

# INDISCIPLINE AND ACADEMIC ACTIVITIES OF STUDENTS: IMPLICATION FOR COUNSELLING

ADENIYI, M. A.<sup>1</sup> PhD. and ADEDOTUN, K. O. PhD.<sup>2</sup>  
Department of Educational Psychology and Guidance & Counselling  
School of Education  
Adeniran Ogunsanya College of Education, Ijanikin, Lagos

## Abstract

*Indiscipline is any unruly behaviour, disobedience and general disorder. The nature of indiscipline can take various forms which can be identified as demonstrations, unrest, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, absenteeism, bullying and laziness, while the purpose of guidance is to promote growth of the individual in self direction and to facilitate personal development, hence this study investigates indiscipline and academic activities of students, implication for counselling. Descriptive survey design was adopted for the study. A sample size of 100 (50 males and 50 females) secondary school students was randomly selected from five secondary schools in Ojo Local Education District of Lagos State. A fifteen items questionnaire known as Indiscipline and Academic Performance Questionnaire (IAPQ) was administered on the participants and the data collected were analyzed using Pearson Product Moment Correlation ( $r$ ) and  $t$ -test ( $t$ ) statistical analyses at 0.05 level of significance. Two hypotheses were formulated; the two hypotheses were rejected. It was found out that significant difference exists between indiscipline and academic activities of students and that there is significant gender difference on indiscipline and academic activities of students. Based on the findings, it was recommended among other things that guidance and counselling should continue to be made part and parcel of educational system in Nigeria.*

**Keywords:** *Indiscipline, academics, activities, counselling*

## Introduction

Most schools in the past were missionary schools. As of then, there was high degree of discipline in schools. There was harmony as principals, teachers and students demonstrated awareness of their responsibilities in school. More so, parents and teachers share the same view of students' desirable behaviours, the quality of school system as regards to discipline was very high up till the end of Nigerian civil war in 1970 (Aja, 2010). After this war in Jan 1970, things began to change. All forms of indiscipline were manifested by the students. Studies have been documented that indiscipline has become the order of the day in our institutions of learning especially in our secondary schools. Students no longer obey the school rules and regulations (Amale, 2007; Aja, 2010). This has made successive governments and well meaning Nigerians to focus more on the activities of our institutions of learning especially our secondary schools as indiscipline has become a major and continuous administrative problem among secondary schools in Nigeria (Obe and Nigwo, 1996; Adeniyi. 2008)

Indiscipline among the students is a very common cause of dissatisfaction or discontent and frustration for parent, teachers and the nation as well, it becomes a problem when the students do not heed to orders or requests from elders, they only want to have their own way. Indiscipline has been defined as a behavioral disorder that is classified as an act of delinquency (Barberet et al. 2004). Indiscipline youth cause a mental and emotional damage to their parents. According to Cambridge Advanced Learner's Dictionary (1995), indiscipline is a situation in which people do not control their behaviour or obey

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rules. Indiscipline means lack of discipline, lack of control, lack of proper training. It means unruly behaviour, disobedient, disorder. Indiscipline is negative form of discipline. Indiscipline manifests in secondary schools among others in the form of stealing, truancy, lawlessness, disobedience, hooliganism, vandalism, rudeness, examination malpractices, drug abuse, absenteeism, lying, cheating, noise making etc. (Obe and Nigwo, 1996; Adeniyi, 2008). According to Zubaida (2009) and Eyinade (1999) a number of these acts of indiscipline were directed against constituted authorities and established rules. Indiscipline is a deviation from the norms, rules and regulations of the society (Sarumi and Okoji, 2010; Ngwokabueni, 2015).

It has been reported that the respect which teachers had hitherto commanded among students has been seriously worn off due to students' misdemeanor and some teachers do not have much to help the situation by their actions (Amale, 2007; Aja, 2010). This problem has turned to a national issue. Children are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constituted the potential human resources needed for the continuity of the society. Thus to achieve sustainable development of a society, the young population must not only be preserved but also disciplined. School indiscipline has been overtime an issue of concern for educators, policy makers and public opinion in general (Amale, 2007; Aja, 2010).

According to Moest (2001) the following discussions may be seen as sources of indiscipline among students in the schools:

**Lack of Parental Guidance or Bad Parentage:** Bad parentage is a major cause of indiscipline among the students. Moest (2001) posited that from analysis students with indiscipline behaviour come from homes with rude parents, drunkards, drug addicts, criminal and illiterate parents who pampered their wards with illegal and dubiously acquired wealth. Moest (2001) have found that students with behavioral problems usually have parents who use ineffective disciplinary techniques.

**Medical:** Some temperamental or medical problems can also cause the students to exhibit indiscipline, which can be eliminated with expert guidance

**Societal Influence:** There is a sudden shift from merit to mediocrity in the society. Achievements are no longer measured by commitment and capability but influence and material wealth. Thus, a student needs not burn the proverbial night candle if he/she can buy the teacher's conscience.

**Bad Peer Group:** Indiscipline among the students can be traced to peer groupings. It is through this peer groups that the students can learn drug abuse, which has given birth not only to robbery but also to massive violence in the society. In their groupings, students learnt to plan evils such as strikes, murdering, and skills for stealing among others.

**Mass Media:** The mass media has taught the students to be indiscipline than ever. It is not surprising to see today's girls and boys dress indecently, and if anyone attempts to correct them or comment on the dressing code, they will become violent and aggressive even terming the advisor to be backward or unsociable.

**The Upheavals in Society:** Today's societies are to be blamed for indiscipline. These upheavals include corruption among leader, immorality and poor methods of governance among others. In a democratic world of today this is seen not as a curse but a commendation.

Urban Drift: The availability of cheap drugs and alcohol among others for urban students is a cause of indiscipline. Students do not act against society's rules or regulations intentionally, but they are influenced by the drugs they take and drink. The drugs disorganize their minds and drive them to do what are opposed to the societies. The consumptions of these drugs lead to indiscipline.

### **Statement of the Problem**

Today, Amale (2007) and Aja (2010) posited that students' indiscipline in secondary schools has become a cankerworm that has eaten too deep into the society. Many of the 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 behaviour among which include the following acts: boycotting of lessons, watching and practicing pornography, disobedient to teachers, and school administration, rapping school/class mates, alcohol consumption, confronting and stabbing teachers in schools, cultism, drug abuse, insulting/assaulting, stealing, rioting among others. The extents to which students' indiscipline behaviours in school are correlated with the academic activities are not known this makes this study germane.

### **Purpose of the Study**

The purpose of this study is to examine the relationship between indiscipline and academic performance of students using a self constructed questionnaire titled Indiscipline and Academic Performance Questionnaire (IAPQ). The assumption that the school system is besieged with lots of indiscipline especially among the students which affect their performances is central to this study. The purpose of this study therefore is to find out if this assertion is right or wrong.

### **Research Hypotheses**

The following hypotheses are generated for this study:-

There will be no significant relationship between indiscipline and academic activities of students.

There will be no significant gender difference on indiscipline and academic activities of students.

### **Methodology**

The study adopted a descriptive survey design (Hassan, 1995; Nzelibe and Ilogu, 1996; Nwadinigwe, 2002). A sample size of 100 participants (students) was randomly selected from five secondary schools in Ojo Local Education Districts of Lagos State. The schools are: Ajangbadi High School, Isasi Grammar School, Ojo High School, Ilogbo Elegba Grammar School and Aganju Aka Grammar School. A fifteen items questionnaire known as Indiscipline and Academic Performance Questionnaire (IAPQ) was administered on the participants (50 male and 50 female). The IAPQ is an instrument that elicits responses from participants on personal opinion regarding indiscipline and academic performances. It is designed in two sections viz: A and B. Section A elicits personal information of the respondent while section B contains questions on indiscipline and academic activities of students. The respondents are required to indicate if strongly agreed, agreed, strongly disagreed or disagreed with each of the statements on the questionnaire. A reliability co-efficient of 0.76 was obtained after an interval of two weeks of administration of the instrument to 50 students from two schools in Lagos Island Education District IV. The data obtained was analysed using chi-square ( $\chi^2$ ) statistical tool at 0.05 level of significance.

### **Results**

The following results were obtained:

**Hypothesis One:** There will be no significant relationship between indiscipline and academic activities of students.

Table 1

Analysis of relationship between indiscipline and academic activities of students.

Variables	N	Mean	SD	DF	P	r <sub>cal</sub>	r <sub>tab</sub>	Decision
Indiscipline	100	25.64	3.41	98	0.05	0.887	0.205	*
Academic activities	100	18.43	2.28					

From Table 1 above, one hundred respondents were captured in the study; indiscipline recorded a higher mean and standard deviation values as 25.64 and 3.41 while academic activities recorded a lower mean and standard deviation values as 18.43 and 2.28 respectively. An  $r_{\text{calculated}}$  value of 0.887 shows a positively strong relationship between the independent and dependent variables. However,  $r_{\text{cal}}$  value of  $0.887 > r_{\text{tab}}0.205$  which means significant. This implies that the null hypothesis is rejected while the alternative hypothesis retained that there is significant relationship between indiscipline and academic activities of students.

**Hypotheses Two:** There will be no significant gender difference on indiscipline and academic activities of students.

Table 2

Analysis of gender differences on indiscipline and academic activities of students.

Variables	N	Mean	SD	DF	Sig. L.	t <sub>Cal.</sub>	t <sub>critical</sub>	Decision
Male	50	9.86	2.97	98	0.05	2.914	2.000	* rejected
Female	50	7.45	1.73					

From Table 2 above, 50 male students were captured in the study as it recorded a higher mean and standard deviation values as 9.86 and 2.97 as against the female counterpart of 50 respondents captured in the study. The latter (female respondents) recorded a relatively lower mean and standard deviation values as 7.45 and 1.73. At 0.05 level of significant, the  $t_{\text{cal}}$  value of 2.914 was derived and  $t_{\text{cri.}}$  value of 2.000 was also derived.. Since  $t_{\text{cal}} (2.914) > t_{\text{cri.}} (2.000)$ , the null hypothesis is rejected and the alternative hypothesis which states that there is a significant gender difference on indiscipline and academic activities of students is retained.

## Discussions

The first hypothesis states that there will be no significant relationship between indiscipline and academic activities of students. This hypothesis was rejected. This means that significant difference exists between indiscipline and academic activities of the students. Studies have been documented that there is a positive correlation between students' acts of indiscipline and poor academic performance (Sarumi and Okoji, 2010; Ngwokabueni, 2005). In consonance with this finding, Karanja and Bowen (2012) reported that 86.2% of respondents in their study affirmed that school unrest perpetrated by students leads to poor academic performance. The finding of this study is supported by Rahul (2008) who opined that news papers are full of report of unrest and indiscipline among students. In support of

the finding in this study are the opinions expressed by Amale (2007) and Aja (2010) that students go on rampage, they result to copying and cheating in examinations and insult their teacher and principals. They tear away pages from library textbook, cut pictures from magazines, write dirty things on the walls and indulge in many kinds of mischief.

The second hypothesis states that there will be no significant gender difference on indiscipline and academic activities of students. This hypothesis was rejected. There is a significant difference in gender on indiscipline and academic activities as more male students tend to engage in indiscipline which goes to show in their low involvement in academic activities as against their female counterpart who are less involved in acts of indiscipline and show high level of involvement in academic activities. The finding of the second hypothesis was in congruence with the studies conducted by Eyinade (1999) Barberet et al (2004), Ngwokabueni (2005) and Sarumi and Okoji (2010) who were of the view that boys reported considerably more offences than girls the discrepancy being largest for violence among the boys. However, Sarumi and Okoji, 2010; Ngwokabueni, 2005 studies are not in tandem with this findings as they opined that with respect to some offences like examination malpractices, cheating girls' participation does not vary from that of boys.

### **Conclusion**

From the foregoing, it is obvious that there is correlation between indiscipline and academic activities of students and that the problem of indiscipline is enormous and an albatross for the development of any educational system. However, if properly addressed there will be progress and tranquility in the educational sector and the society in the larger context. When there is discipline, students will develop a realistic self and establish a good relationship with people they come in contact with, a condition that makes for everybody's good.

### **Recommendations and Implication for Counselling**

Based on the findings of the study and its discussion the following counselling implication and recommendations were made;

Given the gravity of students' unrests and the numbers of students who participated, there is an urgent need for counselling in schools as against punishment. Though the advocates of punishment place the problem of indiscipline on removal of corporal punishment. Counselling is still the more effective way of instilling desirable behaviour on wayward students. Through counselling students and the school administration could air their grievances and their concerns addressed.

Religious instruction should be entrenched in the school curriculum. This is imperative as we assume that religion brings the fear of God and consequently that students who fear God would not engage in unruly behaviour, and this would make for a peaceful atmosphere.

Encouraging parents to play their roles could stem the tide of indiscipline in schools. If parents spend time with their children, before and after school periods, the children moral upbringing and academic performance will be harmonized and strengthened.

Series of regular programmes like seminar, workshops, in-service training and others should be organized to update teachers knowledge as well as guiding both teachers' and students' behavior in schools

There should be prompt and adequate use of rewards for hardworking teachers and students as well as punishment for defaulting ones. Teachers and students who are not committed, even after warning should be expelled from the school.

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