**THE EFFECTS OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS**

**ABSTRACT**

The objective of this research work is to find out the effects of indiscipline on academic performance of secondary school students in Igueben Local Government Area of Edo State.

Indiscipline as a feature of Secondary schools in Nigeria was no longer a news. Despite general consensus of every body that a relatively peaceful atmosphere is needed before a minimum amount of learning could be achieved, this phenomenon has persisted in our schools.

So the researcher used as the sample subject 100 respondents from the five different schools sampled.

Through the data analysis, it was observed that socio-economic status is significantly related to indiscipline and academic performance of secondary school students in Igueben Local Government Area in Edo State.

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**CHAPTER ONE**

**INTRODUCTION**

1.1 **Background to the Study**

Discipline, according to Jemibewon (1976) is a highly desirable quality of human being or social group. Discipline behavior is accepted as essential characteristics of any educated or cultured person. Discipline, therefore, is a subject of great concern to parents, teachers, and administrators who are interested in the moulding of the character of young people.

In Nigeria, there appears to be a great concern about the lack of indiscipline in schools, in offices and among people in public sectors. However, the problem of widespread indiscipline among primary school pupils and post primary schools is very clearly noticed. Every year serious cases of rioting, arsons, damages to school property occur in several post-primary schools and universities. In spite of the extreme cases of indiscipline that attract newspapers headlines, there are routine cases of truancy, disobedience, absenteeism, drug-abuse, fighting and other example of indiscipline in the classroom which do not appear or are reported in the Newspapers. From indiscipline among the students, it has attracted much more attention than indiscipline among members of staff. Parents blame teachers for the indiscipline among school children and teachers blame parents, government and school administrators for the indiscipline in the society. Nigeria like any other nation wants to live in peace and harmony with their fellow country people regardless of their various ethnic groups and religious affiliation. Today, education has contributed and attracted increased government’s attention among other priorities. However, if these objectives are to be achieved, discipline must be maintained in our school system since learning and teaching cannot effectively take place under a threatened atmosphere. But today, acts of indiscipline: riot, vandalism, lawlessness and the break down of law and order has become a way of life of our present school system. What then could be responsible for these acts of indiscipline in our school system? Identification of these factors is urgent if Nigeria is to achieve her goals in the committee of nations.

**Statements of Problem**

A research conducted by Oloruntimehire (1974) on the causes of indiscipline, in post primary schools revealed that indiscipline in Nigerian schools had been a running sore in the educational system of this country. Indiscipline in our system had continued to persist in spite of the series of warnings from the Heads of State and concerned Nigerian that discipline should be maintained in the school system. Thus a number of measures that were adopted, such as closing down riot schools, suspension or dismissal of ring-leaders and the mass transfer of teacher in such school have not yielded any good results.

The question therefore is; who is to blame, the teachers or the peer-group or the home or the students?

Therefore, this study is designed to investigate the causes of indiscipline among Primary School pupils or students. The following questions have been addressed; whether:

1. Socio-economic background had any significant influence on students’ indiscipline.
2. School administration had any significant influence on students’ indiscipline.
3. Societal morals have any influence on school discipline.
4. The pressure on paper qualification has influenced school discipline.
5. The peer-group has influence school discipline.

**Objectives of the Study**

The main objective of this research therefore is as follows: To know

1. The extent to which home background/socio-economic status influence discipline in schools.
2. The influence of peer-groups on discipline of primary school pupils.
3. The extent to which the pressure on paper qualification influences school discipline.
4. Whether societal morals have significant influence on school discipline.
5. School administration has great influence on school discipline.

This research is based on the following assumptions:

1. That is the nation that will lose if indiscipline in schools is allowed to continue unabated.
2. Indiscipline is a feature of our school system.
3. That no learning takes place under anarchic condition.
4. That the Phenomena is generally hated by well meaning Nigerians.
5. That the solution of these problems will enhance and increased educational achievement and output.

**Research Hypotheses**

The research hypotheses for the study are as follows:

1. There is a significant difference between student from higher socio-economic groups and those from lower groups in terms of academic achievement.
2. There is a significant relationship between students discipline and their peer-group.
3. The students discipline is significantly related to the school administration.
4. There is relationship between the students discipline and societal morals.
5. There is significant relationship between influence of paper qualifications and students discipline.

**Significance of the Study**

As a developing nation, if Nigeria is to achieve fame and progress in all field of human endeavour, 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.

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.

**Delimitation and Limitation of the Study**

Based on the anticipated significance of this research topic, the area of study ought to have covered the entire Local Government Area. However, because of some limitations, the project is limited to random sampled area in Igueben Local Government Area in Edo State. The administrative capital of this council is at Igueben and other important towns in the area are Ebelle, Amahor, Egbeki, Ekpon and Igueben. Thus, the scope of this study is limited to the causes of indiscipline in primary schools.

**Definition of Terms**

For the purpose of this study, the terms given below have the meaning attached to them:

**Discipline:** Educating learners to behaved normally and in accordance with the accepted rules and regulation of a society.

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

**Education system:** Agencies and individuals who contribute in one-way or the other to the process of learning in the society.

**CHAPTER TWO**

**LITERATURE REVIEW**

2.0 **Introduction**

The review of literature related to the study has been grouped under the following headings:

* + Concept of Discipline
  + Necessity and importance of Discipline among Educators and the students.
  + Sources of indiscipline
  + Summary of literature Review

2.1 **Concept of Discipline**

Discipline in school is used to refer to the maintenance of general condition or order without which nothing can be effectively learnt (Hirst and Peter, 1963). Discipline in school is one of the important controversial topics in educational system. It is an area of concerned interest to both the teacher, the parents and government (Ejam, 1983). In fact, everybody that is concerned with education has realized that discipline cannot be divorced from learning process. The importance attached to discipline in educational process has attracted the writing of some educationists who are interested in the topic. Har-Field (1961) states that “discipline is a law of life, provided by nature and necessary for efficiency and fulfillment of life”. Therefore, for learning to take place, there must be enough high standard of discipline among students. However, the acts of indiscipline among students range from violent demonstration, general unrest, disobedience, breach of school rules, drug abuse, drunkenness, bullying, laziness, truancy, absenteeism, persistent lateness to school and cheating at examination. Such are the acts of indiscipline that plague our schools.

* 1. **Necessity and importance of Discipline Among Educators and the Students**

Oluruntimehin (1974) wrote a combination of factors existing within the family structure that could result to juvenile delinquency. A higher proportion of the delinquent children came from broken homes compared with those from intact homes”. Delinquency however, is not caused by a single factor but a group of factors such as broken home, non parental care for their children and socio-economic status of the family.

“Frustration of the basic human needs of adventure, affection, recognition and human responsibility has effect upon pupils’ misbehaviour in schools. It can be evident that children with delinquent tendencies come from unwholesome home. Children that are not cared for tend to steal and tell lies.

Rivlin (1960) wrote that home could lead to delinquency. Children frustrated by the home environments find it easier to cheat at examination, so that they can leave their parent home”. Okinge (1976) expressed that indiscipline arises from home up-bringing to which the child was exposed before coming to school. The love for necessary moral education and mental health can be provided by parental surrogates in an institutional setting. This indicates the big role the home has to play in the life of adolescent. The motive of good homes is to provide love, security and transmits the norms and standard of the society to the adolescent and help in adjustment to his outside world”.

2.3 **Sources of Indiscipline**

The root or sources of which the adolescents’ misbehaviour in school or even in the society emanates from are found in the environment in which they live. He stresses that why children do not have keen interest in academic pursuit is due to societal emphasis on material possessions. This problem can also be serious when there is war, depression, inflation and unemployment.

Looking back to the environment is the peer group pressure. Whatever a child became depends mostly on the influence of the environment in which he or she has grown. Some developed into criminals by learning how to be cultist, smokers, bad gang from bad companions”. Learning in the school situation is always accomplished by group contest.

The school administration could be responsible for the acts of indiscipline in schools. Ozigi (1963) wrote that the causes of indiscipline include such factors as bad and inadequate food, ineffective teaching, bad staff behaviour, authoritarian method of administration, harsh school rules, harshness of school prefects and poor examination results.” A pupil’s frustrated by failure in his school work is more likely to misbehave than the successful pupils. The expression of repressive rules of institution, lack of proper restriction to campus freedom, and struggle for independence causes a lot of indiscipline problems in schools.

Aghenta (1976) stated that one of the easiest way of getting everybody to involve in school activities is to let information flow from up to the bottom of the channels of communication”. The failure of schools to provide for the physical and social needs of the students will result to indiscipline in schools. Norman (1975) stated that “Educators at every level in the school system are necessarily decision makers. Their works call for the exercise of judgment and the use of discretion in the very changing combination of circumstances which surround them”. He expressed that “negotiation should be recognized at other level in the school situation”. It is a process, which must be used with any face-to-face conflict. The inability of the schools to provide a transactional administration, therefore, leads to indiscipline among the staff and students.

Another factors associated with indiscipline in our school is the importance attached to paper qualification. The task of every school is to run for the race of West African School Examination Council which determines the school results. The main important task is to possess the school certificates. Whether the certificate holders merit the award of the certificate or carry with them the qualities and the potentialities that constitute an educated person does not matter”. The task of the teachers is indeed made more difficult by our educational system which is examination-ridden and their anxiety ridden”. Creativity, originality, moral integrity and practical ability are more essential rather than mere importance attached to paper qualification, which holders do not merit.

2.4 **Summary of Literature Review**

Discipline is an essential means through which effective learning and teaching will be ensured. Many factors combined to constitute causes of indiscipline in schools. Such factor could be traced to the home, society, peer-group influence, school administrations, importance attached to paper qualifications, bad and inadequate food, ineffective teaching, bad staff behaviour, authoritarian administration, harsh school rules, harshness of school prefects and examination results in school could constitute indiscipline.

**CHAPTER THREE**

**METHODOLOGY**

The procedure used in carrying out this project work was based on the following outline:

- Research Design

- Population

- Sample and Sampling Technique

- Research Instrument

- Validity and Reliability of Instrument

- Questionnaire Administration

- Method of Data Analysis

3.1 **Research Design**

The study aimed at investigating the causes or effects of indiscipline among secondary school students. The data for the study was collected through the adoption of questionnaire instrument. The study was essentially a survey research design.

3.2 **Population**

The population is a finite population, which comprised of all the Secondary School Students in Igueben Local Government Area of Edo State.

3.3 **Sample and Sampling Techniques**

The subject includes 100 student and 40 teachers. That is, 20 students from each school including Igueben College, Igueben Grammar School, Igueben Mixed College, Faith College, Igueben, Wisdom Group of School, Igueben. The simple random and sanctified sampling technique was employed.

* 1. **Research Instrument**

The main instruments for the research are two sets of questionnaire designed to collect information on the causes of indiscipline among secondary schools in Igueben. The first questionnaire was directed to students to collect information. The student questionnaire contained fourteen questions, which touched five hypotheses, which had been raised.

Similarly, the teacher’s questionnaires were made of fourteen questions which touched on the five hypotheses which asked about sex, age, occupation, educational status, and marital status.

3.5 **Validity and Reliability of Instrument**

The researcher ensured the authenticity and validity of instrument by involving experts whose wealth of experience helped to improve the instrument and finally by the project supervisor. The authenticity of instruments was ascertained by imploring the five hypotheses, hence after an intensive study and comparison of the various groups of students, the resultant coefficient proves fair and reliable.

3.6 **Questionnaire Administration**

The questionnaires were personally administered to the teachers and students who made up the sample subjects. Each student was given a questionnaire form. The researcher explained the difficult words to students before they filled the questionnaire forms. However, the students completed the questionnaires independently.

3.7 **Method of Data Analysis**

Data were analyzed using percentages as the descriptive statistical tools employed in this study to examine the relationship between the variables in the research question raised in chapter one. About 5 items were designed to answer one research question. They were analyzed together in a table and the statistical figures obtained were used in taking inference or decision concerning the particular hypothesis or research question under investigations.

**CHAPTER FOUR**

**ANALYSIS AND PRESENTATION OF DATA**

This chapter of the research provides the data collected from the respondents. It shows the questions in the questionnaire form that are related to each research hypothesis.

4.1 **Research Hypothesis I**

There is significant difference between students from higher socio-economic groups and those from lower groups in terms of academic achievement.

In order to answer this hypothesis, the following questionnaire items 1, 2, 3 and 10 were used.

**TABLE 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **QUESTIONNAIRE ITEM** | **RESPONSES** | **MALE** | **FEMALE** | **TOTAL** |
| 1. | Which of these parents is employed? | (a) Father | 25 | 20 | 45 |
| (b) Mother | 19 | 15 | 34 |
| (c) Both | 12 | 9 | 21 |
| Total | 56 | 44 | 100 |
| 2. | Do your parents live together | (a) Yes | 29 | 35 | 64 |
| (b) No | 10 | 26 | 36 |
| Total | 49 | 61 | 100 |
| 3. | Do your parents provide school fees and materials? | (a) Yes | 38 | 36 | 74 |
| (b) No | 10 | 16 | 26 |
| Total | 48 | 52 | 100 |
| 10. | At times you absent yourselves from school, to be able to get school fees. | (a) Yes | 19 | 30 | 49 |
| (b) No | 24 | 27 | 51 |
| Total | 43 | 57 | 100 |

From the table above, the students who said that their father is employed were 45%, while 34% said that their mother is employed. In that same item, the remaining 21% said that both of their parents were employed.

In item 2, the students who said that their parent live together were 64%, while those that said no were 36%.

In item 3, the students that said their parents provide school materials for them were 74%, while 26% of the students disagreed.

In item 10 the student that absent themselves from school to be able to get school fees were 49%, while the students that do not absent themselves from school to get school fees were 51%.

It could be ascertained that socio-economic status of the student is low and it affects their performance in school.

* 1. **Hypothesis II**

There is a significant relationship between student discipline and their peer-group.

In order to answer this hypothesis II questionnaire was used.

**TABLE II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **QUESTIONNAIRE ITEM** | **RESPONSES** | **MALE** | **FEMALE** | **TOTAL** |
| 11. | Do you always imitate what your friends do? | (a) Yes | 10 | 17 | 27 |
| (b) No | 32 | 41 | 73 |
| Total | 42 | 58 | 100 |

From table II above, 27% of the students said yes that they imitate what their friends do, while 73% said no that they do not imitate their friends.

From the analysis above, there is no relationship between the peer-group and student discipline in school. With the investigation, it is discovered that many students do not imitate what their friends do.

4.3 **Hypothesis III**

The student discipline is significantly related to the school administration.

In order to answer this research hypothesis, questionnaire items 7 and 12 were used.

**TABLE III**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **QUESTIONNAIRE ITEM** | **RESPONSES** | **MALE** | **FEMALE** | **TOTAL** |
| 7. | Is there enough cordial relationship between teacher and principal? | (a) Yes | 17 | 36 | 53 |
| (b) No | 20 | 27 | 47 |
| Total | 37 | 63 | 100 |
| 12. | Does the principal invite prefect to staff meetings? | (a) Yes | 32 | 36 | 68 |
| (b) No | 17 | 15 | 32 |
| Total | 49 | 51 | 100 |

From table III above, 53% of the students agreed that the principal invite prefects to his staff meetings, while 47% disagreed with them.

In item 12, 68% of the students agreed that there is enough cordial relationship between teachers and principal, while the number of the students that disagreed was 32%.

With the findings it is discovered that the school administration involves the students and teachers in its discussion making process and as such to promote a healthy relationship amongst themselves.

4.4 **Hypothesis IV**

There is relationship between the students’ discipline and societal morals.

In order to answer this hypothesis, the following questionnaire items 6, 8 and 14 were used.

The results from the above questionnaire item are analyzed and presented in the table below.

**TABLE IV**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **QUESTIONNAIRE ITEM** | **RESPONSES** | **MALE** | **FEMALE** | **TOTAL** |
| 6. | Do you absent yourselves from school during important festival in your town. | (a) Yes | 27 | 31 | 58 |
| (b) No | 20 | 22 | 42 |
| Total | 47 | 53 | 100 |
| 8. | A time you cheat because you want to pass examinations | (a) Yes | 27 | 33 | 60 |
| (b) No | 18 | 22 | 40 |
| Total | 45 | 53 | 100 |
| 14. | Do poor morals of the societal contribute to the reason why cheating in examinations have increased. | (a) Yes | 22 | 38 | 60 |
| (b) No | 18 | 22 | 40 |
| Total | 40 | 60 | 100 |

From the table above, 58% of the students agreed that they absent themselves from school during important festivals in their town, while 42% of the students disagreed.

In item 8, 60% of the students said that they cheat because they want to pass examinations. While 40% disagreed and said no that they do not cheat to pass examinations.

In item 14, 60% of students said yes that poor morals of the society contributes to the reason why cheating in examination have increased. While 40% of the students disagreed that poor morals are not the reason why cheating has increased in examinations.

With these findings, it is discovered that the students that said yes, they cheat because they want to pass the examinations and the students that said that poor morals of society contribute to the increased level of cheating in examinations are more among the students with the view been investigated.

It therefore holds that the poor moral of the society is among the causes of students’ indiscipline in secondary schools in Igueben Local Government Area of Edo State.

4.5 **Hypothesis V**

There is significant relationship between influence of paper qualifications and students discipline.

In order to answer this hypothesis the following item 13 was used.

**TABLE V**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **QUESTIONNAIRE ITEM** | **RESPONSES** | **MALE** | **FEMALE** | **TOTAL** |
| 13. | Do societal emphasis on paper qualifications contributes to the reason students cheat in examinations. | (a) Yes | 31 | 49 | 80 |
| (b) No | 8 | 12 | 20 |
| Total | 39 | 61 | 100 |

In item 13, 80% of students said yes that societal emphasis on paper qualifications contribute to the reasons they cheat in examinations.

It therefore shows that societal emphasis on paper qualifications contribute to students’ indiscipline in schools as it make them to involve in cheating so that they can pass their examination and therefore get their certificates.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**SUMMARY**

This research project is designed to investigate the causes of indiscipline in secondary schools. The indiscipline among secondary school students manifested itself in many forms, viz violent demonstrations which has often led to destruction of school properties, abuse of fellow students, stealing and cheating at examinations, disregard to authorities, etc. The fieldwork of project was carried out in Igueben Local Government Area of Edo State.

The five hypotheses used touched on the following assumptions:

1. Home Background/socio-economic status has influence on students’ discipline.
2. Peer group influence on students’ discipline
3. Poor morals influence on students’ discipline
4. Much importance attached to paper qualifications.
5. Societal emphasis on paper qualifications.

The total populations of the schools sampled were one hundred (100). That is twenty from each school, the number of students were made up of 39 males and 61 females. The main instrument used for the study was the questionnaire. The instrument used to collect the data touched on the five hypotheses raised. Beside the fourteen questions on the questionnaire, there were others which asked about sex, age, marital status and educational status.

**CONCLUSION**

The causal factors of acts of indiscipline in our secondary schools were so varied that research of this nature, which covered such a small area like Igueben Local Government Area could not claim to be exhaustive.

However, efforts were made to direct attention to some of the factors that aggravated the acts of indiscipline in secondary schools. The factors had been looked at from different view points. Prominent among these included home background, socio-economic, peer group, poor moral influence and societal emphasis on paper qualification.

From the data collected and analyzed, it became evident that all of them influenced discipline in school though in negative form.

The highlight of the whole exercise lies on the much importance attached to paper qualification. This reveals that 60% of the respondents maintained many of the students cheat at examination to get the high grade required by W.A.E.C. and institutions of higher learning. If the examinations system is abolished in our secondary schools and continuous assessment of students performances considered, no student would be tempted to cheat at examinations.

It is justifiable to conclude that though many factors are responsible for indiscipline among secondary school students but the root causes was the much importance attached to paper qualifications in our secondary school system.

**RECOMMENDATIONS**

The major causes of indiscipline among secondary school students have been exposed, it envisaged that the following recommendations will enable government and the society in general to minimize or eradicate indiscipline in schools. Based on the outcome of this research, the following suggestions are put forward:

1. The system of education should be remodeled to meet the needs of the individuals in the society and the nation. Therefore, self-reliance education starting from the primary school level; vocational courses, like building, carpentry, sewing, electrical and mechanical works, music, should start from primary level and be developed to higher level of education. This will enable holders of primary school certificate and West African School Certificate fit in properly in different aspects of occupation in the society. This will also help to improve to some extent the socio-economic status of the people.
2. Both home and school should endeavour to co-operate in training of the child. The schools cannot operate in isolation, therefore, when dealing with students’ problem, the school needs the support of parents. The school is a part of the society, what happens in the school must reflect the societal norms. This in essence, means that if the society is discipline there will be less disciplinary problem in the schools.
3. There should be in existence a democratic style of school administration. The school administrators should be transparent in their administration. The school prefect should be involved in the administration of the school. The principals should avoid an authoritarian style of school management. There must exist in schools Parents-Teacher Association (PTA). The PTA must be involved in the administration of schools. PTA meeting will enhance the opportunity for parents and teacher to ensure high discipline among students.
4. The government through its Ministry of Education should always make available funds, and human resources. teachers’ salaries should be paid regularly to enhance effective teaching and learning. Mid-day meals should be provided in schools to enable both the students and teachers accomplish the task of learning and teaching in our schools.
5. Communication: There must be enough communication between the school and the students. School administrators must always keep the teachers and students well informed of the recent news. This will help to remove rumours, which is associated with indiscipline acts. Every complaint should be properly attended or looked into.
6. The members of staff should exhibit mutual cooperation among themselves. They should avoid presenting conflicting standards to their students.

Finally, the teacher should realize that the future of this country is in their hands, whether the society recognizes this or not. Therefore, co-operation, honesty, dedication and decency is recommended. If these points are considered, it can help to eradicate disciplinary problem in our secondary schools.

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**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ]

Female [ ]

**Age**

18-25 [ ]

20-30 [ ]

31-40 [ ]

41 and above [ ]

**Section B**

**Question 1**

There is significant difference between students from higher socio-economic groups and those from lower groups in terms of academic achievement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT** | **RESPONSES** | **MALE**  **(Yes)** | **FEMALE**  **(Yes)** |
| 1. | Which of these parents is employed? | (a) Father |  |  |
| (b) Mother |  |  |
| (c) Both |  |  |
|  |  |  |
| 2. | Do your parents live together | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |
| 3. | Do your parents provide school fees and materials? | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |
| 10. | At times you absent yourselves from school, to be able to get school fees. | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |

**Question 2**

There is a significant relationship between student discipline and their peer-group.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT** | **RESPONSES** | **MALE**  **(Yes)** | **FEMALE**  **(Yes)** |
| 11. | Do you always imitate what your friends do? | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |

**Question 3**

The student discipline is significantly related to the school administration.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT** | **RESPONSES** | **MALE**  **(Yes)** | **FEMALE**  **(Yes)** |
| 7. | Is there enough cordial relationship between teacher and principal? | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |
| 12. | Does the principal invite prefect to staff meetings? | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |

**Question 4**

There is relationship between the students’ discipline and societal morals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT** | **RESPONSES** | **MALE**  **(Yes)** | **FEMALE**  **(Yes)** |
| 6. | Do you absent yourselves from school during important festival in your town. | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |
| 8. | A time you cheat because you want to pass examinations | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |
| 14. | Do poor morals of the societal contribute to the reason why cheating in examinations have increased. | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |

**Question 5**

There is significant relationship between influence of paper qualifications and students discipline

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT** | **RESPONSES** | **MALE**  **(Yes)** | **FEMALE**  **(Yes)** |
| 13. | Do societal emphasis on paper qualifications contributes to the reason students cheat in examinations. | (a) Yes |  |  |
| (b) No |  |  |
|  |  |  |