.

In the context of a school system, a disciplined student is that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola, & Nyabwari, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014). According to Gitome et al., where there is good discipline, there is improved academic performance.

In other words, discipline is vital for students' academic performance (Njoroge & Nyabuto, 2014). Furthermore, it is necessary for effective school management and accomplishment of its goals (Nakpodi, 2010). Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society (Omote, Thinguri, & Moenga, 2015). Among students, according to Omote et al., (2015), it is any form of misbehaviour which a student can display in several ways (e.g., disobedience, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism).

This study focuses on the effects of indiscipline on the academic performance of secondary students in Ibadan Metropolis, Oyo state, Nigeria. Students are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined.

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 youths, whether in secondary, or post secondary school or higher learning. The effects of indiscipline are manifested in all works of life including the smooth running of schools. The Nigerian have been living and observing acts of indiscipline for decades but it has become more pronounced in the last ten years with globalization. In a civilized society, fostering 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 or nation achieves is to a large extent a function by its various organs and what they are able to inculcate on the youth is very essential in order to ensure loyalty of the citizens and to the social and economic development of the country. The national policy of education (1981) stated the purpose of education as follows:

There are been a considerable exhibition of indiscipline in school of which a lot of bad behaviour 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 and the introduction of several agencies such as EFCC, ICPC, and it is expected to affect the level of students' academic achievement.

The school as an agency of change is saddled with the responsibility of reshaping the students to be disciplined in partner with the family which is geared towards the betterment of home, school and the society; such as moral, punctuality, regularity, honesty and dedication of work. This means the school is expected to inculcate good values and character in the students to produce disciplined Students who will later become good citizens are free from any indiscipline act be it drug addiction, gambling, truancy school or other vices.

The problem of indiscipline according to Yaroson (2004) permeates all facets of the life of man and has brought man down to the knees. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behavior defeat the goals of education. Therefore, in this research study, we will be looking at some specific problems associated with the effects of indiscipline on academic performance of secondary school students.

However, the society is been accused as a contributor to indiscipline among secondary school students today. Another source been identified for children's misbehavior is the environment they grow up in. It gets quite difficult to expect any kind of discipline in children if the school is located in a bad neighborhood. Also, the emotional development of children is greatly dependent on everything that surrounds them, including the movies they watch, their communication with adults, music, ecology and so on. For instance, go to banks or airports or any other public place and see the struggle, this leads to confusion all around the society. This in turn influences us negatively.

Several studies have linked poor academic achievement of students to indiscipline according to Wahab who published that out of 11,307 candidates, less than 2,000 have five credits including Mathematics and English language and only 1,937 candidates pass 2018 West African Senior School Certificate Examination (WASSCE) (Adenipekun, 2018). Announcing the result on Tuesday, March 13, 2018, the Head of West African Examination Council Nigeria, said only 1,937

candidates out of 11,307 candidates that sat for the examination have credits in five subjects including Mathematics and English and that results of 1,021 candidates, representing 9.03 percent of the total candidature were withheld due to various reported cases of examination malpractices. Comparing the results to the previous editions of the exam, Adenipekun said "it is safe to say that candidates performance is not satisfactory, compared to what obtained in the same diet for private candidates in 2016 and 2017.

1.2 Statement of Problem

Various studies have been carried out on effect of Indiscipline on students' academic performance in secondary but yet, act of indiscipline still persist and the academic performance is not improving. The most recent ranking of performance in 2018 WAEC ranking place Oyo State in the 29TH position out of 36 states in Nigeria which is judged very poor. Therefore, there is need to examine the effect of indiscipline on academic performance in Oyo State.

The vital role of discipline in students' academic performance is revealed or implied by a number of previous studies carried out in developed countries and in other African countries but few studies have attended to the case of Oyo State. This suggests that discipline has minimal, uncertain or non-significant influence on students' academic performance or achievement. Thus, the current study examined the effect of indiscipline on students' academic performance in secondary school.

In addition, in Oyo State, students' academic performance has received little research attention in relation to indiscipline. The inconsistency of findings and the identified gaps suggested the need for a further study on students' academic performance in relation to indiscipline among secondary school students. To address the identified gaps, the current study focused on Ibadan and adopts a wider perspective of investigation identifying how indiscipline affect students' academic performance.

1.3 Research Questions

This study was guided by the following questions

- i. What is the level of indiscipline among secondary school students in Ibadan?
- ii. What is the level of academic performance among secondary school students in Ibadan?
- iii. To what extent does indiscipline affect academic performance among students in secondary schools?

1.4 Objectives of the Study

The broad objective of this study is to examine the effects of indiscipline on academic performance of secondary school students in Ibadan Metropolis of Oyo state, Nigeria. The specific objectives are to;

1. Find out the level indiscipline among secondary school student in Oyo State

2. Determine the level of academic performance
3. Ascertain if there is a relationship between the level of indiscipline and students 'academic performance among students in secondary schools

1.5 Research Hypotheses

For the guidance of this research, the following hypothesis will be tested

1. There is no significant relationship between the level of Indiscipline and students' academic performance in secondary schools
2. The School factors (teacher-student relationship, peer group and classroom setting) will not jointly significantly affect academic performance in secondary schools

1.6 Scope and Delimitation of the Study

The study examined the effect of indiscipline on academic performance of secondary school students in Oyo state. The study is centred on eleven (11) Local Governments in Ibadan Metropolitan area consisting of five urban local governments in the city and six semi-urban local governments in the rural areas which comprises of numerous secondary schools. Therefore, this study was conducted on randomly selected 2 local government areas in Ibadan achieve a true representative sample of the entire secondary schools within the population for the study. Data was collected from both teachers and students in the target secondary schools.

1.7 Significance of the Study

The findings of this study will help to clear some of the theoretical assertion by some of the theories on which this study was anchored on such as social control theory. According to the theorist he believes that exploiting the process of socialization and social learning builds self control and reduces the inclination to indulge in any bad behaviour. The theory stipulated that ties or bonds which lead adolescents in conformity to family, school and other aspects of societal beliefs serve to diminish adolescent's propensity for deviant behaviour. The theorist believes that anti-social behaviour occurs only when such bonds are weakened or are not established. Thus, if moral codes are internalized and individuals are tied to and have a stake in their wider community they will voluntarily limit their propensity to commit deviant acts.

On the practical aspect, the findings from this study will be of immense benefits to the counselors, teacher, parents, the society, school and researchers. To the counselor- it will help to create discipline in the life of adolescents and improve academic achievement and efficiency among students.

As a developing nation, if Nigeria is to achieve fame and progress in all field of human endeavor, proper attention should be given to the instilling of the act of discipline in our present school system. Any nation invariably depends on the type of youths she is able to produce. Thus, if the causal

factors are identified, we would be able to know what measure that could be applied in order to solve the problem; or reduce it to a minimum. Since indiscipline has similar causes it is certain that other institutions of learning will adopt some of the proposal embodied in this study. It will also help the counselor to know the right technique to adopt in modifying indiscipline factors related school and personal factors. To the teacher-the teacher will equally benefits from the finding of the study because the finding will help them know what is expected of them as they are role model.

Thus the outcome of this research may equally be of benefit to both the parents, teachers and government. Consequently, if the standard of education of our youth were improved as a result of the eradication of indiscipline in our primary and post primary schools, the yearnings and aspirations of Nigerians in socio-political as well as scientific and technological field may be realized.

To the school-the findings of the study will directly lead to the raising of our standard of education because experience has shown that disciplined students learn faster and perform better academically than undisciplined students. Therefore, the findings of this study will help the school produce students who can contribute meaningfully towards the development of the nation in future. The findings of the study will be made known to public by organizing conferences, workshops and seminars to inform them of the effects of indiscipline on academic performance and how to minimize factors fuelling indiscipline among secondary school students

1.8 Operational Definition of Terms

The following terms are operationally defined as follows;

Indiscipline: Indiscipline is a deviance from the normal rules and regulations and norms of the society or the school.

Academic Performance: Academic performance in the contest of this study is the performance of students in government approved qualifying examinations like WAEC , NECO and WASC. Grades A,B, and C in this external examinations are regarded as good performance

Secondary Schools: Secondary school is the next step up from primary school. Secondary school is often called high school, grammar school or comprehensive school. Secondary school typically follow on from primary school and leads into vocational and tertiary education.

Student: A student is primarily a person enrolled in a school or other educational institution who attends classes in a course to attain the appropriate level of mastery of a subject under the guidance of a teacher and who devotes time outside class to do whatever activities the teacher assigns that are necessary either for class preparation or to submit evidence of progress towards that mastery.

Location: this is defined as the locations of the schools used for the data collection in terms of urban or rural areas.

Urban School: These are schools within the local government head quarters

Rural Schools: These are schools outside the local government head quarters

II. CONCEPT OF ACADEMIC PERFORMANCE IN SCHOOLS

Academic performance of a child could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation (Epunam, 1999). It is the outcome of determination, hard work, of student in academic pursuit. Pandney, (2008) defined academic achievement as the performance of the students in the subjects they study in the school. This determines the students' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

Again, influence of indiscipline in school could be linked to inefficient performance of some teachers due to lack of motivation from employers, e.g Government. Teachers are like captain of a ship who can influence the students for good or for bad. Take the case of a teacher who is a habitual late comer, a chain smoker and an occasional drunkard, or a teacher who takes delight in having immoral dealings with female students, such a teacher can never inculcate discipline in the students and which ultimately affects academic performance.

Furthermore, peer groups also play a major negative role in imbibing indiscipline into secondary school students. The peer group which a student associates himself/herself will greatly influence the attitude of such a student. It is through peer group that students are most likely to be introduced to problem behavior such as drinking; smoking, indecent dresses, cultism, truancy which negatively affects academic performance.

Another influence of indiscipline among students is the Government. Take for instance, political leaders who are supposed to give exemplary leadership, end up breaking the law and embezzling large sums of money meant for the wellbeing of the masses. Another factor that greatly contributes to indiscipline among students is parental negligence. Most parents often falter in instilling discipline in their children due to the busy schedules of their activities or sometime you hear some parent say statement like 'I waited for nine good years before GOD answered me' which makes it difficult for them to curb any signs of indiscipline as soon as it is noticed. The proper upbringing of children is first and foremost the responsibility of their parents, but a lot of people seem to forget this interesting fact. See the WASSCE results between 2010 till date as presented in table 2.1 and fig.2.1.

Table 2.1: Oyo State WASSCE Results for 2010 to 2018

YEAR(s)	WASSCE Performance (%)	RANKING
2010	13.40	31 st
2011	16.97	29 th
2012	21.35	25 th
2013	21.79	25 th
2014	19.19	26 th
2015	21.61	22 nd
2016	50.13	19 th
2017	54.00	28 th
2018	49.98	29 th

Source: West African Examination Council, Abuja

With regard to the table representation of trends in students' academic performance based on WASSCE result as criteria for performance indicator and ranking. It shows that academic performance of secondary school students in Oyo state did not improve on linearity, or steadily with the WAEC national ranking. For example; looking at the results of students in the previous year 2017 & 2016 as compared with the current year, 2018. Therefore, Oyo state has challenges in enhancing students' academic achievement in WASSCE.

Academic performance refers to a person's performance in a given academic area (e.g. reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010). Academic performance refers to excellence in all academic discipline, in a class as well as extra curricular activities. It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others.

Reports have shown that there has been a downward trend in academic performance of in-school adolescents in Nigerian secondary schools especially in Oyo State. Also, researches on the impact of indiscipline on students' academic performance are inconsistent and somehow inconclusive. Further, only a few of the stated previous studies (i.e., Duckworth & Seligman, 2006; Pasternak, 2013; Zhao & Kuo, 2015) were correlational in design.

Parents, teachers, Curriculum experts have also expressed considerable concern about this poor performance in external examination such as West African Examination Council. So also are teachers and school counselor. These groups of individuals tend to point accusing fingers on influence of negative peer pressure and poor time management as being responsible for poor academic performance.

Nevertheless, in their measure of student discipline, the few correlational studies focused on self-discipline and excluded social skills such as obedience, politeness, and social competence (i.e., ability to get along with other people).

Steinberger (2005) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examine and some significant others as falling below an expected standard (Adesemowo, 2005).

Izundu, (2005) pointed out that some environmental variables in a home influence the learning capabilities of a child either positively or negatively and thus affect their academic performances. Some of the variables include parental socioeconomic status, level of parental supervision of children, location home, library facility among others. According to Uche (2010) parental socio-economic status of the children of literate and high income parents perform better in school than those from poor and uneducated parents.

Children from, high socio economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform better academically than their counterparts who indulge in smoking cigarette, India hemp which have scattered their brain which may result to poor performance. He asserts that adolescent who come from homes regarded as having good or high socio-economic status may tend to do better than those who have poor homes. Also, lack of quality supervision by parents has been identified as one of 24 the home environmental variables known to influence children's life to a great extent, Farrell and Barnes 2000. Most fundamental issues of life are taught to children by their parents more especially mothers who spend longer hours with the children. The extents to which parents motivate their children in their academic works affect the level of performance of the children.

Parental educational background has also been identified to have a great impact on the education and academic performance of a child. (Uche, 2010) observed that parents with high educational background tend to gear their children towards studying courses that they are talented in, observing them to make sure that they do their assignment, stick to their time table by reading always which will help their children to perform better academically.

Relationship between Level of Indiscipline and Academic Performance

A host of studies have been carried out on effect of indiscipline on academic performance but with no consensus of opinions. According to Finn, Fish & Scott (2008) and Oliver (2011) as cited by Simuforosa & Rosemary (2014) are of the view that, when students misbehave they learn less and keep their peers from learning. Teaching contact time is reduced as more time is devoted to managing misbehavior rather than teaching. Finn et al (2009) assert that this create stress for teachers when they are distracted from academic time. Finn et al (2009) cite a survey of 805 members of American Federation of Teachers Union and report that 17% of teachers lost about 4 hours a week to destructive behavior, while an additional 19% of teachers lost between 2 and 3 hours per week to destructive behavior. This time and energy needed to cope with some destructive students can be physically draining and emotionally exhausting.

Indiscipline has done more harm than good to education in the country. It has resulted to poor academic performance in schools. As a result of indiscipline, many students have neglected their studies and this makes them involved in examination malpractices and other academic vices (Students Dairy, 2013).

Indiscipline students waste a lot of time which affects their studies and performance. Following students' indiscipline, resource materials and facilities are wasted, student- teacher relationships are stained and the climate for mutual respect necessary for learning compromised. A survey conducted by the Ministry of Education, Kenya, listed lack of assistance in doing homework, shortage of teachers, teachers' academic qualifications, students' absenteeism and indiscipline as the causes of poor examination results in secondary schools (MOE, 2001)

The effects of students' indiscipline on teaching and learning process are poor performance (Matsimoto, 2000). This is because much time is spent on indiscipline cases, less time on teaching and this result in syllabus not being completed hence students' inadequate preparation for examinations. According to Him, school discipline has great effects on school academic performance. The school infrastructure or any other resources / materials are damage because of negative behavior. They end up messing the culture of the school. Teaching becomes a problem and the overall performance goes well below the least expected. Indiscipline poses a problem since it leads to poor results. Usually indiscipline students' perform badly academically Uche (2010).

Location of a home is another variable that affect the academic performance of a child. Children from homes located in urban areas may tend to perform better academically than children from homes in rural areas. Epunam (1999) in Uche (2010) pointed out that location is an important variable that influence academic performance of a child. Schools in urban area tend to be well equipped with material resources needed to enhance learning.

Existence of Library is another influencing factor of academic performance. Library is the pivot of education enterprise. It is the platform for sharing of knowledge aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2004). It is the storehouse of resources and as such provides many more opportunities to the learner to acquire the knowledge, develop to achieve greater academic performance. It has been observed that there is a strong relationship between school library and academic performance. Keith (2000) reports that schools with well equipped library perform higher than those schools with poorly developed libraries. Good school services in library would help to promote knowledge acquisition by the students.

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(Uche, 2010) observed that parents with high educational background tend to gear their children towards studying courses that they are talented in, observing them to make sure that they do their assignment, stick to their time table by reading always which will help their children to perform better academically. When parents are interested in their children's education, the children tend to perform better.

On the other hand, children from parents that are businessmen and women in a bid for materialism, tend to leave the house as early as and come back late in the night. They left the training and supervision of their children in the hands of house help. The children comes back from school, spend most of their time playing, doing all sort of irrelevant thing at the expense of their studies. At the end of the day it will affect their academic performance. Lack of parental supervision gives the growing child freedom that could be dangerous. The adolescent engage in activities including delinquent acts without knowing the consequences. This is especially so as

they are outside the family most of the time without parental supervision.

III. METHODOLOGY

3.0 Introduction

This chapter presents the research design, describes the participants and population of the study including the study area, method of data collection, instrumentation and data analysis.

3.1 Research Design

This study adopted a descriptive survey design of within the cross-sectional characteristics survey type because the variables are already in-existence and the study had no capability of manipulating the variables

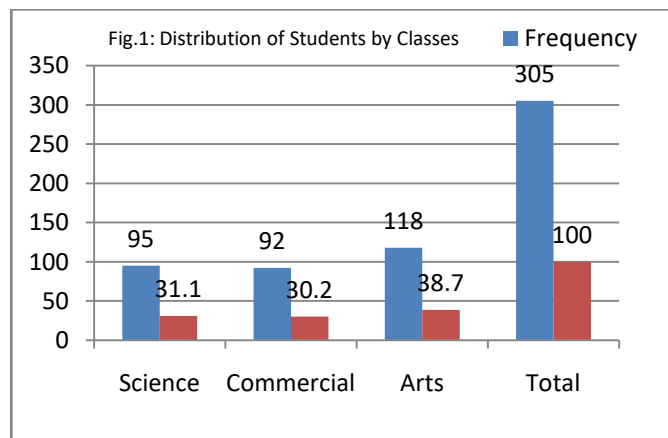
3.2 Population of the study

The research setting was Ibadan North LGA in Ibadan; this preference is based on the accessibility to the research participants on routine basis. The setting where the data were collected include;

1. Abadina College, University of Ibadan (65 participants)
2. Methodist Grammar School, Bodija (60)
3. Immanuel College, Samonda (60)
4. Hill Crest International School, Bodija (60)
5. Smart International School, Mobil, UI. (60)

3.3 Respondents

A total of 305 questionnaires were distributed among secondary school adolescents in Ibadan North LGA using simple random sampling during the questionnaires administration. The distribution of participants by gender indicate that males were 137(44.9%) while females 168(55.1%). The distribution by age revealed that 12-15yrs were 174(57%), 16-19yrs 88(28.9%) and 20yrs above were 43(14.1%). Also, frequency analysis showed that participants in the Science classes were 95 (31.1%), Commercial students 92(30.2%) and Arts students 118(38.7%). However, distribution of participants by religion indicates that 124(40.7%) were Christians, and 181(59.3%) practiced Islam :



3.4 Sample and Sampling Procedures

The sampling procedure was a simple randomization during the questionnaire administration to obtain the true representative sample size of three hundred and five (305) from the target population. The selections of secondary schools were subjected to randomization from the list of public and private secondary schools in two selected local government; Ibadan North and Ido LGA. The outcomes showed the identified schools for data collection . However, during the questionnaire administration, a simple random sampling technique was applied all through to provide equal chance of participation for all the potential participants in SS 2 classes. In the process, odd-even number approach was adopted serially for data collection. When the students were arranged in each classes, the researcher and the class teacher ensured the questionnaires were randomized by given them to students who were sitting on odds seat numbers and interchanged to all even numbers based on seats numbers serially from one class to another.

3.5 Instrumentation

Two instruments were designed for the study. A questionnaire and a checklist. The research instrument for data collection is a 37 items structured questionnaire divided into four (4) sections A, B, C and D: name (IFASQ).

The instrument is developed for the purpose of this study based on the research objectives and it has been subjected to reliability screening using inter-rater reliability and internal consistency reliability (Cronbach's Alpha above 0.70). To account for inter-rater reliability and internal consistency, we have designed this survey together and have concluded the consistency of the measures. Additionally, face validity and construct validity have been accounted for in this study in terms of designing the survey and developing complete research questions. The researcher adopted structured and validated instrument for data collection while compliance with the ethical consideration by strictly adhered to research ethics; issue of privacy, do no harm to the participants, obtained the informed consent, the questionnaire was administered among the consenting participants only. Data collected were analyzed to test the study research hypotheses.

Section A of the questionnaire contains items measuring socio-demographic information of the participants, such as gender, age, educational level, and religion. A reported a Cronbach's alpha of 0.85 was established using reliability statistics for the scale prior to the main data collection period. It is a self-report instrument that was used to assess indiscipline among secondary school students in this study

Section B – Indiscipline Scale

This section of the questionnaire comprised of 5 - item measuring level of indiscipline among students and it was developed and validated among developmental sample of 30 participants through pilot study. The scale was derived by factor analysis of the original item version and prepared

mainly for research purposes. It is a 4 point Likert-type scale ranging from strongly disagree to strongly agree. Cronbach's alpha was calculated to analyze internal consistency of the coefficient reliability of .76 and test retest reliability of .78. The author established a convergent validity using a scale of aggression by Buss & Durkee scale (1975). In this study, the reliability coefficient of this scale was 0.841 Cronbach's alpha was observed. The higher the scores on this scale, the more the level of indiscipline.

Section C- School Related Factors Scale

This section of the instrument contained 14-item measuring (5-item measuring teacher-student relationship; 5 item tapping peer pressure; and 4 – item measuring classroom setting). It has four Likert response scale: strongly disagree, disagree, agree, strongly agree. Cronbach's alpha = 0.87. This value was observed on a sample of 30 members of the general population recruited from different secondary school environments. They were aged 12-20 and the majority were female (64%). Test-retest reliability across an interval of 2 weeks = 0.69 and this value was observed using a convenience sample as part of the initial pilot phase of developing the questionnaire as reported earlier. Higher score indicates high scorers using average score as the demarcation value between low and high scorers. This instrument has a reliability Cronbach's alpha $r=0.88$ in this research work.

Section D- Academic Performance Scale

This part of the questionnaire consists of 7-item measuring academic performance adapted from Elliot and McGregor (2001) consisted of items representing performance-approach, and performance avoidance. It has a reliability Cronbach's alpha of 0.80 and discriminants validity was reported as adequate." Respondents will answer according to a four-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (5). This scale has been found to have "adequate" reliability (.68) in the current study. This implies that the scale is consistent for data collection; high scores represent high academic performance and vice – versa.

3.6 Method of Data Analysis

Data was analyzed using SPSS.22.0 version. Descriptive statistics & inferential statistic were applied on the data collected. Zero-order correlation test, T-test for the independent samples and multiple regressions were conducted to test hypotheses. The reliability analysis of the study instrument was examined and reported under instrumentation.

IV. RESULTS /FINDINGS

This chapter presents the results and interpretations of the investigation conducted among adolescents in secondary schools. It investigated the effects of indiscipline on academic performance of secondary school students in Ibadan Metropolis in Oyo State, Nigeria. The hypotheses developed were tested using inferential statistics.

4.1 Hypotheses Tested

4.1.1 Hypothesis one

There is no significant relationship between the level of indiscipline and students' academic performance among secondary school students in Ibadan North LGA. This was tested using zero-order correlation and the result is presented on table 4.1.

Table 4.1: Summary of Zero – Order Correlation of Indiscipline and Academic Performance

Variables	1	2	3	4	5	Mean (\bar{x})	SD
1.Indiscipline factors	1	.785**	.473**	.564**	-.373**	15.55	3.33
2.T/S relationship		1	.367**	.431**	.183**	14.07	2.98
3.peer pressure			1	.674**	.466**	13.78	2.80
4.classroom setting				1	.300**	10.53	2.89
5.Acadeperformance					1	24.02	3.81
** . Correlation is significant at the 0.01 level (2-tailed).							

Table 4.1 showed that indiscipline factors had significant negative relationship with academic performance of secondary school students ($r=-.373$; $p<.01$); it implies that high level of indiscipline in secondary schools will negatively affect students' academic performance. The study also revealed that T/S relationship, peer pressure and classroom setting have significant positive relationship with academic performance among students in secondary schools ($P<.01$). This connotes that; the better improved the teacher-student relationship, the more the students' academic performance; similarly, results revealed that positive peer pressure contributes to high academic performance among students in secondary schools; and a conducive classroom setting has the tendency to increase academic performance Therefore, the results confirmed relationship between indiscipline, school factors and academic performance among secondary school students. This suggests that the tested null hypothesis is rejected while we accept the findings of the study.

4.1.2 Hypothesis two

School factors, age, and discipline will not significantly affect academic performance amongst students in secondary schools. This was tested using multiple regression analysis and the result is presented on Table 4.2;

Table 4.2: Summary of Multiple Regression showing the effects of School Factors on Academic Performance

Variable	Beta	t-value	Sig	R	R ²	F	P
Discipline factors	.458	5.270	.000				
Teacher student relationship	-.283	-3.591	.000				
Peer pressure	.446	6.679	.000				
Classroom setting	-.132	-1.841	.037	.538 ^a	.289	24.310	<.01
Age	.047	.945	.345				

Dependent variable: Academic Performance

The result in table 4.2 showed that indiscipline factor, Teacher student relationship, Peer pressure Classroom setting and Age jointly predicted academic performance among students in secondary schools { $R = .538$; $R^2 = .289$; $F(5,299) = 24.310$; $P < .01$ }. This result shows that indiscipline, school factor and age jointly accounted for about 29% variance in academic performance among students in secondary schools, while the remaining 71% could be attributed to other variables not considered in this study. However, the analysis of the independent prediction showed that only age had no significant independent effect on academic performance among students in secondary schools { $P > .05$ }. Hence, this result did not support the stated null hypothesis and it is rejected.

4.4 Discussion of Findings

Findings of the study revealed that there is significant negative relationship between indiscipline and the level of students' academic performance. This implies that in a situation whereby school experience high level of students' indiscipline, it is not surprising that the students level of academic performance will become so poor or low. Also, the findings showed that the better improved the teacher-student relationship, the more the students' academic performance; similarly, results revealed that positive peer pressure contributes to high academic performance among students in secondary schools; and a conducive classroom setting has the tendency to increase academic performance. Therefore, the results confirmed relationship between indiscipline, school factors and academic performance among secondary school students. This suggests that the tested null hypothesis is rejected while we accept the findings of the study.

Similarly, the finding is supported according to Finn, Fish & Scott (2008) and Oliver (2011) as cited by Simuforosa & Rosemary (2014) indiscipline had strong negative relationship with academic performance of students in schools both secondary and tertiary institutions. Finn et al (2009) assert that indiscipline of students create stress for teachers when they are distracted from academic time. Finn et al (2009) cite a survey of 805 members of American Federation of Teachers Union and report that 17% of teachers lost about 4 hours a week to destructive behavior, while an additional 19% of teachers lost between 2 and 3 hours per week to destructive behavior. This

time and energy needed to cope with some destructive students can be physically draining and emotionally exhausting.

The effects of students' indiscipline on teaching and learning process are poor performance (Matsimoto, 2000). This is because much time is spent on indiscipline cases, less time on teaching and this result in syllabus not being completed hence students' inadequate preparation for examinations. According to Him, school discipline has great effects on school academic performance. The school infrastructure or any other resources / materials are damage because of negative behavior. They end up messing the culture of the school. Teaching becomes a problem and the overall performance goes well below the least expected. Indiscipline poses a problem since it leads to poor results. Usually indiscipline students' perform badly academically Uche (2010).

Keith (2000) reports that schools with well-equipped library perform higher than those schools with poorly developed libraries. Good school services in library would help to promote knowledge acquisition by the students. Indiscipline has done more harm than good to education in the country. It has resulted to poor academic performance in schools. As a result of indiscipline, many students have neglected their studies and this makes them involved in examination malpractices and other academic vices (Students Dairy, 2013).

Indiscipline students waste a lot of time which affects their studies and performance. Following students' indiscipline, resource materials and facilities are wasted, student- teacher relationships are stained and the climate for mutual respect necessary for learning compromised. A survey conducted by the Ministry of Education, Kenya, listed lack of assistance in doing homework, shortage of teachers, teachers' academic qualifications, students' absenteeism and indiscipline as the causes of poor examination results in secondary schools (MOE, 2001).

Lastly, it was found that school factors, personal factor and indiscipline will not predict academic performance among students in secondary schools. This was tested using multiple regression analysis and the result showed that indiscipline factor, Teacher student relationship, Peer pressure, Classroom setting and Age jointly predicted academic performance among students in secondary schools. This result shows that indiscipline, school factor and age jointly accounted for about 29% variance in academic performance among students in secondary schools. However, the analysis of the independent prediction showed that only age had no significant independent effect on academic performance among students in secondary schools. Hence, these results did not support the stated null hypothesis and it is rejected.

The finding corroborates that of Omotere (2011) who conducted a research on the influence of school location and peer group on adolescents' academic performance among selected schools in Ogun State. The study investigated the influence of school location and peer group on adolescent performance. Descriptive research methodology was used.

Random sampling techniques were also adopted in selecting 150 in-school adolescents from four secondary schools in two local Government Areas of Ogun State. The findings of the study revealed that school location and peer group positively influence the academic performance of in-school adolescents in a direction indicating that urban schools reported higher academic performance than rural schools.

In addition, the current finding is quite in line with previous study by Akpobia and Nidah (2009), who found that school location had significant association with students' level of academic and social performance. However, it was recommended that parents and teachers should provide adequate guidance to adolescents despite school location to improve students' performance regardless of their school location.

Hypothesis three which examined school factors and age of students as predicting students level of academic performance among secondary schools. Findings revealed that school factors, classroom setting, teacher-student relationship and peer pressure contributed significantly to students' academic performance. This confirms that the stated null hypothesis is rejected.

To buttress this point, several authors have reported similar findings in the existing literature; Akpobia and Nidah (2009) stressed that teacher-students relationship, peer pressure and parental monitoring had multiple effect on students' academic performance in secondary schools. Therefore, the role of school factors and home factors cannot be over-emphasized in promoting students' academic performance in schools.

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter discussed the summary of the study as related to the existing literature, drawn conclusions based on findings in the study and highlight the recommendations and implications of the findings.

Conclusions

From the findings obtained through the analysis of data and the use of inferential statistics. This study established that indiscipline factors had significant negative relationship with academic performance of secondary school students. This implies that high level of indiscipline in secondary schools will negatively affect students' academic performance. Another finding from this study revealed that school location, teacher-student relationship, peer pressure and classroom setting have significant positive relationship with academic performance among students in secondary schools. Therefore, the study established relationship between indiscipline, school location, school factors and academic performance among secondary school students.

Recommendations and Implications

This study found that level of indiscipline among secondary school students has significant negative effect on academic performance of students.

This implies that by implication, increase in indiscipline among secondary schools will continue to affect students' academic performance.

However, school administrators, managers, and teachers should inculcate high level of disciplines in the schools and also carry along the parents through PTA meeting to discuss and design home-school intervention programmes that can help address challenges to high academic performance among students.

Also, it is recommended that parents, principals, school teachers and significant stakeholders should make concerted effort towards maintaining high level of discipline among students to improve academic performance of students.

Also, findings revealed that apart from indiscipline that had significant negative implication on students academic performance in this study; teacher-students relationship should be improved so as to directly enhance academic performance of students, if the relationship between teachers and students are not balance, or poor it will affect academic performance of students in so many ways;

To the ministry of education, quality check and balances of school structures, facility and equipment should be highly monitored in both urban and rural areas of the state in order to neutralize the influence of school location of students' academic performance.

The lack of concentration during lessons, offensive behaviours and lack of focus are components that can feature prominently in the school relationship or lackadaisical attitude towards learning, also the students will not feel comfortable attending the classes.

In addition, indiscipline can be addressed through proper training of teachers maybe seminar or workshop and making avenue for students to report their challenges through emails or information box to be provided by the schools, while teachers should also communicate parents when situation like that arises.

Based on the fact that, female participants report low level of academic performance in this study, school administrators should ensure overall and thorough assessment of students and even provide learning system and structure that can help students acknowledge areas of weakness and strengths so they can receive cancel to improve on desirable learning characters and attitudes.

However, further study should investigated or reciprocate the current study among similar population but difference region or location in Nigeria for cross-validation of findings.

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