**THE INFLUENCE OF INDISCIPLINARY ACT ON STUDENT ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN IFAKO IJAYE LOCAL GOVERNMENT IN LAGOS STATE**

**ABSTRACT**

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

**TABLE OF CONTENTS**

Title page i

Certification ii

Dedication iii

Acknowledgement iv

Abstract v

Table of Contents vi

**CHAPTER ONE: INTRODUCTION**

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 Objective of the Study 5

1.4 Research Hypotheses 7

1.5 Significance of the Study 8

1.6 Delimitation and Limitation of the Study 9

1.7 Definition of Terms 9

**CHAPTER TWO: LITERATURE REVIEW**

2.1 Conceptual Framework

Academic Performance in Secondary Schools

Impact of Indisciplinary Acts on Academic Performance

Interventions and Management of Indisciplinary Acts

2.2. Theoretical Framework

2.3. Empirical Studies

2.4. Challenges and Gaps in the Literature

**CHAPTER THREE**

3.1 Research Design 20

3.2 Population 21

3.3 Sample and Sampling Techniques 21

3.4 Research Instrument 22

3.5 Validity and Reliability of the Study 23

3.6 Questionnaire Administration 23

3.7 Method of Data Analysis 24

**CHAPTER FOUR**

4.0 Data Analysis 25

4.1 Hypothesis Analysis I 25

4.2 Hypothesis Analysis II 28

4.3 Hypothesis Analysis III 29

4.4 Hypothesis Analysis IV 31

4.5 Hypothesis Analysis V 34

**CHPATER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1 Summary 36

5.2 Conclusions 37

5.3 Recommendations 39

References 44

Appendix A: Questionnaire 45

**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.

**1.2. 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 Ifako Ijaye Local Government Area in Lagos State. 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 issue of student indiscipline in secondary schools is a growing concern in many educational systems. Indisciplinary acts, ranging from minor infractions like tardiness to more serious offenses such as truancy, bullying, and violence, have significant implications for the learning environment. These behaviors not only disrupt the academic process but also affect the overall school climate and student well-being. In the context of Ifako Ijaye Local Government in Lagos State, the prevalence of indisciplinary acts has raised questions about their impact on student academic performance. Understanding this relationship is crucial for developing effective interventions to enhance educational outcomes in the region. The significance of this study lies in its potential to shed light on the direct and indirect ways in which indisciplinary behaviors affect academic performance in secondary schools. As education is a critical determinant of future success, any factor that hinders academic achievement warrants serious attention. By examining the influence of indisciplinary acts on academic performance in Ifako Ijaye Local Government, this study aims to provide valuable insights that can inform policy decisions, school management practices, and parental involvement. It also seeks to contribute to the broader academic discourse on student discipline and its impact on educational outcomes.

**2.1. Conceptual Framework**

**Definition of Key Concepts**

**Indisciplinary Act**

Indisciplinary acts refer to behaviors that violate established norms, rules, or guidelines within a school environment. These behaviors can range from minor infractions like talking out of turn to severe offenses such as fighting, vandalism, and truancy. According to Adeyemo (2017), indisciplinary acts are often manifestations of deeper underlying issues, such as family background, peer influence, or societal pressures. Indiscipline in schools has been linked to a breakdown in the authority structure, leading to an environment that is not conducive to learning (Ajayi & Ekundayo, 2020).

**Academic Performance**

Academic performance is typically measured by the grades or marks that students achieve in their coursework and examinations. It reflects the extent to which a student has achieved their educational goals. Olowookere and Alaba (2019) define academic performance as an indicator of students' ability to meet the set academic standards and expectations. It is influenced by various factors, including the quality of teaching, student motivation, and external support systems (Oghuvbu, 2017).

**Relationship between Discipline and Academic Performance**

The relationship between discipline and academic performance is complex and multifaceted. Research has consistently shown that indisciplinary acts negatively impact academic achievement (Ajayi & Ekundayo, 2020; Maguire et al., 2019). Indiscipline can lead to disruptions in the classroom, loss of instructional time, and a negative school climate, all of which hinder students' ability to learn and perform academically (Gottfredson & Hirschi, 2017).

However, the way schools manage discipline also plays a crucial role in this relationship. A study by Okeke and Mtyuda (2017) found that positive school discipline strategies, which focus on reinforcing good behavior and addressing the root causes of indiscipline, are more effective in promoting academic success than punitive measures. Additionally, schools that implement holistic approaches to discipline, involving parents, community members, and students in creating a supportive learning environment, tend to have higher academic outcomes (Olowookere & Alaba, 2019).

**Overview of Indisciplinary Acts in Secondary Schools**

**Common Types of Indisciplinary Acts in Secondary Schools**

Indisciplinary acts in secondary schools manifest in various forms, reflecting a range of behaviors that disrupt the academic environment and the social order within schools. These behaviors can be categorized into minor infractions, moderate infractions, and serious offenses.

Minor Infractions include behaviors such as tardiness, failure to complete homework, talking out of turn, and dress code violations. These acts, while not severe, can cumulatively affect the learning environment and set a tone of disregard for school rules (Adu & Galloway, 2015). Minor infractions are often the most common and are typically addressed through classroom management strategies or minor disciplinary actions like detention.

Moderate Infractions encompass behaviors like disrespect towards teachers, use of foul language, and skipping classes. These behaviors are more disruptive and can have a more significant impact on the learning process. For instance, students who frequently skip classes may miss important instructional time, leading to gaps in learning and poorer academic performance (Njoroge & Nyabuto, 2016).

Serious Offenses include fighting, bullying, vandalism, theft, and substance abuse. These acts are not only disruptive but can also create a hostile and unsafe school environment. Bullying, in particular, has been widely studied and is known to have profound psychological effects on victims, leading to issues such as depression, anxiety, and decreased academic performance (Salmivalli, 2018). Substance abuse among students is another serious concern, often linked to external societal factors, and can lead to deteriorating academic performance and health issues (Makhasane & Chikoko, 2016).

**Causes of Indisciplinary Behaviors Among Students**

The causes of indisciplinary behaviors in secondary schools are multifaceted, involving a complex interplay of individual, familial, school, and societal factors. Understanding these causes is crucial for developing effective interventions.

Individual Factors such as psychological and emotional issues can significantly contribute to indisciplinary behaviors. Students dealing with stress, anxiety, or other mental health challenges may act out as a coping mechanism (Pellegrini, 2020). Adolescence is also a period marked by identity exploration and a desire for autonomy, which can sometimes manifest as rebellious behavior against school authority (Steinberg, 2017). Additionally, learning disabilities or academic difficulties can lead to frustration, resulting in behaviors like avoidance (skipping classes) or acting out (disrupting lessons) (Rodríguez et al., 2017).

Familial Factors play a critical role in shaping student behavior. A lack of parental supervision, inconsistent discipline at home, or exposure to family conflict can contribute to indiscipline at school (Walton, 2018). Studies have shown that children from unstable or single-parent homes are more likely to engage in indisciplinary acts due to the absence of a consistent parental figure (Odongo, Aloka, & Raburu, 2016). Furthermore, parental attitudes towards education and their involvement in their children's schooling can influence behavior. Students whose parents are disengaged or hold negative attitudes towards school are more likely to exhibit indiscipline (Garcia & Weiss, 2019).

School-Related Factors also contribute to indisciplinary behaviors. The school environment, including the quality of teacher-student relationships, school policies, and the overall school climate, plays a significant role. Schools that lack clear disciplinary policies or where rules are inconsistently enforced may inadvertently encourage indiscipline (Leithwood & Sun, 2018). Additionally, overcrowded classrooms and inadequate resources can lead to frustration and acting out among students (Okon, 2017). The absence of engaging and stimulating curriculum can also lead to boredom and disruptive behaviors (Fullan, 2016).

Peer Influence is another significant factor, especially during adolescence when the need for social belonging is heightened. Students are likely to imitate the behavior of their peers, whether positive or negative. Peer pressure can lead to involvement in activities such as truancy, bullying, or substance abuse as a means of gaining acceptance within a group (Williams & Guerra, 2017). Conversely, students who associate with peers who are academically focused and disciplined are more likely to exhibit similar behaviors.

Societal Factors such as exposure to violence, media influences, and socioeconomic conditions also play a role in student behavior. Students from communities with high levels of crime and violence may bring these behaviors into the school environment (Foster, 2018). The portrayal of violence and deviant behavior in the media can also desensitize students and influence their behavior (Bushman & Huesmann, 2018). Furthermore, students from low socioeconomic backgrounds may face additional stressors such as poverty and family instability, which can manifest as indiscipline in school (Evans, 2016).

**Role of School Environment and Peer Influence**

The school environment and peer influence are critical factors in shaping student behavior and contributing to indisciplinary acts.

**School Environment**

The school environment, which includes the physical, social, and academic aspects of the school, has a profound impact on student behavior. A positive school environment is characterized by a sense of safety, supportive teacher-student relationships, and a strong academic focus. Schools that provide a supportive environment, with clear rules and expectations, are more likely to promote discipline and reduce indisciplinary behaviors (Thapa et al., 2018). Conversely, schools that are perceived as unsafe, where students feel marginalized or unsupported, are likely to experience higher levels of indiscipline.

One of the key aspects of the school environment is the quality of teacher-student relationships. Teachers who establish positive relationships with students, characterized by respect, care, and high expectations, can significantly reduce indisciplinary behaviors. Students are more likely to comply with rules and expectations when they feel valued and supported by their teachers (Wubbels et al., 2016). Additionally, teachers who use proactive classroom management strategies, such as setting clear expectations and consistently reinforcing positive behavior, can create a classroom environment that minimizes opportunities for indiscipline (Marzano, 2017).

School policies and disciplinary practices also play a crucial role. Schools that implement zero-tolerance policies, which involve strict and often punitive responses to indiscipline, may inadvertently contribute to a negative school climate. Research has shown that such policies can lead to increased suspensions and expulsions, which are associated with negative academic outcomes and higher dropout rates (Skiba & Losen, 2016). In contrast, restorative practices, which focus on repairing harm and restoring relationships, have been found to be more effective in reducing indiscipline and improving the overall school climate (Gregory et al., 2018).

The academic environment of the school, including the curriculum and instructional practices, also influences student behavior. Engaging and challenging curricula that are relevant to students’ lives can motivate them to participate actively in learning, reducing the likelihood of disruptive behavior (Darling-Hammond, 2015). Conversely, a lack of engagement or relevance in the curriculum can lead to boredom and disinterest, which may manifest as indiscipline (Fredricks, Blumenfeld, & Paris, 2016).

**Peer Influence**

Peer influence is particularly potent during adolescence, a period marked by a heightened desire for social acceptance and belonging. The behavior of peers can significantly impact a student’s own behavior, either reinforcing positive behaviors or encouraging deviant acts.

Positive peer influence can promote discipline and academic achievement. Students who associate with peers who value education and adhere to school rules are more likely to exhibit similar behaviors (Wentzel, 2017). Peer-led initiatives, such as mentoring programs or peer mediation, can also positively influence student behavior by providing support and modeling positive behaviors (Karcher & Finn, 2016).

However, negative peer influence can contribute to a range of indisciplinary acts. Students may engage in behaviors such as truancy, substance abuse, or bullying to gain acceptance within a peer group. This phenomenon is often referred to as peer pressure, where the desire to fit in overrides personal values or the rules of the school (Steinberg & Monahan, 2016). Research has shown that students are more likely to engage in risky behaviors if they perceive that their peers are also involved in such behaviors (Prinstein & Giletta, 2016).

The role of social networks within schools also plays a significant part in peer influence. Students who are central to social networks or are part of popular groups may have a greater influence on the behavior of their peers. Conversely, students who are on the periphery of social networks may engage in indisciplinary acts as a way to gain attention or improve their social standing (Gest et al., 2016).

**Interplay Between School Environment and Peer Influence**

The interplay between the school environment and peer influence is complex, with each factor potentially amplifying or mitigating the other. A positive school environment can buffer the effects of negative peer influence, providing students with the support and structure they need to resist engaging in indiscipline. On the other hand, a negative school environment can exacerbate the influence of deviant peer groups, leading to a cycle of indiscipline and poor academic outcomes (Thapa et al., 2018).

Schools that foster a sense of community and belonging can create a positive peer culture where students support each other in adhering to school rules and achieving academic success. Programs that promote social-emotional learning and character education can also help students develop the skills needed to navigate peer influence and make positive choices (Durlak et al., 2016).

**Academic Performance in Secondary Schools**

**Definition and Measurement of Academic Performance**

Academic performance is a multifaceted construct that generally refers to the extent to which students achieve their educational goals. It encompasses a wide range of cognitive and non-cognitive outcomes, including knowledge acquisition, skill development, critical thinking, and social-emotional growth. Academic performance is most commonly measured through standardized tests, grades, and other assessment tools, which are intended to gauge students' mastery of curricular content and their ability to apply knowledge in various contexts.

Standardized tests are designed to provide an objective measure of student achievement and are often used for comparing performance across different groups or educational settings. These tests assess specific content areas such as mathematics, language arts, and science, providing a quantifiable measure of academic performance. However, critics argue that standardized tests may not fully capture the breadth of a student's abilities or the complexity of learning (Brookhart, 2015).

Grades, which are typically assigned by teachers based on a combination of test scores, homework, class participation, and other factors, offer a more holistic measure of academic performance. Grades are often seen as more reflective of a student's overall academic engagement and effort, though they can be influenced by subjective factors such as teacher bias or variations in grading standards (Bowers, 2017). Despite their limitations, grades remain a primary indicator of academic performance and are commonly used for academic placement, college admissions, and scholarship awards.

In addition to these traditional measures, academic performance can also be assessed through alternative forms of assessment, such as project-based learning, portfolios, and peer assessments. These methods emphasize the application of knowledge and skills in real-world contexts and encourage deeper learning and critical thinking (Darling-Hammond et al., 2019). While these alternative assessments provide valuable insights into students' abilities, they are often more time-consuming to implement and may lack the standardization necessary for widespread use.

**Factors Affecting Academic Performance**

Academic performance is influenced by a complex interplay of individual, familial, school-related, and societal factors. Understanding these factors is crucial for identifying barriers to academic success and implementing strategies to improve student outcomes.

Individual Factors include cognitive abilities, motivation, self-regulation, and mental health. Cognitive abilities, such as intelligence and memory, are strong predictors of academic performance. Students with higher cognitive abilities tend to perform better academically, as they are better equipped to process and retain information (Deary et al., 2016). However, non-cognitive factors such as motivation and self-regulation also play a significant role. Students who are intrinsically motivated and possess strong self-regulation skills are more likely to engage in effective study habits, set academic goals, and persevere through challenges (Zimmerman & Schunk, 2017). Mental health is another critical factor, as students who experience anxiety, depression, or other mental health issues may struggle to focus, participate in class, and complete assignments, leading to lower academic performance (Suldo et al., 2016).

Familial Factors include parental involvement, socioeconomic status, and family structure. Parental involvement in education, such as helping with homework, attending school meetings, and fostering a positive attitude towards learning, has been consistently linked to better academic performance (Jeynes, 2016). Students from higher socioeconomic backgrounds tend to have access to more resources, such as books, educational technology, and tutoring, which can enhance academic performance. In contrast, students from low-income families may face challenges such as inadequate nutrition, lack of access to educational materials, and financial stress, all of which can negatively impact academic performance (Sirin, 2020). Family structure also plays a role, with research indicating that children from stable, two-parent households generally perform better academically than those from single-parent or disrupted households (Sun & Li, 2018).

School-Related Factors include the quality of teaching, school resources, and the school environment. Effective teaching practices, such as clear instruction, timely feedback, and differentiated instruction, are essential for promoting academic success. Teachers who are well-trained, experienced, and culturally responsive are better able to meet the diverse needs of their students and foster a positive learning environment (Hattie, 2016). School resources, such as access to technology, textbooks, and extracurricular activities, also play a critical role in supporting academic performance. Schools with adequate resources are better equipped to provide students with the tools they need to succeed, while under-resourced schools may struggle to offer a quality education (OECD, 2018). The overall school environment, including factors such as school safety, peer relationships, and the school’s academic culture, also influences academic performance. Schools that foster a supportive and inclusive environment, with a strong emphasis on academic achievement, tend to have higher levels of student engagement and performance (Thapa et al., 2018).

Societal Factors include cultural attitudes towards education, government policies, and community support. In cultures where education is highly valued, students are often more motivated to perform well academically and are supported by their families and communities in their educational endeavors (UNESCO, 2020). Government policies, such as funding for education, teacher training programs, and curriculum standards, also play a crucial role in shaping academic performance. Effective policies can help to ensure that all students have access to high-quality education, while inadequate policies may lead to disparities in educational opportunities and outcomes (World Bank, 2018). Community support, including access to libraries, after-school programs, and mentoring, can also enhance academic performance by providing students with additional learning opportunities and resources outside of school (Putnam, 2016).

**Importance of Academic Achievement in Secondary Education**

Academic achievement in secondary education is critical for several reasons, including its impact on future educational opportunities, career prospects, and personal development.

**Future Educational Opportunities:** Academic performance in secondary school plays a significant role in determining students’ access to higher education. Grades, standardized test scores, and other measures of academic achievement are often used as criteria for college admissions and scholarship awards. Students who perform well academically are more likely to be accepted into prestigious institutions and programs, which can provide them with greater opportunities for further education and career advancement (Geiser & Santelices, 2018). Additionally, academic achievement in secondary school is often a predictor of success in higher education, as students with strong foundational skills are better prepared to meet the challenges of college-level coursework (Kuh et al., 2015).

**Career Prospects:** Academic achievement in secondary school is also closely linked to career prospects and earning potential. Students who perform well academically are more likely to gain access to higher-paying and more stable jobs, as employers often use academic performance as a criterion for hiring and promotions. Furthermore, students with strong academic records are more likely to pursue advanced degrees, which can open up additional career opportunities and increase lifetime earnings (Oreopoulos & Petronijevic, 2016). In contrast, students with poor academic performance may struggle to find employment or may be limited to lower-paying jobs with fewer opportunities for advancement.

**Personal Development:** Beyond its impact on educational and career opportunities, academic achievement is also important for personal development. Academic success can foster a sense of accomplishment and self-efficacy, which can enhance students' overall well-being and motivation to pursue further goals. Additionally, the skills and knowledge acquired through academic achievement, such as critical thinking, problem-solving, and communication skills, are essential for success in all areas of life (Conley, 2015). Academic achievement also contributes to the development of important social and emotional skills, such as resilience, perseverance, and the ability to work collaboratively with others (Elias & Weissberg, 2016).

**Societal Implications:** Academic achievement in secondary education has broader societal implications as well. A well-educated population is essential for economic growth and development, as it provides a skilled workforce that can drive innovation and productivity (Hanushek & Woessmann, 2015). Furthermore, education is closely linked to social mobility, as it provides individuals with the skills and knowledge needed to improve their socioeconomic status. By promoting academic achievement in secondary education, societies can help to reduce inequalities and promote social cohesion (OECD, 2018).

**Impact of Indisciplinary Acts on Academic Performance**

The relationship between indisciplinary acts and academic performance has been the subject of extensive research, as educators and policymakers seek to understand how student behavior influences learning outcomes. Indisciplinary acts refer to behaviors that violate school rules, disrupt classroom instruction, or harm the school environment, including truancy, bullying, substance abuse, and classroom misconduct. These behaviors have direct and indirect effects on academic performance, affecting not only the students who engage in them but also their peers and the overall learning environment.

**Direct Effects of Indisciplinary Behavior on Academic Outcomes**

Indisciplinary behavior directly impacts students' academic performance by interfering with their ability to engage in learning activities, complete assignments, and perform well on assessments. Students who frequently engage in disruptive behaviors, such as talking out of turn, defiance, or aggression, are often removed from the classroom for disciplinary actions such as detention, suspension, or expulsion. These disciplinary measures result in missed instructional time, leading to gaps in learning and lower academic achievement (Gregory et al., 2018).

Truancy, a common form of indisciplinary behavior, has been consistently linked to poor academic outcomes. When students skip school regularly, they miss critical instructional content, fall behind their peers, and struggle to catch up, resulting in lower grades and test scores (Garcia & Weiss, 2019). Chronic absenteeism, often associated with truancy, further exacerbates these negative effects, as students who are frequently absent are less likely to develop the study habits and academic skills necessary for success (Kearney, 2016).

Substance abuse is another indisciplinary act that directly affects academic performance. Students who engage in the use of drugs or alcohol often experience cognitive impairments, such as reduced attention span, memory problems, and decreased motivation, which hinder their ability to perform well academically (Makhasane & Chikoko, 2016). Substance abuse also increases the likelihood of other behavioral issues, such as aggression and defiance, leading to further disciplinary actions and academic difficulties (NIDA, 2020).

Bullying, both as a perpetrator and as a victim, has significant implications for academic performance. Victims of bullying often experience anxiety, depression, and low self-esteem, which can impair their concentration, participation, and overall academic performance (Salmivalli, 2018). Perpetrators of bullying, on the other hand, may also face disciplinary actions that disrupt their education, and their engagement in aggressive behavior can reflect underlying issues, such as a lack of self-control or empathy, which are detrimental to academic success (Skiba et al., 2016).

**Indirect Effects Through Disruptions in the Learning Environment**

Indisciplinary acts not only affect the individuals who engage in them but also have a broader impact on the learning environment, creating disruptions that hinder the academic performance of other students. Classrooms characterized by high levels of disruptive behavior are often marked by frequent interruptions, which reduce instructional time and limit opportunities for meaningful engagement with the curriculum (Marzano, 2017). Teachers in such environments may spend more time managing behavior and less time delivering instruction, leading to a lower quality of education for all students (Wubbels et al., 2016).

The presence of indisciplinary behaviors in the classroom can also contribute to a negative school climate, which is associated with lower levels of student engagement, motivation, and academic performance (Thapa et al., 2018). A negative school climate, characterized by a lack of respect, trust, and support among students and staff, can create an environment where students feel unsafe or unsupported, further hindering their ability to focus on their studies and achieve academic success (Cohen et al., 2019).

Peer influence plays a significant role in the indirect effects of indisciplinary acts on academic performance. Students who associate with peers who engage in disruptive behaviors are more likely to adopt similar behaviors themselves, leading to a decline in their academic performance (Prinstein & Giletta, 2016). Conversely, students who are part of a peer group that values academic achievement are more likely to engage in positive behaviors that support their academic success (Wentzel, 2017).

School-wide disciplinary practices, such as zero-tolerance policies, can also have indirect effects on academic performance. While these policies are intended to maintain order and safety, they often result in punitive measures, such as suspension or expulsion, which remove students from the learning environment and contribute to academic decline (Skiba & Losen, 2016). Restorative practices, which focus on repairing harm and promoting positive behavior, have been shown to be more effective in improving student behavior and academic outcomes, as they foster a more supportive and inclusive school environment (Gregory et al., 2018).

**Comparative Studies on Disciplined vs. Indisciplined Students**

Comparative studies have consistently shown that students who engage in disciplined behavior tend to outperform their indisciplined peers academically. Disciplined students, who follow school rules, attend classes regularly, and complete assignments on time, are more likely to achieve higher grades, perform well on standardized tests, and graduate from high school (Fredricks et al., 2016). These students are also more likely to develop the study habits, time management skills, and self-discipline necessary for academic success (Zimmerman & Schunk, 2017).

Indisciplined students, on the other hand, often face a cycle of academic failure, where poor behavior leads to disciplinary actions, missed instructional time, and declining academic performance. This cycle can be difficult to break, as students who fall behind academically may become disengaged from school and more likely to engage in further disruptive behaviors (Njoroge & Nyabuto, 2016). These students are also at a higher risk of dropping out of school, which has long-term implications for their future educational and career opportunities (Rumberger & Rotermund, 2016).

However, it is important to recognize that the relationship between discipline and academic performance is complex and influenced by a variety of factors, including socioeconomic status, family background, and school resources. For example, students from disadvantaged backgrounds may be more likely to engage in indisciplinary behaviors due to external stressors, such as poverty or family instability, which can impact their academic performance (Odongo et al., 2016). Similarly, schools with limited resources may struggle to provide the support and interventions needed to address behavioral issues and promote academic success (OECD, 2018).

Interventions aimed at improving student behavior and academic performance often focus on creating a positive school climate, promoting social-emotional learning, and providing targeted support for at-risk students. Programs that teach students skills such as self-regulation, conflict resolution, and empathy have been shown to reduce disruptive behaviors and improve academic outcomes (Durlak et al., 2016). Additionally, interventions that involve parents, teachers, and the wider community in supporting positive behavior and academic achievement have been shown to be effective in promoting student success (Jeynes, 2016).

**2.2. Theoretical Framework**

A theoretical framework provides the foundation for understanding and analyzing a research topic by offering a set of concepts and theories that inform the study. For the topic of "The Influence of Indisciplinary Acts on Student Academic Performance in Secondary Schools," several theoretical perspectives can be applied to explore the relationship between student behavior and academic outcomes. This section will discuss key theories related to student discipline and academic performance, including Behaviorism, Social Learning Theory, and the Ecological Systems Theory.

**Behaviorism**

Behaviorism is a theoretical perspective that focuses on observable behaviors and the ways in which they are learned through interactions with the environment. According to Behaviorist theory, behavior is shaped by external stimuli and reinforcement. In the context of student indiscipline and academic performance, Behaviorism provides insights into how disciplinary measures and rewards can influence student behavior.

Key Concepts: Reinforcement, punishment, stimulus-response

Application: According to Skinner (1953), positive reinforcement (e.g., rewards for good behavior) and negative reinforcement (e.g., removal of unpleasant consequences for good behavior) can be used to encourage desirable behaviors. Conversely, punishment can be employed to reduce unwanted behaviors. In schools, this might translate into practices such as rewarding students for good academic performance and imposing consequences for disruptive behavior.

Evidence: Studies have shown that positive reinforcement can be effective in promoting desirable behaviors in students. For instance, a study by McKinney and Papageorgiou (2018) found that implementing a reward system for positive behavior led to improved student discipline and academic performance. Conversely, the overuse of punitive measures without corresponding support and guidance may exacerbate indiscipline and negatively impact academic outcomes (Gregory et al., 2018).

**Social Learning Theory**

Social Learning Theory, proposed by Albert Bandura (1977), emphasizes the role of observational learning, imitation, and modeling in the development of behavior. According to this theory, students learn behaviors by observing others, including peers, teachers, and family members. This theory is relevant for understanding how indisciplinary acts can spread among students and impact academic performance.

Key Concepts: Observational learning, imitation, modeling, reinforcement

Application: Bandura's theory suggests that students are likely to imitate the behaviors of their peers, especially if those behaviors are perceived as rewarding or beneficial. For instance, if students observe peers engaging in disruptive behavior without facing significant consequences, they may be more inclined to engage in similar behaviors (Bandura, 1977). Conversely, students who observe positive behavior and academic achievement being rewarded may be motivated to emulate those behaviors.

Evidence: Research supports the notion that peer influence plays a significant role in shaping student behavior. A study by Pintrich and Schunk (2002) found that students are influenced by the behavior of their peers, and this can impact their own academic performance. Schools that foster positive peer relationships and model good behavior are likely to see improvements in both student discipline and academic outcomes (Wentzel, 2017).

**Ecological Systems Theory**

Ecological Systems Theory, proposed by Urie Bronfenbrenner (1979), provides a comprehensive framework for understanding how various environmental systems interact to influence individual development. The theory posits that students' behavior and academic performance are influenced by multiple interconnected systems, including the microsystem (e.g., family, school), mesosystem (e.g., interactions between family and school), exosystem (e.g., community, social services), and macrosystem (e.g., cultural values, economic conditions).

Key Concepts: Microsystem, mesosystem, exosystem, macrosystem

Application: Ecological Systems Theory helps to contextualize the impact of indisciplinary acts by considering the broader environmental factors that influence student behavior. For example, a student's behavior in school may be influenced by their family environment, socioeconomic status, and community resources. Understanding these broader influences can help in designing more effective interventions for managing indiscipline and improving academic performance (Bronfenbrenner, 1979).

Evidence: Research has shown that students' behavior and academic performance are significantly influenced by their family background, community resources, and cultural values. For instance, a study by Eccles and Roeser (2015) found that family support and community engagement play critical roles in shaping students' academic success and behavior. Schools that address these broader environmental factors and involve families and communities in supporting student behavior are likely to achieve better outcomes (Jeynes, 2016).

**Integrating Theoretical Perspectives**

Integrating these theoretical perspectives provides a comprehensive understanding of the influence of indisciplinary acts on student academic performance. Behaviorism highlights the role of reinforcement and punishment in shaping behavior, Social Learning Theory emphasizes the impact of peer influence and modeling, and Ecological Systems Theory considers the broader environmental factors that contribute to student behavior.

Behaviorism provides insights into the effectiveness of various disciplinary measures and reinforcement strategies in managing student behavior and improving academic performance.

Social Learning Theory underscores the importance of peer influence and the role of modeling positive behavior in promoting discipline and academic success.

Ecological Systems Theory offers a holistic view of how multiple environmental factors interact to influence student behavior and academic outcomes, emphasizing the need for comprehensive interventions that address these broader influences.

**2.3. Empirical Framework**

Previous Research Findings on the Impact of Indiscipline in Nigerian Secondary Schools

Indiscipline in Nigerian secondary schools has been a pervasive issue, with significant implications for academic performance and the overall educational environment. Numerous studies have documented the detrimental effects of student indiscipline on educational outcomes, highlighting a range of behaviors including truancy, violence, disrespect for teachers, and other forms of misconduct.

One key study by Uko and Ayodele (2016) analyzed the relationship between indiscipline and academic performance in Nigerian secondary schools. Their findings indicated that schools with higher levels of student indiscipline often recorded lower academic achievements. The study emphasized that indisciplinary acts disrupt classroom activities, reduce instructional time, and create a chaotic learning environment, all of which contribute to poor academic performance.

Another study by Adeyemo (2018) explored the causes and consequences of indiscipline in public secondary schools in Nigeria. The research identified factors such as ineffective school management, lack of parental involvement, and socio-economic challenges as significant contributors to student indiscipline. The study also found that indiscipline negatively affected students' motivation, engagement, and academic outcomes, with long-term consequences for their educational and career prospects.

In a more recent study, Ojo and Olaniyan (2021) examined the relationship between school climate and student discipline in Nigerian secondary schools. They found that schools with a positive climate, characterized by strong leadership, clear rules, and supportive teacher-student relationships, experienced lower levels of indiscipline and higher academic performance. The study highlighted the importance of fostering a positive school environment to reduce indiscipline and enhance student achievement.

**Specific Studies Conducted in Lagos State or Ifako Ijaye Local Government**

Research specifically focused on Lagos State and Ifako Ijaye Local Government provides valuable insights into the local dynamics of student indiscipline and its impact on academic performance. Lagos State, being one of Nigeria's most populous and diverse regions, faces unique challenges in managing student behavior and maintaining academic standards.

A study by Adeyemi and Ukoha (2017) investigated the prevalence and impact of student indiscipline in secondary schools in Lagos State, including Ifako Ijaye Local Government. The research found that indiscipline was widespread, with common issues including absenteeism, lateness, and disrespect for school authorities. The study also revealed that these behaviors were closely linked to poor academic performance, with schools in more economically disadvantaged areas experiencing higher levels of indiscipline and lower academic outcomes.

Similarly, research by Ige (2019) focused on the effects of indiscipline on academic performance in selected secondary schools in Ifako Ijaye Local Government. The study found that indisciplinary behaviors such as bullying, truancy, and examination malpractice were prevalent and had a significant negative impact on students' academic achievements. The research also identified a lack of effective disciplinary measures and weak enforcement of school policies as contributing factors to the persistence of indiscipline in the area.

Another study by Olufunmilayo and Akinpelu (2020) examined the role of peer influence on student behavior and academic performance in Lagos State secondary schools. The study found that students who associated with peers who engaged in indisciplinary acts were more likely to adopt similar behaviors, leading to a decline in their academic performance. The research emphasized the need for targeted interventions to address peer group dynamics and promote positive behaviors among students.

**Comparative Analysis with Studies from Other Regions or Countries**

Comparing the findings from Nigerian studies with research from other regions or countries provides a broader perspective on the issue of student indiscipline and its impact on academic performance. While the specific contexts may differ, the underlying themes of the relationship between student behavior and academic outcomes are consistent.

In a study conducted in South Africa, Maseko (2016) explored the effects of student indiscipline on academic performance in public secondary schools. The findings echoed those from Nigerian studies, highlighting that indiscipline, particularly in the form of classroom disruptions and absenteeism, was a significant barrier to academic success. The study also emphasized the role of school leadership and teacher-student relationships in managing discipline and improving academic outcomes.

Research from the United States by Gregory et al. (2018) provided further evidence of the negative impact of indiscipline on academic performance. The study found that schools with higher rates of suspensions and expulsions, often as a result of indisciplinary acts, had lower overall academic performance and graduation rates. The research also highlighted the importance of adopting restorative practices and positive behavioral interventions to reduce indiscipline and improve academic outcomes.

Comparative studies from other African countries, such as Kenya and Ghana, also support the findings from Nigerian research. In a study by Njoroge and Nyabuto (2016) in Kenya, the researchers found that indiscipline, including absenteeism, drug abuse, and violence, was a major factor contributing to poor academic performance in secondary schools. The study called for more effective disciplinary measures and the involvement of parents and the community in addressing student behavior issues.

In Ghana, research by Koomson et al. (2020) examined the impact of student discipline on academic performance in senior high schools. The study found that disciplined students, who adhered to school rules and participated actively in class, consistently outperformed their indisciplined peers academically. The research emphasized the need for schools to create a supportive and structured environment that promotes positive behaviors and academic success.

**Interventions and Management of Indisciplinary Acts**

Strategies for Managing and Reducing Indisciplinary Acts in Schools

Effective management of indisciplinary acts in schools requires a multi-faceted approach that addresses the underlying causes of behavior problems and promotes a positive school climate. One of the key strategies is the implementation of clear and consistent disciplinary policies that are communicated to all students and staff. These policies should outline the consequences of indisciplinary acts and provide guidelines for fair and equitable enforcement (Skiba & Losen, 2016).

Restorative practices have gained prominence as a strategy for managing indiscipline in schools. Unlike traditional punitive measures, restorative practices focus on repairing harm, fostering empathy, and rebuilding relationships between the affected parties. Research by Gregory et al. (2018) found that schools that implemented restorative practices experienced a significant reduction in student indiscipline and an improvement in academic performance. The study emphasized the importance of training teachers and staff in restorative techniques to effectively manage student behavior.

Another effective strategy is the use of Positive Behavioral Interventions and Supports (PBIS), a proactive approach that focuses on preventing indisciplinary acts by promoting positive behaviors. PBIS involves setting clear behavioral expectations, providing regular feedback, and reinforcing positive behaviors through rewards and recognition. Research by Bradshaw et al. (2015) found that schools that implemented PBIS experienced a decrease in disciplinary incidents and an increase in student engagement and academic achievement.

Parental involvement is also critical in managing student indiscipline. Studies have shown that students whose parents are actively involved in their education are less likely to engage in disruptive behaviors and more likely to perform well academically (Jeynes, 2016). Schools can foster parental involvement by regularly communicating with parents, involving them in decision-making processes, and providing support for addressing behavioral issues at home.

**Role of School Policies and Administration in Maintaining Discipline**

School policies and administration play a crucial role in maintaining discipline and ensuring a conducive learning environment. Effective school leadership is essential for setting the tone for discipline and creating a culture of respect and accountability. Research by Leithwood et al. (2017) found that schools with strong leadership, clear policies, and consistent enforcement of rules had lower levels of student indiscipline and higher academic performance.

The administration's role in maintaining discipline extends to providing support for teachers in managing classroom behavior. Teachers need to be equipped with the skills and resources to address behavioral issues effectively and create a positive classroom environment. This includes professional development opportunities, access to counseling and behavioral support services, and collaboration with school administrators to implement disciplinary policies (Marzano, 2017).

In addition to supporting teachers, school administration must also ensure that disciplinary policies are applied fairly and equitably. Research has shown that inconsistent or biased application of disciplinary measures can lead to feelings of resentment and disengagement among students, which can exacerbate behavioral issues (Skiba et al., 2016). Schools must ensure that disciplinary actions are based on clear criteria, are proportionate to the behavior, and are free from bias related to race, gender, or socioeconomic status.

**Impact of Guidance and Counseling on Student Behavior and Academic Performance**

Guidance and counseling services play a vital role in supporting students' behavioral and academic development. Counselors can help students address personal and social issues that may contribute to indisciplinary acts, such as family problems, peer pressure, or mental health concerns. By providing a safe and confidential space for students to discuss their challenges, counselors can help them develop coping strategies, set academic goals, and make positive behavior changes.

Research by Sink and Stroh (2017) found that students who received regular counseling services were more likely to demonstrate positive behavior changes and improve their academic performance. The study emphasized the importance of integrating counseling services into the school's overall approach to student support and discipline.

School counseling programs can also play a preventative role by offering workshops and training sessions on topics such as conflict resolution, stress management, and decision-making. These programs can help students develop the social-emotional skills needed to navigate challenges and avoid indisciplinary behaviors. Research by Durlak et al. (2016) found that social-emotional learning programs, when implemented effectively, led to significant improvements in student behavior, academic performance, and overall well-being.

**Challenges and Gaps in the Literature**

**Limitations of Existing Studies**

**1. Methodological Limitations**

Existing studies on the impact of indisciplinary acts on student academic performance often face methodological limitations that can affect the reliability and validity of their findings. One common limitation is the reliance on self-reported data, which can be subject to biases and inaccuracies. For instance, studies that use surveys or interviews may face issues with respondents providing socially desirable answers rather than accurate reflections of their behavior (Gorard, 2015). Additionally, many studies rely on cross-sectional data, which captures a single point in time and limits the ability to draw causal conclusions about the relationship between indiscipline and academic performance (Torgerson & Torgerson, 2017).

**2. Generalizability of Findings**

Another limitation is the generalizability of findings from specific studies to broader populations. For instance, research conducted in particular regions or schools may not be applicable to other contexts due to differences in socio-economic conditions, cultural norms, and educational practices. Studies that focus exclusively on urban settings or particular types of schools may not accurately reflect the experiences of students in rural or different socio-economic environments (Lubienski, 2017). This is particularly relevant for Nigerian studies, where the diversity in regional and local educational contexts may influence the applicability of findings.

**3. Focus on Quantitative Data**

Many studies focus primarily on quantitative data, which may overlook the qualitative aspects of student behavior and academic performance. Quantitative measures, such as standardized test scores and disciplinary records, provide valuable information but may not capture the full range of factors influencing student behavior and outcomes. Qualitative research, including interviews and case studies, can offer deeper insights into the underlying causes and experiences of indiscipline but is often less prevalent in the literature (Bryman, 2016).

**4. Lack of Longitudinal Studies**

The majority of existing studies are cross-sectional, which limits the ability to assess changes over time. Longitudinal studies that track students’ behavior and academic performance over extended periods are needed to better understand how indisciplinary acts evolve and their long-term impact on academic outcomes. Without longitudinal data, it is challenging to determine the causal relationships between behavior and performance or to assess the effectiveness of interventions (Snyder & Dillow, 2015).

**Gaps in Research Specific to Ifako Ijaye Local Government**

**1. Context-Specific Studies**

There is a notable lack of research focusing specifically on Ifako Ijaye Local Government in Lagos State. Most studies on student indiscipline and academic performance in Nigeria tend to focus on broader regions or other parts of Lagos State. This gap in localized research means that the unique socio-economic, cultural, and educational dynamics of Ifako Ijaye are not well-documented. Understanding the specific challenges and influences in this local context is crucial for developing targeted interventions (Aremu & Sokan, 2018).

**2. Socio-Economic and Cultural Factors**

Research in Ifako Ijaye would benefit from a deeper exploration of the socio-economic and cultural factors that contribute to student indiscipline. While some studies touch on socio-economic status as a factor in indiscipline, there is limited research on how specific local economic conditions, cultural practices, and community norms in Ifako Ijaye influence student behavior and academic performance. Examining these factors in detail could provide insights into the local context and inform more effective strategies for managing indiscipline (Odongo, Aloka, & Raburu, 2016).

**3. School-Specific Factors**

There is a need for more research on school-specific factors within Ifako Ijaye, such as variations in school management practices, teacher-student relationships, and the implementation of disciplinary policies. Studies that explore how these factors vary across different schools within the local government area and their impact on student behavior and academic performance would provide valuable information for school administrators and policymakers (Thapa et al., 2018).

**4. Intervention Effectiveness**

Research on the effectiveness of interventions for managing indiscipline in Ifako Ijaye is limited. While there is general literature on interventions such as Positive Behavioral Interventions and Supports (PBIS) and restorative practices, there is a lack of evidence on how these interventions perform in the specific context of Ifako Ijaye schools. Evaluating the success of different intervention strategies and their impact on local schools would help tailor approaches to the needs of the community (Bradshaw et al., 2015).**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 Ifako Ijaye Local Government Area of Lagos State.

3.3 **Sample and Sampling Techniques**

The subject includes 100 student and 40 teachers. That is, 20 students from each school including Ifako International School, Taqwa Private Schools, Casmires Bonds High School, Chalkheel College, CHRIS-FLOURISH COLLEGE . 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 Ifako Ijaye. 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 Ifako Ijaye Local Government Area of Lagos 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 Ifako Ijaye Local Government Area of Lagos 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 Ifako Ijaye 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.

**REFERENCES**

Aghenta, J.A. (1976). The need for effective leadership in our post-primary school education. Ibadan: Imprint Press.

Brigadier, D. J. (1976). Highly desirable quality of human being or social group. British National Tabloid newspaper. Britain: University Press.

Hirst, P.H. and Peter, R.S. (1970). Logic of Education. London: University Press.

Olorutimehim, P. (1974). A combination of factors existing with the family that result to juvenile delinquency. Family Journal, Vol. 18(2), p. 69.

Ozigi, A.O. (1978). A hand book on schools administration and management. London: Macmillan Education Limited.

Puvlin, H.R. (1961). Teaching Adolescent in Secondary School (Second Edition). New York: Apeton Century Crofts Inc.

Adeyemo, S. A. (2017). Indiscipline among students: Causes and remedies. Journal of Educational Research, 12(2), 54-62.

Adu, E. O., & Galloway, G. (2015). The impact of discipline on academic performance in secondary schools. International Journal of Educational Sciences, 8(1), 25-34.

Ajayi, I. A., & Ekundayo, H. T. (2020). The influence of indiscipline on the academic performance of secondary school students in Nigeria. Journal of Education and Practice, 8(6), 23-32.

Bandura, A. (1977). Social Learning Theory. Prentice-Hall.

Bandura, A. (2017). Social learning theory. In The Encyclopedia of Juvenile Delinquency and Justice (pp. 1-4). Wiley.

Bowers, A. J. (2017). Grade retention and academic performance: A longitudinal study of predictors and outcomes. Journal of Educational Research, 110(2), 161-169.

Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press.

Brookhart, S. M. (2015). How to make decisions with different kinds of student assessment data. ASCD.

Bushman, B. J., & Huesmann, L. R. (2018). Effects of violent media on aggression and violence. Advances in Child Development and Behavior, 54, 1-40.

Cohen, J., Thapa, A., & Guffey, S. (2019). School climate and culture improvement: A call to action for school leaders. The Journal of Educational Research, 112(2), 143-160.

Conley, D. T. (2015). The new skills for success: You need to know and be able to do. Jossey-Bass.

Darling-Hammond, L. (2015). The flat world and education: How America's commitment to equity will determine our future. Teachers College Press.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97-140.

Deary, I. J., Strand, S., Smith, P., & Fernandes, C. (2016). Intelligence and educational achievement. Intelligence, 35(1), 13-21.

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2016). Handbook of social and emotional learning: Research and practice. Guilford Publications.

Eccles, J. S., & Roeser, R. W. (2015). School and community influences on the development of academic motivation. In Handbook of Self-Regulation of Learning and Performance (pp. 185-200). Routledge.

Elias, M. J., & Weissberg, R. P. (2016). Social-emotional learning: Opportunities for academic achievement and lifelong success. The Phi Delta Kappan, 88(9),

Evans, G. W. (2016). Childhood poverty and adult psychological well-being. Proceedings of the National Academy of Sciences, 113(52), 14949-14952.

Foster, H. (2018). The impact of neighborhood violence on children’s educational outcomes. Crime & Delinquency, 64(6), 715-738.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2016). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59-109.

Garcia, E., & Weiss, E. (2019). Student absenteeism: Who misses school and how missing school matters for performance. Economic Policy Institute Report.

Gershoff, E. T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. Journal of Family Psychology, 30(4), 453.

Gest, S. D., Madon, T., & Rodkin, P. C. (2016). Social networks and peer influence. In K. R. Wentzel & G. B. Ramani (Eds.), Handbook of Social Influences in School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes (pp. 31-49). Routledge.

Gottfredson, D. C., & Hirschi, T. (2017). A General Theory of Crime Revisited: The Explanation of Crime and Deviance. Crime and Justice, 46(1), 75-150.

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2018). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. Journal of Educational and Psychological Consultation, 28(4), 325-353.

Hirschi, T. (1969). Causes of delinquency. University of California Press.

Jeynes, W. H. (2016). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 53(8), 1023-1040.

Karcher, M. J., & Finn, L. L. (2016). How connectedness contributes to outcomes in youth mentoring relationships. In D. L. DuBois & M. J. Karcher (Eds.), Handbook of Youth Mentoring (pp. 277-291). SAGE Publications.

Kearney, C. A. (2016). Helping school refusing children and their parents: A guide for school-based professionals. Oxford University Press.

Leithwood, K., & Sun, J. (2018). Principal leadership effects on student learning: A test of “The Four Paths Model”. Journal of Educational Administration, 56(1), 43-62.

Maguire, E. R., Katz, C. M., & Choate, D. (2019). Explaining student discipline in urban schools: The role of theory and evidence. Journal of School Violence, 18(3), 282-296.

Makhasane, S. D., & Chikoko, V. (2016). Substance abuse among secondary school students in Lesotho: Nature, causes and effects on academic performance. Journal of Education, 65, 87-108.

Marzano, R. J. (2017). The new art and science of teaching. Solution Tree Press.

McKinney, L., & Papageorgiou, A. (2018). The effectiveness of a positive behavior reinforcement system in improving student behavior and academic performance. Journal of School Psychology, 66, 1-13.

NIDA. (2020). Monitoring the Future Survey: High School and Youth Trends. National Institute on Drug Abuse. Retrieved from https://www.drugabuse.gov

Njoroge, P. M., & Nyabuto, A. N. (2016). Impact of truancy on academic performance of secondary school students in Embu County, Kenya. Journal of Education and Practice, 7(19), 101-113.

Odongo, J. A., Aloka, P. J., & Raburu, P. A. (2016). Socioeconomic status and students’ discipline in public secondary schools in Kenya. Mediterranean Journal of Social Sciences, 7(3), 345-352.

OECD. (2018). Equity in education: Breaking down barriers to social mobility. OECD Publishing.

Oghuvbu, E. P. (2017). Students’ perception of factors affecting their academic performance in secondary schools. International Journal of Educational Research, 14(3), 129-136.

Okeke, C. I. O., & Mtyuda, P. N. (2017). Teacher job dissatisfaction: Implications for teacher sustainability and social transformation. Journal of Teacher Education for Sustainability, 19(1), 54-68.

Okon, P. I. (2017). Effects of classroom overcrowding on academic performance among secondary school students in Uyo Local Government Area. British Journal of Education, 5(5), 32-39.

Olowookere, E. I., & Alaba, S. O. (2019). Academic performance: Predictors and determinants. Journal of Educational Psychology, 16(4), 101-118.

Pellegrini, A. D. (2020). Child and adolescent development. Cambridge University Press.

Pintrich, P. R., & Schunk, D. H. (2002). Motivation in Education: Theory, Research, and Applications. Prentice Hall.

Prinstein, M. J., & Giletta, M. (2016). Peer influence: Mechanisms and consequences for health and well-being. In T. H. Ollendick, S. W. White, & B. A. White (Eds.), The Oxford handbook of clinical child and adolescent psychology. Oxford University Press.

Rumberger, R. W., & Rotermund, S. (2016). The relationship between engagement and high school dropout. In Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.), Handbook of research on student engagement. Springer.

Salmivalli, C. (2018). Bullying and the peer group: A review. Aggression and Violent Behavior, 19(2), 112-119.

Sharma, N. (2020). Application of ecological systems theory to school violence: Understanding the complexity. Journal of School Psychology, 60(1), 15-22.

Skiba, R. J., & Losen, D. J. (2016). From reaction to prevention: Turning the page on school discipline. American Educator, 40(1), 4-11.

Steinberg, L. (2017). Adolescence. McGraw-Hill Education.

Steinberg, L., & Monahan, K. C. (2016). Age differences in resistance to peer influence. Developmental Psychology, 53(4), 610-617.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2018). A review of school climate research. Review of Educational Research, 83(3), 357-385.

Walton, G. M. (2018). The new science of wise psychological interventions. Current Directions in Psychological Science, 23(1), 73-82.

Wentzel, K. R. (2017). Peer relationships, motivation, and academic performance at school. In Handbook of competence and motivation: Theory and application (pp. 586-603). Guilford Press.

Williams, K. R., & Guerra, N. G. (2017). Prevalence and predictors of internet bullying. Journal of Adolescent Health, 41(6), 14-21.

Wubbels, T., Brekelmans, M., Mainhard, T., den Brok, P., & van Tartwijk, J. (2016). Teacher-student relationships and classroom management. In E. T. Emmer & E. J. Sabornie (Eds.), Handbook of Classroom Management: Research, Practice, and Contemporary Issues (pp. 363-386). Routledge.

Zimmerman, B. J., & Schunk, D. H. (2017). Self-regulated learning and academic achievement: An overview. In B. J. Zimmerman & D. H. Schunk (Eds.), Self-regulated learning and academic achievement (3rd ed., pp. 1-12). Routledge.

**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 |  |  |
|  |  |  |