Perceived Factors Responsible for Indiscipline among Students in Secondary School in ASABA Metropolis of Delta State

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ABSTRACT

The study examined perceived factors responsible for indiscipline among students in secondary school in Asaba metropolis of delta state research looked at what led to pupils' lack of discipline in Asaba Metropolis, Delta State. Five research questions were raised and answered in this study. A descriptive survey was used as the study design. The instrument for data collection was a structured questionnaire which was validated by experts in Measurement and evaluation. 60 teachers and 120 secondary school students from Asaba Metropolis in Delta State made up the sample. The sample was selected through random sampling technique. Statistical tools of mean and standard deviation were used for the data analysis. The results showed that secondary school students in Asaba metropolis exhibit various forms of indiscipline, which is brought on by society, peer groups, parents, and the media. Based on the findings, it was recommended among others that members of the public should encourage moral behavior among younger ones in the society. Parents should make effort to discourage their children from wrong peers.

KEYWORDS: *Indiscipline, Secondary school, Asaba, Delta state*

INTRODUCTION

God revealed the Ten Commandments to Moses in the Holy Scriptures. You have six days to do your assignment according to two of the commandments: "Do not use my name for bad purposes, maintain the Sabbath day and keep it pure." These laws were put in place to regulate how the Israelites interacted with one another and with God. Any violation of the Ten Laws is considered a sin.

Today, society is governed by the Ten Commandments. As a result, every organization has developed rules and regulations that guide and safeguard the organizational system's operations in order to successfully carry out its programs. Indiscipline is any act, behavior, or performance that is in violation of established norms and regulations.

Teachers' lack of discipline might have a detrimental impact on pupils' learning. Common teacher misconduct includes tardiness, absence from class and lessons, failing to prepare lesson notes, failing to grade students' exercise books, failing to complete school records like diaries and registers and student results, participating in shady examination practices,

illegally collecting money from parents and students, taking unapproved study leaves with pay, drinking, using drugs, and engaging in immoral behavior. Because teachers are the anticipated professionals charged with the duty to preserve the future and destiny of the country, they are grave risks to all levels of our educational system. (Okeke, 2004:10). The teacher is a member of a special class (sub-group) tasked with the task of transforming the child into an adult who will contribute to the development of the country and who possesses the following qualities: knowledge of the subject matter being taught that is far superior to that of the students; professional skill or knowledge to pique a child's interest in what is being taught; and the ability to instill in his students a love of learning and a strong moral code (Anyamebo, 2005). Because of this, when instructors lack the morals necessary for their work, they distort pupils' moral development and leave opportunity for indiscipline to flourish.

a) **Discipline:** For the sake of this study, it is nevertheless crucial and imperative to define a few important terms that are fundamental to a clear comprehension of the research activity.

A manner of living in compliance with norms and submission to control" is the definition of discipline. It is also the training that is frequently employed as a kind of discipline or to foster rule compliance, self-control, etc.

b) **Indiscipline:** "This is taken in the notion of living not in agreement with rules, standards, and recognized values of the society," says discipline. By extension, it refers to infractions of school policies and procedures that have the potential to disturb the peace and efficiency of the educational system.

c) **Academic performance:** Is a favorable assessment of a student's accomplishments, learning opportunities in the classroom, the school environment, and society at large.

d) **Moral performance:** This refers to how well pupils follow established norms and moral standards set by the school.

e) **Moral standard:** This gauges the standard of conduct deemed appropriate by both the educational system and society at large.

According to Bailey (2000), indiscipline encompasses a wide range of behaviors, whether overt or covert, that undermines or obstructs learning, injure other people, and hinder learning. Acts of rebellion toward authority are not only a bad social behavior, but they are also indiscipline. According to her definition of indiscipline in her own words on the issue (Amado, 2001), indiscipline is a way of living that abides by the rules but is susceptible to control. A group or individual's inability to regulate their behavior is what makes it difficult for them to follow the rules. Indiscipline is a way of life that does not abide by the law or submit to authority (Yaroson, 2004).

By extension, the phrase refers to breaking school rules and regulations that might prevent the school system from operating efficiently and in an organized manner. In other terms, indiscipline may be defined as a departure from established standards, whether they are simple folkways, educational regulations, etiquette laws, or significant crimes.

Violence and disobedience were once just a very small element of school life. It is no longer the case. In today's world, indiscipline is pervasive, more aggressive, and quickly getting out of hand. In reality, indiscipline in our educational system has been continuously addressed for

the past three decades, but nothing significant appears to have been accomplished to yet (Hackett, 2002). Discipline has eaten deeply into the foundation of our educational system like a cankerworm. Exam fraud has reportedly been documented (Ekpo, 1990, Folutile, 2005). Both authors claimed that anti-social behaviors such as truancy, drug usage, delinquency, fighting, theft, hooliganism, cultism, gambling, disobedience, indecent dressing, insubordination, and general gross misbehavior constitute indiscipline. (1993, H-Hassan) (Nwarukwes 2009). Additionally, he was endorsing student behavior that was in accordance with the opinions of (Nwans 1975), (Uche 1980), and (Obi 2004), which included lying, extortion of money, prostitution among students, and gossiping.

The majority of schools in the past were run by volunteer agencies. At that time, there was a lot of punishment in the classroom. As the principal, instructors, and students showed knowledge of their responsibilities in the school, there was peace. More so, parents and teachers agreed on what was good behavior for students. Up to the conclusion of the Nigerian civil war in January 1970, the quality of the educational system in terms of discipline was quite excellent.

The system must be forced to go back to the "period" before Nigeria's civil war if education is to continue to be a dynamic force for good development and improved life. Zubia (2009) asserts that during the civil war, things started to shift and students began to act irrationally in all respects. Indiscipline is a sort of bad discipline that involves self-control, restraint, respect for others, and disregard for school rules, regulations, and established standards of behavior. Indiscipline is behavior that goes against the aforementioned principles. As a result, it is noted that some parents seem to have failed in their parenting tasks or obligations to their kids. Teachers who lack desire and are frustrated will not likely inspire students to study or fill their time with worthwhile activities.

By failing to provide the school with proper facilities and resources, the government encourages indiscipline. Due to the economic downturn, indiscipline among secondary school pupils is influenced by the community and society. Peer group pressure creates an uneasy situation where pupils are not afraid of their parents, which contributes to student indiscipline. According to (Tunor, 2002), the educational system will work smoothly if students develop the habit of discipline, but the opposite would occur if students lack discipline. Zubaidia (2009) lists the numerous types of disobedience that secondary school students engage in, including theft, rioting, truancy, tardiness, indecent attire, cultism, drug misuse, insulting and assaulting, and many more anti-social vices. Many of these acts of indiscipline, in his opinion, were directed towards legitimate authority and established laws. Wearing the incorrect uniform and leaving the school grounds without permission are two examples of this. The respect that instructors command among pupils has significantly diminished, and some teachers' efforts haven't done much to improve the situation. This epidemic has spread across the country.

Our leaders have attempted to address this issue in the past, but such efforts have failed. In addition to sending soldiers to serve as disciplinary officers in secondary schools, President Olusegun Obasanjo called a meeting of secondary school principals and other higher education leaders to discuss issues such as exam leaks, student unrest, drug use, and other forms of indiscipline in secondary schools in 1997. The War Against Indiscipline (WAI) was started in 1984 by General Muhamadu Buhari, the country's then-military head of state (Nwarukwe, 2009). Other concerned efforts to reduce indiscipline in the school led to the

inclusion of moral instructions and, more recently, civic education in the secondary school curriculum, in addition to the actions performed by these then military administrators.

The opposite is true, despite all the efforts made by the government, religious organizations, parents, people, etc. to put an end to these aberrant behaviors. Any observer of society is undoubtedly disturbed by the astounding rise in violence and the complexity, intensity, and examination fraud in exams, bullying, drug misuse, truancy, and other deviant behaviors during the past thirty years. Okonkwo, (2000) attributes youth indiscipline and resistance to discipline to government laxity and policy, the lack of comprehensive moral and religious educators, government takeover of schools, the elimination of corporal punishment, a shortage of teachers both in terms of quantity and quality low teacher motivation, and the failure to create jobs for school dropouts. Who is to blame for this "lack of discipline" at this point? Have parents, state governments, and educational authorities taken the appropriate action? Can this circumstance be changed? This study, which looked at the factors contributing to indiscipline among secondary school pupils in Asaba Metropolis of Delta State, was necessary in order to find the answers to these questions.

RESEARCH METHODOLOGY

The research design, study area, study population, sample size and sampling methods, instrument for data collection, instrument validation and reliability, data collecting process, and method of data analysis were all covered in this chapter.

Research Design

Descriptive survey research is what this study is. The goal of descriptive survey research is to learn more about or examine a group of people or things by gathering and evaluating data from only a few of those individuals or things that are thought to be typical of the entire group. (2005) Tafida The goal to research and analyse crucial data on the factors that contribute to secondary school students' indiscipline and its impact on their academic performance guided the design decision. This is consistent with Olayiwola's (2010) assertion that the descriptive survey research method was the best choice if the goal of a study is to explain the degree of differences that exist across variables.

Area of the Study

Asaba in Oshimili South was the area of the research. Asaba, Okwe, and Oko were the three principal towns that made up Oshimili South and due to the extent of disobedience among secondary school pupils in public schools, Oshimili South was deliberately picked.

Population for the Study

All of the pupils and instructors at the eleven public secondary schools in Asaba Metropolis of Delta State made up the population.

Sample and Sampling Technique

For the study, six schools were chosen. One hundred eighty (180) respondents—all students and instructors in public schools in the Asaba Metropolis of Delta State—made up the sample. The researcher employed purposive sampling to choose the respondents. One hundred twenty (120) pupils and sixty (60) teachers were randomly chosen from these schools. Six public secondary schools were chosen from a total of 10.

Instrument for Data Collection

The instrument for data collection was a structured four likert questionnaire. The questionnaires consisted of two parts, A and B. Part A contained the respondents demographic data such as Age, Sex, Name of school, qualification, Years of experience, Class or level. Part B consisted of structured items with options of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD).

Validation of the Instrument

To make sure that the items in the questionnaire were explicitly expressed, obviously related to the topic, and sufficient to conduct this investigation, face validity of the instrument was performed. To this end, rough drafts were provided to experienced teachers of Christian religious knowledge and educational management, measurement, and evaluation specialists.

Reliability of the Instrument

The internal consistency reliability estimate of the instruments was calculated using data from the trial testing. When Cronbach Alpha was employed to assess internal consistency, a result of 0.80 was achieved, demonstrating the instrument's dependability. In the Asaba Metropolis of Delta State, this study involved 20 students and 10 instructors from the Basic Secondary School and Government Mixed Secondary School secondary schools.

Method of Data Collection

The researcher was in charge of administering the questionnaire. The respondents received the questionnaire from the researcher. The respondents were given enough time to complete the questionnaire. The researcher immediately gathered completed surveys.

Method of Data Analysis

To find the answers to the study questions, the field data were examined using mean and standard deviation statistics. The decision rule and acceptance mean cutoff point was set at 2.5, which means that any item with a mean score of 2.50 or more was accepted or treated as agree; whilst any item with a mean score below 2.50 was rejected or regarded as disagree.

DATA PRESENTATION, ANALYSIS AND RESULT

In order to carry out this analysis, the response scales presented earlier, that is Strongly Agree; Agree; Disagree and Strongly Disagree would be presented in the following abbreviations respectively: SA; A; D and SD.

Research Question 1: What type indiscipline are common in secondary schools?

Table 1: Mean and Standard Deviation Scores on the Types of indiscipline common among secondary school students are:

SN	STATEMENT	SA	A	D	SD	Mean	SD	Decision
1.	Consistent lateness to school.	43	44	56	37	2.5	1.3	Agree
2.	Leaving the school without permission.	42	28	51	59	2.3	1.1	Disagree
3.	Noise making in class while lesson is on.	82	38	40	20	3.0	1.7	Agree
4.	Disobedience to school authority.	54	64	30	32	2.8	1.5	Agree

SN	STATEMENT	SA	A	D	SD	Mean	SD	Decision
5.	Fighting	68	57	25	30	2.9	1.6	Agree
6.	Destruction of school properties	70	43	33	34	2.8	1.5	Agree
7.	Truancy in school	45	68	40	37	2.7	1.4	Agree
8.	Violation of school dress code	23	46	55	56	2.2	0.8	Disagree
9.	Theft and stealing	44	37	34	65	2.3	1.1	Disagree
10.	Examination malpractice	60	57	24	39	2.8	1.5	Agree
11.	Bullying	65	80	20	15	3.1	1.8	Agree
12.	Dereliction of duty	32	43	60	45	2.3	1.1	Disagree
	Grand mean					**2.6**		**Agree**

Table 1 shows that respondents were in agreement with items 1, 3, 4, 5, 6, 7, 10 and 11 which identified consistent lateness to school, noise making while lesson is on in class, disobedience to school authority, fighting in school, destruction of school properties, truancy, examination malpractice and bullying as common indiscipline act among students. Respondents, on the other hand, disagreed with items 2, 8, 9 and 12, which included trespassing (leaving the school grounds without permission), dressing inappropriately, theft (or stealing), and duty neglect as examples of prevalent indiscipline in secondary schools. With a grand mean of 2.6, it was also clear that pupils were engaging in more indiscipline than they usually do in class.

Research Question 2: To what extent do parents contribute towards students' indiscipline?

Table 2: Mean and Standard Deviation Scores on Parents' Contributions to Students' Indiscipline

SN	STATEMENT	SA	A	D	SD	Mean	SD	Decision
13.	Indecent morals and social behaviours like cultism and drug abuse.	84	42	30	26	3.0	1.7	Agree
14.	Over pampering of children at home.	92	48	28	12	3.2	1.8	Agree
15.	Fighting teachers when disciplinary actions are carried out on their children.	68	67	22	25	3.0	1.7	Agree
16.	Fighting at home before children.	24	39	69	50	2.2	1.2	Disagree
17.	Providing expensive electrical gadgets even when they are prohibited in school.	56	74	32	20	2.9	1.6	Agree
18.	Engaging in sexual relationship before children.	64	54	30	32	2.8	1.4	Agree
19.	Over protectiveness of children when they misbehave in school.	76	39	37	28	2.9	1.6	Agree
20.	Carelessness of parents over children watching pornographic films.	72	49	34	25	2.9	1.6	Agree
	Grand mean					**2.9**		**Agree**

Table 2 above reveals that respondents agreed with almost all the items; 13, 14, 15, 17, 18, 19 and 20 but disagreed with item 16 which identified fighting at homes by parents as one of the ways through which parents contribute to indiscipline among students in schools. Grand

mean score of 2.9 further attest to the statement that parents contribute to indiscipline among students in various ways.

Research Question 3: In what ways does the media contribute to indiscipline among students?

Table 3: Mean and Standard Deviation on Contributions of the Media to Indiscipline among Students

SN	STATEMENT	SA	A	D	SD	Mean	SD	Decision
21.	ICT influences negatively the behaviour of student's thereby promoting indiscipline.	58	64	31	27	2.9	1.5	Agree
22.	Exposes student's pornographic display.	55	56	35	34	2.7	1.4	Agree
23.	Aids students to commit fraud and stealing.	47	63	30	40	2.7	1.4	Agree
24.	Students learn some tactics for fighting through ICT.	64	39	42	35	2.7	1.4	Agree
25.	Students practicalize some immoral acts and cause disruption in school environment.	50	70	42	18	2.9	1.5	Agree
26.	Leads students to dressing immodestly.	65	48	37	40	2.9	1.5	Agree
	Grand mean					**2.8**		**Agree**

According to Table 3 above, respondents agreed with every item, starting with items 21 through 26, which were all centered on how the media significantly contributes to a rise in student indiscipline in secondary schools. The overall average score of 2.8 confirms that, in contrast to using the internet for academic assignments, information and communication technology (ICT) introduces pupils to pornographic culture. It teaches kids about dishonest behavior, immodest clothing, fighting techniques, disrupting class, and turning pupils into problems in the classroom.

Research Question 4: How does society contribute towards students' indiscipline?

Table 4: Mean and Standard Deviation Scores on Societal Contributions to Students' Indiscipline

S/N	STATEMENT	SA	A	D	SD	Mean	SD	Decision
27.	Bribery and corruption.	24	18	52	40	2.1	1.3	Disagree
28.	Harsh policies of government.	72	18	20	24	3.0	1.6	Agree
29.	Practice of cultism.	60	38	20	16	3.0	1.6	Agree
30.	Thuggery in political sphere.	51	34	26	23	2.8	1.4	Agree
31.	Promoting some immoral cultural values.	86	36	34	26	3.0	1.6	Agree
32.	Weak enforcement of law and order.	51	74	35	20	2.9	1.5	
	Grand mean					**2.8**		**Agree**

According to Table 4 above, respondents didn't agree with item 27, which said that secondary school students' lack of discipline was a result of bribery and corruption in society. However, the respondents concurred with items 28 to 32 that criticized the government's strict policies, cult practices, thuggery promotion of immoral cultural practices, and a lack of effective law and order enforcement as the causes of the rise in indiscipline among secondary school students in Asaba Metropolis of Delta State. The overall mean score of 2.8 supports this assertion.

Research Question 5: What are the influences on peer groups on students' indiscipline?
Table 5: Mean and Standard Deviation Scores on Peer group Contribution to Indiscipline among Students

S/N	STATEMENT	SA	A	D	SD	Mean	Std	Decision
33.	Deviant acts.	67	48	40	25	2.9	1.6	Agree
34.	Poor attitude to learning.	71	43	30	36	2.8	1.4	Agree
35.	Involvement of drug abuse.	62	46	42	30	2.8	1.4	Agree
36.	Indecent dressing.	82	44	30	24	3.0	1.7	Agree
37.	Radicalism and cultism.	89	47	24	20	3.1	1.8	Agree
38.	Rioting and destruction of school property.	56	75	29	20	2.9	1.6	Agree
39.	Bullying of weak students.	65	84	11	20	3.1	1.8	Agree
	Grand mean					**2.7**		**Agree**

According to Table 5 above, respondents agreed with all of the items from 33 to 39, which maintained that peer groups can result in deviant acts, a bad attitude toward learning, drug use, inappropriate clothing, radicalization and cultism, rioting and property destruction at schools, and bullying of weak students. The grand mean score of 2.7, which indicates a high level of agreement with a number of ways that peer networks impact students' indiscipline in secondary schools, made this clear.

Summary of Findings

The following was learned through the examination of this study: -Secondary school kids exhibit a variety of forms of indiscipline.

- Parents' actions and inactions appear to contribute to secondary school pupils' lack of discipline.
- Various forms of indiscipline among secondary school kids are influenced by media.
- In Oshimili South LGA, society as a whole equally contributes in a number of ways to pupils' lack of discipline.
- In Asaba Metropolis secondary school pupils, peer groups also contribute to indiscipline.

4.2 Discussion of Findings

The study found that secondary school pupils in the study area engage in a variety of indiscipline behaviors. This study appears to confirm Zubaidia's (2009) assertion that secondary school pupils exhibit a variety of forms of indiscipline, including truancy, bullying, destruction of school property, cultism, and tardiness to class, among other behaviors.

The study also revealed that parents have a significant role in secondary school pupils' lack of discipline through their acts and inactions. This result supports Yaroson's (2010) assertion that a child's upbringing can affect how successful they are in school. That the likelihood is that if parents set a poor example for their kids, those kids will carry that same or a similar attitude when they enter schools..

The media was also shown to be a contributing factor to secondary school kids' lack of discipline since, most of the time; it does not properly control the varied types of behavior that pupils are exposed to at home. As a result, some pupils frequently pick up undesirable behaviors from the media and display them when they enroll in schools. This finding supports Zubiadia's (2009) argument that the mass media is a blatant vehicle for encouraging indiscipline in secondary schools, particularly in light of the fact that the majority of parents are either too busy or unwilling to keep an eye on the types of movies their kids and wards watch.

It was further revealed that society in general has several ways of contributing to indiscipline among secondary school students. For instance, the society encourages corruption and other negative tendencies which students learn through processes of observation and participation.

This equally is in line with the views of Ayamebo (2005), which assert that since students also learn by observing the actions of significant others, chances are that if members of society exhibit bad behaviours, they will learn as well and possibly practice same while in school.

The study also discovered that peer pressure frequently affects students' behavior and, as a result, adds to secondary school students' indiscipline. This supports Okonkwo's (2000) assertion that peer pressure is a surefire method to increase indiscipline among secondary school students if it is not effectively controlled, but it contradicts Obi's (2004) assertion that bad students always exhibit negative attitude regardless of the influence of friends.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research looked at the factors that contribute to indiscipline among secondary school pupils in Asaba Metropolis of Delta state. The study was conducted using a descriptive survey research methodology, and five (5) research questions were posed, including the following: 1.What factors contribute to pupils' lack of discipline in secondary schools? 2. How do parents influence lack of discipline in schools? 3. How does student indiscipline at school result from the media? 4. How does society affect secondary school kids' lack of discipline? 5. How do peer networks affect students' lack of discipline in school?

Teachers and students from five secondary schools in the Asaba Metropolis made up the study's population. To create the sample size, 60 teachers and 120 pupils were chosen using a simple random selection procedure. The researchers created a 39-item questionnaire that was utilized to gather data. Sections A and B of the questionnaire were designated as such. Section "A" was charged with gathering demographic information, while Section "B" was responsible for the subject.

Following the data collection, analysis was done using frequency counts, percentages, means, and standard deviations. After doing the analysis, the study discovered that:

- Insubordination comes in many forms among secondary school pupils.
- Parents' actions and inactions appear to contribute to secondary school pupils' lack of discipline.
- Secondary school pupils' varied forms of indiscipline are influenced by the media.
- In Oshimili South LGA, society as a whole equally contributes in a number of ways to pupils' lack of discipline.
- In Asaba Metropolis secondary school pupils, peer groups also contribute to indiscipline.

CONCLUSION

This study investigated the factors that lead to indiscipline among secondary school pupils in Asaba Metropolis of Delta state. It was discovered that student indiscipline hindered the efficient operation of schools and was certain to have a detrimental effect on students' academic achievement. It was discovered that several different factors had an impact on the majority of students who engaged in various sorts of indiscipline activities. Parents, the media, society at large, peer pressure, and other factors were among them. Regrettably, most parents give their kids and wards little to no attention, which has a negative impact on their school behavior, especially when they associate with unsavory characters. The prevalence of corruption in society also explains a number of acts of disobedience committed by secondary school pupils. This urged for prompt action to stop the behavior before schools are entirely destroyed.

RECOMMENDATIONS

According on the study's findings, the following suggestions were made:

1. The reasons of indiscipline among secondary school pupils should be addressed by the education stakeholders.
2. Parents should endeavor to pay serious attention to their children in order to know the kind of friends they keep in school.
3. Presentation on the mass media should as television, internet, video tapes among others should be well censored by the sensor board before airing programmes.
4. Society should be conscious of promoting good moral values for the young once to emulate.
5. Students should be advised and monitored by school authorities to make good friend and be punished if they violate the rule and regulations of the school.

Implications for further studies

By implication, serious attention should be given towards ensuring that the case of indiscriminate school indiscipline among secondary school students is reduced drastically if not eliminated. Hence, further studies may be carried out on the topic in other local government area/s of the state to see if the same or similar result would be obtained.

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LIMITATION OF THE STUDY

Since the administrators were occupied with several meetings, getting consent from the schools was a little challenging. However, the issue was resolved as a result of the researcher's several trips to the schools. Furthermore, as the allotted time was rapidly running out, extra hands were needed to quickly generate the data. As a result, three research assistants were hired and given training to assist in gathering information from respondents. Thankfully, a few secondary school instructors offered their help, which made things simpler for the team.