

Assessment of the Impact of Indiscipline on Academic Achievement of Senior Secondary School Students in Rivers State: Implications for Counselling

¹EREMIE, Maxwell (Ed. D.) &

²AMADI, Vidal Nwando

^{1&2}Department of Educational Foundations, Faculty of Education Rivers State University, Nkpolu Oroworukwo, Port Harcourt

¹maxwell.eremie@edu.com

²amadividal@yahoo.com

Abstract: The study assessed the impact of indiscipline on academic achievement of senior secondary school students in Rivers State. The study adopted the descriptive survey research design. The population of the study was 38,477 respondents. The stratified simple random sampling technique was used to select a sample size of 397 fixed using the Taro Yamen Formula. An instrument was developed by the researchers and titled *Indiscipline and Academic Achievement Scale (IAAS)* with a reliability coefficient index of 0.84 computed using the Cronbach Alpha formula. This is an indication of the items being internally stable and supports the use. The research questions were answered using descriptive statistics of means and standard deviations, while the null hypotheses formulated were tested at 0.05 significance level using the inferential statistic z-test. Results indicated that indiscipline acts prevalent in senior secondary schools in Rivers State by the students are stealing, hooliganism, cultism, sexual offence, fighting, drug abuse and alcoholism, vandalism, lateness, improper dressing and examination malpractice. The study further revealed that the various causes of indiscipline among students in senior secondary schools and stated that the modalities to curb the menace entails reduction of class size, institution of effective parents teachers association, enforcement of rules and regulations in the school to mention but a few. The study concluded that indiscipline does not lead to proper and successful academic achievement of students but compromises the development of children emotionally and also exposes them to social vices and deviant behaviour which are negative core values that militate against students' academic achievement and lead to subsequent school drop-out. Given the above, it was recommended that, to reduce the incidence of indiscipline behaviours among students, parents, teachers and the society as a whole are expected to corporate and help so as to give them stable mind to learn in order to perform well academically and to improve their academic achievement.

Keywords: Assessment, Indiscipline, Academic Achievement, Senior Secondary Schools, Students.

INTRODUCTION

In live a meaningful life in any given community and contribute towards the social, economic, and political development of the nation, the appropriate values, attitudes, skills, knowledge, and competencies must be impacted into the individual. One of the most pressing challenges to the teacher is indiscipline which is the act of disobedience to the rules and regulations of a school, community, family, or nation (Egwunyenga, 2014). It is an act of not conforming to an order, policies, procedures, rules and regulation of a given society. Stakeholders have witnessed obviously great increase of indiscipline in senior secondary schools in Nigeria and in particular Rivers State which has invariably brought about huge academic failure among the deviants. Today, in Rivers State, indiscipline has been a major and continuous administrative problem among senior secondary school students. Kabiru (2007) in his study identified the various types of indiscipline that are frequent in schools as stealing, hooliganism, sexual offence, vandalism and cheating as destructive practices. These are the prevalent challenges facing the effectiveness of secondary school system which has otherwise generated poor academic failure, corruption, nepotism, riot, lawlessness, bribery, and absenteeism in the wider society in general and truancy, wanton destruction of property, cheating, examination mal-practices in senior secondary schools in Rivers State (Abubakar, 2000).

Danso (2010) asserted that a report of an act of indiscipline perpetrated by students of secondary schools cannot pass a single day in Rivers State. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions in the State. Thus, meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined. According to Aguba (2009) to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society, discipline is needed. The indication that the war against indiscipline such as stealing, truancy, cultism, sexual offence, fighting, drug abuse and alcoholism, vandalism, improper dressing, lateness, and examination malpractice among others at the school level is far from being won, thus entails the manifestation of indiscipline in the school system and absence of carry over values of discipline either at the higher level of education or public life in general. Poor academic achievement, poor performances, examination malpractice corruption, and robbery which consequently make students to have poor grades in their examinations are consequences of indiscipline. In the view of Onyango (2008), indiscipline is a rudimentary ingredient that plays a crucial role in school system, which insist on upholding the moral values of students. The issue of indiscipline is one of the social problems among the students. The effect of indiscipline are manifested in all works of life including the smooth running of secondary schools in Rivers State. However, indiscipline means the absence of discipline. Thus where indiscipline reigns, disciplines is lacking and academic achievement is not visible (Munyasya, 2008). The various causes of indiscipline among students includes; Poor study habits, overcrowded classroom parental over protection of children, lack of extra-curricular activities, parental rejection of children, teachers lateness and absenteeism, poor teaching by some teachers, and injustice in the society revealed by favouritism, nepotism and corruption (Ken, 2010).

Discipline is said to be a highly desirable quality of human being or social group. Discipline behaviour is accepted as essential characteristics of any educated or cultured person (Dittiniya, 2006). Furthermore, He opined that discipline is a subject of great

concern to parents, teachers, and administrators who are interested in the moulding of the character of young people. Indiscipline is the disobedience of the rules and regulations capable of obstructing the smooth and orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in case of obvious violation of the order (Dittiniya, 2006). Consequently, lack of indiscipline relate to misbehaviour in any form. Indiscipline act is that situation where students set aside the school rules and regulations and do what they like and leave undone what they are expected to do as well as to act against the set-down rules and regulations guiding a learning environment (Edem, 2012). Most schools have a code of regulation which consist of the rules and regulation governing the students at the beginning of the school year. Teachers are to look out for those who break any of the specified rules. The types of control techniques used in punishing any student that disobeys the rules and regulations are standing up, kneeling down, closing of eyes, hands up, uprooting grass, suspension, flogging with cane. School authorities believe that through the rules and punishment techniques they can maintain order and discipline in schools. It has been discovered these aforementioned techniques have made no significant impact in curbing the dangers of indiscipline in secondary schools in Rivers State.

To curb indiscipline in schools, Mariene (2012) stated that the following modalities should be applied; reduction of class size, institution of effective parents teachers association, enforcement of rules and regulations in the school to mention but a few. Therefore, indiscipline in secondary schools is also one of the major problem facing our society today. Discipline therefore, is a subject of great concern to parents, teachers, and administrators who are interested in modifying the character of young people. The school as agent of socialization and training is responsible for molding our future leaders and improving manpower needed in our society. The school as an organization should be able to deliver humanitarian services, which is geared towards the betterment to the government and the society. Such as the ability to inculcate moral, punctuality, regularity, honesty and dedication of work. This means the school should be able to produce disciplined students who will later become good citizens and free from any indiscipline act be it drug addiction, gambling, truancy or other vices (Asiyai, 2012).

Statement of the Problem

Today, students' indiscipline in secondary schools in Rivers State has become a cankerworm that has eaten too deep into the students' moral and up-bringing. Students have become uncontrollable and highly disrespectful to themselves, teachers, school administrators, parents and to the society at large. Students portray different types of indiscipline among which include the following acts: lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/class mates, alcohol consumption, confronting and stabbing teachers in schools, boycotting of lessons, watching and practicing pornography, vandalism, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting; among others. The extent to which students' indiscipline in schools influence academic achievement of students and the magnitude of disorder it triggers in schools cannot be over emphasized. Indiscipline in schools greatly affect the quality of teaching and learning, uncovered/unfinished school curriculum (Mariene, 2012) resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government. It is evident that most

students' indiscipline and unrests are premeditated to cause maximum destruction. Achievement of the goals of secondary school education largely depends on the positive disposition of students in their academic work and the instructional performance of teachers. A major task facing educational administrators is the continuous existence of the problem of dropout, deviant behaviours, examination malpractice, lateness and poor academic performance among students. Records showed that most of the students involved in cultism in higher institutions started it in their secondary school days. The need has therefore arisen for school administrators, teachers, parents and the general public to eliminate indiscipline in schools.

Thus, Rivers State cannot remain complacent when large human and material resources are wasted, indiscipline is rampant, atmosphere of insecurity, frustration and instability are created in schools leading to poor academic achievement. Student-student relationships (peer-group) influences students' indiscipline as a result of unpleasant and unsustainable environment in which students' needs are difficult to meet. Therefore, it is against this backdrop that the study was carried out to assess the impact of indiscipline on the academic achievement of senior secondary school students in Rivers State.

Purpose of the Study

The purpose of this study was to assess the impact of indiscipline on the academic achievement of senior secondary school students in Rivers State. Specifically, the study sought to:

1. Find out the types of indiscipline that hinders academic achievement of students in senior secondary school students in Rivers State.
2. Survey the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State.
3. Examine the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

Research Questions

The study was guided by the following research questions:

1. What are the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State?
2. What are the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State?
3. What are the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State?

Hypotheses

The following formulated null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean perception of students and teachers on the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

2. There is no significant difference in the mean perception of students and teachers on the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State.
3. There is no significant difference in the mean perception of students and teachers on the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

METHODS

The study adopted the descriptive survey research design. The population of the study was 38,477 respondents, which consisted of 28,501 students and 9,976 teachers from 15 selected senior secondary schools in Rivers State. The stratified simple random sampling technique was used to select a sample size of 397 fixed using the Taro Yamen Formula. The instrument for data collection was a 30 items questionnaire patterned with a 4 point rating scale of Strongly Agree (SA = 4), Agree (A = 3), Strongly Disagree (SD = 2), and Disagree (D = 1). The instrument was developed by the researchers and titled Indiscipline and Academic Achievement Scale (IAAS) with a reliability coefficient index of 0.84 computed using the Cronbach Alpha formula. This is an indication of the items being internally stable and supports the use. The research questions were answered using descriptive statistics of means and standard deviations, while the null hypotheses formulated were tested at 0.05 significance level using the inferential statistic z-test.

RESULTS

Research Question 1: What are the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State?

Table 1: Descriptive Statistics on the Types of Indiscipline that Hinders Academic Achievement of Senior Secondary School Students in Rivers State.

S/No.	Items	Students (n ₁ = 294)			Teachers (n ₂ = 103)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Stealing	2.62	1.42	Agreed	3.71	1.41	Strongly Agreed
2	Hooliganism	2.53	1.30	Agreed	2.57	1.80	Agreed
3	Cultism	3.21	1.56	Agreed	3.02	1.52	Agreed
4	Sexual offence	2.73	1.43	Agreed	2.54	1.13	Agreed
5	Fighting	3.10	1.70	Agreed	3.63	1.64	Strongly Agreed
6	Drug abuse and alcoholism	3.50	1.53	Strongly Agreed	3.19	1.82	Agreed
7	Vandalism	2.75	1.25	Agreed	3.20	1.33	Agreed

8	Lateness	3.17	1.09	Agreed	2.61	1.92	Agreed
9	Improper dressing	2.86	1.17	Agreed	3.30	1.27	Agreed
10	Examination malpractice	2.90	1.28	Agreed	2.73	1.44	Agreed
	Grand Scores	2.94	1.37	Agreed	3.05	1.53	Agreed

The total sample for students and teachers used for the study is 397 students and teachers with n_1 and n_2 representing the sub-samples for students and teachers respectively.

Decision: Students and teachers of secondary schools in Rivers State **AGREED** that items 1- 10 on Table 1 constitute the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State: $(2.50 \leq \bar{x} \leq 3.49)$.

Table 1 above shows that the various types of indiscipline that hinders academic achievement of senior secondary school students include stealing, hooliganism, cultism, sexual offence, fighting, drug abuse and alcoholism, vandalism, lateness, improper dressing and examination malpractice. Table 1 shows grand means of 2.94 and 3.05, and standard deviations of 1.37 and 1.53 for students and teachers of senior secondary schools respectively indicating an agreement that items 1 – 10 constitute the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

Research Question 2: What are the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State?

Table 2: Descriptive Statistics on the Causes of Indiscipline that Deters Academic Achievement of Senior Secondary School Students in Rivers State.

S/No.	Items	Students ($n_1 = 294$)			Teachers ($n_2 = 103$)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	Poor study habits	3.21	1.53	Agreed	2.80	1.60	Agreed
12	Overcrowded classroom	2.67	1.34	Agreed	3.24	1.27	Agreed
13	Parental over protection of children	2.83	1.70	Agreed	3.10	1.33	Agreed
14	Lack of extra-curricular activities	2.61	1.25	Agreed	2.83	1.40	Agreed
15	Poor leadership of some school administrators	2.90	1.54	Agreed	2.57	1.32	Agreed
16	Lack of proper rules and regulations	3.03	1.06	Agreed	2.64	1.56	Agreed
17	Parental rejection of children	3.14	1.15	Agreed	3.60	1.47	Agreed
18	Teachers lateness and absenteeism	3.20	1.73	Agreed	2.70	1.23	Agreed

19	Poor teaching by some teachers	3.09	1.28	Agreed	3.73	1.69	Strongly Agreed
20	Injustice in the society revealed by favouritism, nepotism and corruption.	3.57	1.95	Strongly Agreed	2.84	1.53	Agreed
Grand Scores		3.03	1.45	Agreed	3.01	1.44	Agreed

The total sample for students and teachers used for the study is 397 students and teachers with n_1 and n_2 representing the sub-samples for students and teachers respectively.

Decision: Students and teachers of secondary schools in Rivers State **AGREED** that items 11- 20 on Table 2 constitute the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State: $(2.50 \leq \bar{x} \leq 3.49)$.

The data presented in table 2 shows the mean ratings of the responses of Students and teachers of secondary schools on the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State. From table 2, the grand means of 3.03 and 3.01, and standard deviations of 1.45 and 1.44 for students and teachers of senior secondary schools respectively indicating a consensus that items 11 – 20 on table 2 constitute the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State.

Research Question 3: What are the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State?

Table 3: Descriptive Statistics on the Possible Solutions to the Problem of Indiscipline that Hinders Academic Achievement of Senior Secondary School Students in Rivers State.

S/No.	Items	Students ($n_1 = 294$)			Teachers ($n_2 = 103$)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
21	Reduction of class size	2.54	1.23	Agreed	2.81	1.52	Agreed
22	Effective parents teachers association (PTA)	2.61	1.28	Agreed	2.75	1.24	Agreed
23	Placement of emphasis on extracurricular activities.	2.63	1.51	Agreed	2.80	1.08	Agreed
24	High parental/school supervision and counseling.	2.81	0.92	Agreed	2.55	1.32	Agreed
25	Enforcing rules & regulation in the school	2.94	1.24	Agreed	2.72	1.19	Agreed
26	Moral leadership and education.	2.70	1.39	Agreed	2.61	1.42	Agreed
27	School authorities to be of good models.	3.05	1.25	Agreed	2.73	1.26	Agreed
28	Provision of adequate facilities for teaching, games and sports.	2.52	0.94	Agreed	2.89	1.37	Agreed

29	Value re-orientation	3.17	1.06	Agreed	3.16	1.71	Agreed
30	Positive teacher/students relationship.	3.31	1.49	Agreed	3.02	1.80	Agreed
	Grand Scores	2.83	1.23	Agreed	2.80	1.39	Agreed

The total sample for students and teachers used for the study is 397 students and teachers with n_1 and n_2 representing the sub-samples for students and teachers respectively.

Decision: Students and teachers of secondary schools in Rivers State **AGREED** that items 21- 30 on Table 4 constitute the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State: ($2.50 \leq \bar{x} \geq 3.49$).

Table 4 shows a grand mean of 2.83 and a standard deviation of 1.23 for students and grand mean of 2.80 and a standard deviation of 1.39 for teachers of secondary schools in Rivers State. This implies that students and teachers of secondary schools agreed that solutions 21 – 30 on table 4 can possibly minimize the rate of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

Testing of Hypotheses

Hypothesis 1: There is no significant difference in the mean perception of students and teachers on the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

Table 4: Test of Difference in the Mean Perception of Students and Teachers on the Types of Indiscipline that Hinders Academic Achievement of Senior Secondary School Students in Rivers State.

Category	\bar{x}	SD	N	Df	α	z-cal.	z-crit.	Decision
Students	3.67	2.13	294	395	0.05	0.95	1.96	H_0
Teachers	3.94	2.72	103					Accepted

Table 4 above shows that the z-calculated value of 0.95 using degree of freedom of 395 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that “there is no significant difference in the mean perception of students and teachers on the types of indiscipline that hinders academic achievement of senior secondary school students in Rivers State” is accepted. This implies that students and teachers in senior secondary schools in Rivers State accepted that the various types of

indiscipline listed in the study hinders academic achievement of senior secondary school students in Rivers State.

Hypothesis 2: There is no significant difference in the mean perception of students and teachers on the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State.

Table 5: Test of Difference in the Mean Perception of Students and Teachers on the Causes of Indiscipline that Deters Academic Achievement of Senior Secondary School Students in Rivers State.

Category	\bar{x}	SD	N	df	α	z-cal.	z-crit.	Decision
Students	3.27	1.97	294	395	0.05	1.16	1.96	H ₀
Teachers	3.80	2.02	103					Accepted

Table 5 above shows that the z-calculated value of 1.16 using degree of freedom of 395 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that “there is no significant difference in the mean perception of students and teachers on the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State” is accepted. This implies that students and teachers in senior secondary schools in Rivers State are of the consensus that the causes of indiscipline listed in this study deters academic achievement of senior secondary school students in Rivers State.

Hypothesis 3: There is no significant difference in the mean perception of students and teachers on the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

Table 6: Test of Difference in the Mean Perception of Students and Teachers on the Possible Solutions to the Problem of Indiscipline that Hinders Academic Achievement of Senior Secondary School Students in Rivers State.

Gender	\bar{x}	SD	N	Df	α	z-cal.	z-crit.	Decision
Male	3.50	2.11	294	395	0.05	1.03	1.96	H ₀
Female	3.74	2.36	103					Accepted

Table 6 above shows that the z-calculated value of 1.03 using degree of freedom of 395 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that “there is no significant difference in the mean perception of students and teachers on the possible solutions to the problem of indiscipline that hinders academic

achievement of senior secondary school students in Rivers State” is accepted. This implies that students and teachers in senior secondary schools in Rivers State concurred that the listed solutions are imperative in curbing the problems of indiscipline that hinders academic achievement of senior secondary school students in Rivers State.

DISCUSSION OF FINDINGS

The study assessed the impact of indiscipline on academic achievement of senior secondary school students in Rivers State and found that students and teachers in senior secondary schools in Rivers State accepted that the various types of indiscipline listed in the study hinders academic achievement of senior secondary school students in Rivers State. The various types of indiscipline that hinders academic achievement of senior secondary school students include stealing, hooliganism, cultism, sexual offence, fighting, drug abuse and alcoholism, vandalism, lateness, improper dressing and examination malpractice. In addition, this study has the support of Ken (2010) who reported high rates of vandalism and insolence to staff in schools. Kabiru (2007) in his study identified the various types of indiscipline that are frequent in schools as sexual offence, vandalism and cheating as destructive practices. These are the prevalent challenges facing the effectiveness of secondary school system which has otherwise generated poor academic failure, corruption, nepotism, riot, lawlessness, bribery, and absenteeism in the wider society in general and truancy, wanton destruction of property, cheating, examination mal-practices in senior secondary schools in Rivers State (Abubakar, 2000). According to Aguba (2009) to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society, discipline is needed.

The study also found that there is no significant difference in the mean perception of students and teachers on the causes of indiscipline that deters academic achievement of senior secondary school students in Rivers State. The various causes of indiscipline among students in senior secondary schools includes; Poor study habits, overcrowded classroom parental over protection of children, lack of extra-curricular activities, parental rejection of children, teachers lateness and absenteeism, poor teaching by some teachers, and injustice in the society revealed by favouritism, nepotism and corruption (Ken, 2010). This finding has the supports of Asiyai (2005). She reported that unconducive school environment characterized by an acute shortage of facilities for teaching, games and sports, engendered unrest and crippled academic activities. In addition, Yaroson (2006) reported that unrealistic school rules were the causes of indiscipline. Rules and regulations are meant to guide and control activities in school but when they become too much and unenforceable, they tend to breed indiscipline. Danso (2010) supported this finding in his study and opined that a report of an act of indiscipline perpetrated by students of secondary schools cannot pass a single day in Rivers State. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions in the State. Thus, meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined.

Finally the study found that there is no significant difference in the mean perception of students and teachers on the possible solutions to the problem of indiscipline that hinders academic achievement of senior secondary school students in Rivers State. To curb indiscipline in schools, Mariene (2012) stated that the modalities entails reduction of class size, institution of effective parents teachers association, enforcement of rules and

regulations in the school to mention but a few. Therefore, indiscipline in secondary schools is also one of the major problem facing our society today. Discipline therefore, is a subject of great concern to parents, teachers, and administrators who are interested in modifying the character of young people. The school as agent of socialization and training is responsible for molding our future leaders and improving manpower needed in our society. The school as an organization should be able to deliver humanitarian services, which is geared towards the betterment to the government and the society. Such as the ability to inculcate moral, punctuality, regularity, honesty and dedication of work. This means the school should be able to produce disciplined students who will later become good citizens and free from any indiscipline act be it drug addiction, gambling, truancy or other vices (Asiyai, 2012).

Implications for Counselling

School authorities are to look out for those who break any of the specified rules and provide them with sufficient counselling. The types of counselling services will address the contemporary techniques of punishing any student that disobeys the rules and regulations of standing up, kneeling down, closing of eyes, hands up, uprooting grass, suspension, flogging with cane. Counsellors believe that through their services, the punishment techniques applied by the school to maintain order and discipline in schools will be reduced. It has been discovered these aforementioned techniques have made no significant impact in curbing the dangers of indiscipline in secondary schools in Rivers State, hence the need to provide counselling services.

CONCLUSION

The study assessed the impact of indiscipline on academic achievement of senior secondary school students in Rivers State. Specifically, the study looked at the types of indiscipline prevalent in senior secondary schools, the causes of the indiscipline behaviours and possible measure to curb indiscipline as to improve academic achievement of senior secondary school students in Rivers State. From this study, indiscipline acts prevalent in senior secondary schools in Rivers State by the students were stealing, hooliganism, cultism, sexual offence, fighting, drug abuse and alcoholism, vandalism, lateness, improper dressing and examination malpractice. The study further revealed that the various causes of indiscipline among students in senior secondary schools includes poor study habits, overcrowded classroom parental over protection of children, lack of extra-curricular activities, parental rejection of children, teachers lateness and absenteeism, poor teaching by some teachers, and injustice in the society revealed by favouritism, nepotism and corruption. Given the above the modalities to curb the menace entails reduction of class size, institution of effective parents teachers association, enforcement of rules and regulations in the school to mention but a few. Indiscipline does not lead to proper and successful academic achievement of students. Indiscipline compromises the development of children emotionally and also exposes them to social vices and deviant behaviour which are negative core values that militate against students' academic achievement and lead to subsequent school drop-out. Therefore, to reduce the incidence of indiscipline behaviours

among students, parents, teachers and the society as a whole are expected to cooperate and help so as to give them stable mind to learn in order to perform well academically and to improve their academic achievement.

RECOMMENDATIONS

From the findings and conclusions of the study, it is recommended that;

1. Parent-Teacher Association (PTA) meetings for the discussions of students' indiscipline behaviours should be made to be regular.
2. A mentorship scheme, which provides for every disruptive child to be accompanied by his form teacher or a surrogate should be developed by schools.
3. Counseling services should be provided, intensified and done by qualified persons in schools.
4. Rules of classroom and forms of punishment must be discussed with the whole class and consensual agreement must be reached before enforcement.
5. Parents should be educated to be responsible and work hard to meet the educational needs of their wards.
6. School rules should be restated, reviewed periodically and reinforced without fear or favour

REFERENCES

- Abubakar, S. (2000). Understanding the discipline gap through a cultural lens; implications for the education of African. *American Students Intercultural Education* 16(4), 317-330.
- Aguba, C. R. (2009). Bullying & its effects on the academic performance of secondary school students in Nigeria. *Humanity Ecological Journal*, 25(3), 209-213.
- Asiyai, R. I. (2012). Indiscipline in Nigerian secondary schools. Delta State University, Abraka, *Nigeria Journal of Education and Practice*, 6(22), 264-271.
- Danso, S. K. A (2010). Indiscipline in secondary schools: A cry to all stakeholders in education. *Journal of Educational and Social Research*, 1(4), 729-735.
- Dittiniya, A. (2006). Absenteeism and truancy on academic performance of secondary school Students in Ogun state, Nigerians. *Journal of Education & Practice*, 15(6), 71-89.
- Edem, R. (2012). Truancy & academic performance of basic science students in junior secondary schools in Ikot Ekpene Local Government Area of Akwa Ibom State. *Thesis for: Post Graduate Diploma in Education. PGDE*
- Egwunyenga, E.J. (2014). Teachers' disciplinary approaches to students' discipline problems in Nigeria secondary schools. *International NGO Journal*, 5(6), 144-151.

- Kabiru, L. K. (2007). *The control of violence and the promotion of non-violence in adolescence: promoting the health of adolescents: New Directions for the Twenty – First Century*. New York: Oxford University Press.
- Ken, R. (2010). Raising school attendance: a case study of good practice in monitoring & raising standards. *Quality Assurance in education*, 14(11), 199-216.
- Mariene, J. G. (2012). Examination malpractice in Nigeria: Causes & effects on national development. *A Journal of Education & Practice* 95(22), 159-167.
- Munyasya, A.N. (2008). Factors influencing principal's performance of discipline in public secondary schools in Kenya. (*Unpublished master's thesis*). *University of Nairobi, Nairobi*
- Onyango, E. (2008). Indiscipline and its management techniques: A case study of a special education schools in Rivers State. *The Journal of the National Council for Exceptional Children* 80(32), 802-815.