

**INFLUENCE OF INDISCIPLINE ON STUDENTS' ACADEMIC
PERFORMANCE IN EGOR LOCAL GOVERNMENT PUBLIC SENIOR
SECONDARY SCHOOL EDO STATE**

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CHAPTER ONE

INTRODUCTION

Background of the Study

One significant and ongoing administrative issue that secondary schools in developing nations appear to face is indiscipline. All organizations, but notably educational institutions, deal with this issue. Events pertaining to our current educational system, specifically in relation to secondary schools, point to several disciplinary issues in Nigeria, including truancy, test malpractice, tardiness, theft, violence, cultism, and indecent clothing, among others. Even in the most developed nations, a lot of schools often struggle with indiscipline.

Let's first define discipline in order to better understand what is meant by indiscipline. The advance learner dictionary of modern English defines discipline as the process of molding one's thoughts and character to develop self-control and an obedient habit. It appears that discipline is necessary to create a generation of well-mannered young people who grow up to be responsible adults in the community (Aguaba 2009). According to Idoko (2005), discipline is the capacity or readiness to learn to defer to authority and abide by the customs and established rules of a group or a community. On the other side, lack of discipline results in poor control, inadequate training, disorderly conduct, disobedience, and chaos. Vain indiscipline in schools also includes students who intentionally try to disobey social norms or laws that might impede the smooth operation of the school, as well as those that break school rules, lack self-control, and show a lack of commitment and dedication.

A number of variables, including the attitudes of parents, the surrounding environment, unstable families, peer pressure, media impact, the professionalism of school administrators, and the government's nonchalant attitude toward education, might contribute to indiscipline in schools. The primary responsibility for a child's upbringing is with their parents. Some parents disregard these obligations, believing that the teacher is the only one who can teach their kids discipline. Since the environment reflects the student's social interactions, it may also be a factor in indiscipline. Thus, a student's conduct may be predicted by their surroundings. If a child lives in a terrible area or the school is located in one, it becomes very impossible to expect any sort of

discipline from them. Family instability is another element that contributes to students' lack of discipline. Given that the family is the primary social context for children, the condition of the family may have an impact on kids' behavior and attitudes outside of the house. Therefore, emotional strain that children may experience as a result of familial instability may undermine discipline in educational institutions. The media has a significant impact on how students behave as well. The drawbacks of the computer era cannot be overstated, despite the fact that there are many advantages. Owing to the inadequate censorship of content, particularly on social media, students often emulate attitudes and lifestyles that are inconsistent with proper behavior. When unhealthy behaviors are promoted in the media and students are encouraged to adopt these lifestyles, the situation becomes even more perilous.

In addition to variables that are specific to students, there are other elements that also play a role in indiscipline. Among these is the professionalism of the school leader. Conduct by students may also be influenced by the attitude and position of the school leader. The behavior of students can be encouraged or discouraged by the attitude of the school administrator. Students are more likely to follow the rules even when they feel like breaking them when they believe that the principal, who is the leader, is tough in enforcing them. However, children may be more likely to disobey the rules and behave improperly if the school leader is sluggish and ineffective in enforcing disciplinary actions. Additionally, the government's attitude toward education might affect how students behave. If the government doesn't care about overseeing and supporting the educational system, there will inevitably be chaos in the management of the schools. As a result, how the government handles the educational system may have a direct effect on how students behave in class.

Academic achievement of the students is a crucial aspect of the learning process. It is a gauge of how successfully the system has accomplished its goals. The student's disposition becomes crucial in accomplishing the goal of education since the instructional process involves more than just the instructor imparting knowledge—students also participate as receivers. Student misconduct includes absenteeism, cheating on tests, being late, and other nefarious behavior that affects their capacity to follow directions and do their best work.

For example, there was a boy who excelled academically from elementary school through junior high school. After completing his junior WAEC, he was advanced to senior secondary school one (S.S.S1) and transferred to a different school. There, he made new friends who taught him how to interact with girls because he was so intelligent that he didn't even need to talk to them; once he started doing this, he started acting rudely toward the rules and regulations of the school and stopped attending on Fridays without telling his parents. When the results were announced that term, he dropped from first place to fifth place, lying to his parents about the teacher's cheating on him by awarding him incorrect grades.

The aforementioned perspective is consistent with a Ministry of Education survey from 1994, which found that low exam scores in secondary schools can be attributed to a number of factors, including students' indiscipline, lack of academic preparation, shortage of teachers, and lack of help with homework.

Additionally, according to Students Diary (2013), a lot of students have disregarded their education, which leads to them engaging in academic vices such as cheating on exams. Students that lack discipline squander a lot of time, which has an impact on their performance and academics.

Problem Description

pupils' academic performance in public senior secondary schools has been steadily declining, and this trend appears to be caused by an increase in the proportion of pupils failing or doing appallingly on promotional exams and continuous assessment tests.

The transfer and inculcation of values and information necessary for pupils to make constructive contributions to nation-building is one of secondary education's goals. It is concerning, nevertheless, because kids are absorbing a variety of indiscipline behaviors, including being late, rioting, hooliganism, cultism,

cheating on exams, and disobeying school policies. It is regrettable that the students and the educational system may have suffered as a result of these actions of insubordination on the part of the kids. When pupils demonstrate acts of discipline, it is noteworthy. The potential for counterproductive outcomes has caused school officials to be concerned throughout the years about the implications of these student infractions. Given the aforementioned assertion, the purpose of this study is to look at how indiscipline affects students' academic achievement in Edo State's Egor Local Government Area.

Research Issues

1. To what extent do pupils at public secondary schools in Edo state's Egor Local Government area lack discipline?
2. How well do pupils in public secondary schools in Edo State's Egor Local Government area do academically?
3. Is there a connection between kids' academic achievement and indiscipline depending on the principal's gender?
4. Does the principal's gender have a major impact on the relationship between student academic success and indiscipline?
5. Does the kind of school a kid attend make a big difference in their academic success and lack of discipline?

Conjectures

While research questions 3, 4, and 5 were left as hypotheses, research questions 1 and 2 were addressed.

1. Academic achievement of students and indiscipline are not significantly correlated.

2. The gender of the principal has no discernible impact on the relationship between student achievement and indiscipline.

3. Based on the kind of school, there is no discernible difference between students' academic achievement and indiscipline.

The Study's Objective

The study's goal is to determine how indiscipline affects students' academic performance in public secondary schools in Edo State's Egor local government area. The study's specific objectives were to: Determine the degree of indiscipline among Egor local government area public school students.

Analyze the academic achievement of Egor local government area's public secondary school pupils. Examine the connection between public secondary school pupils' academic achievement and their degree of indiscipline.

Ascertain the correlation between the degree of indiscipline and the academic achievement of secondary school pupils in public schools, taking into account the gender of the principal. Identify the association between indiscipline and academic performance, taking into account the kind of school.

Importance of the Research

Teachers would benefit from the study by learning how to build positive relationships with their students and lessen the prevalence of negative attitudes.

It will be helpful to parents as well since it will teach them how to prevent their children from being indiscriminate.

The principal would benefit from this study as it would provide them with knowledge that would help them become more adept at controlling their students as leaders.

Lastly, other researchers with an interest in the same field of study may find use for the material gathered from the study.

Study Delimitations and Scope

This study's focus was on how indiscipline—such as tardiness, test malpractice, and truancy—affects students' academic performance. It was conducted only in public senior secondary schools in the Edo State local government area of Egor.

Definition of Terms

The terms listed below had operational definitions:

Analysis Malpractice is the term for strategies used by students to falsify test results.

Fighting is the act of exhibiting or participating in hostility, fighting, or violence. When students arrive later than the scheduled or customary time, it is considered an instance of indiscipline.

Main Gender: The state of being either male or female.

Type of school: coeducational (boys and girls) or single-sex (boys and girls alone),

Students' Academic Performance: a report on their academic success that is measured by a check list. (West African Senior Secondary Examination) (WASSCE), 2018) in civic education, mathematics, and English language.

The act of taking something by force.

The act of pupils missing school without an excuse is known as truancy.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discusses various works available in literature that are related to this study. It shall be discussed under the following sub-headings:

- Conceptual Framework
- Concept of Indiscipline
- ·Concept of Student Academic Performance
- ·Relationship between Indiscipline and Students' Academic Performance
- ·Indiscipline and Student Academic Performance based on the Gender of the Principal.
- Indiscipline and Student Academic Performance based on School Type
- ·Summary of Reviewed Literature

Conceptual Framework

This study adopted a conceptual framework base on the fact that student indiscipline affects academic performance. Indiscipline cases in schools are triggered by a number of factors which may include but not limited to the following: the use of drugs, over population, lack of dialogue among students, teachers and school administration and laxity on the part of parents, teachers and school administrators among others.

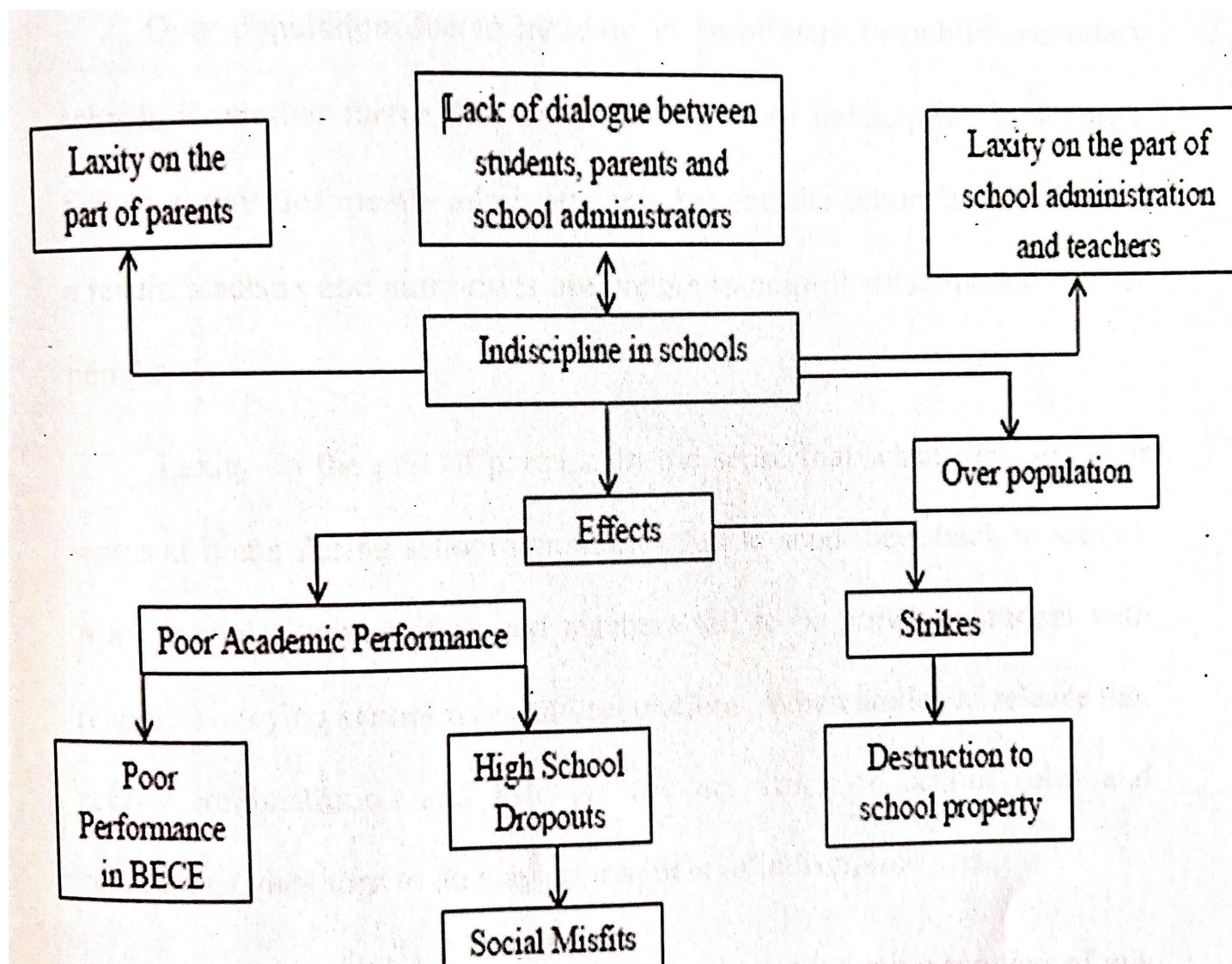


Figure 2.1. Causes and effects of students' indiscipline **adapted from**

Ampofo (2016)

Students' most especially public secondary school students use drugs such as Indian hemp, alcohol, and also smoke cigarette. Most of these students result to drugs as a result of peer influence.

Another factor that leads to acts of indiscipline in schools is overcrowding, which is caused by an increase in enrolment in public secondary schools. School administrators typically admit more students than

the school can accommodate, making it difficult for teachers and other authorities to maintain control over the student body.

Laxity on the side of parents: In that they don't send their kids back to school when they see them at home during school hours. Additionally, instructors and school administration don't enforce the rules and regulations on students strictly enough. Students engage in a variety of indiscipline behaviors when they perceive that the administration and teachers are lax when it comes to following school rules and regulations.

Any entity that wants to function smoothly and effectively has to have dialogue. Students are given rules and regulations; indiscipline acts would result if these rules and regulations are not followed in any way and there is no communication between professors and students.

Poor academic performance has been linked to indiscipline issues because teachers are spending more time disciplining unruly pupils and fewer hours in class. Poor performance on the Senior Secondary School Leaving Certificate (SSSLC) is the main effect of this. Students that fail the SSSLLC drop out of school and become social misfits as a result.

Additionally, strikes have been caused by school indiscipline. Students who refuse to attend class or even participate in demonstrations typically cause damage to school property, including computers, busses, furniture, and broken windows and doors.

Idea of Discipline

Let's first define discipline in order to better understand what is meant by indiscipline. The advance learner dictionary of modern English defines discipline as the process of molding one's thoughts and character to develop self-control and an obedient habit. Conversely, indiscipline entails a lack of control, inadequate instruction, disorderly behavior, disobedience, and disarray. Nigerian Information, 2013).

According to Chikwendu (1997), there are two broad definitions of "discipline": discipline as an area of study and discipline as order. This study focuses on the latter. A set of standards of behavior, the order upheld and adhered to by those under control or command, and the order by conduct and action resulting from training, teaching, and education are some of the subcategories that comprise discipline as order. Another meaning of discipline is control achieved via requiring conformity or obedience, particularly through the application of punishment. To sum up, discipline calls for restrained and systematic conduct. He goes on to add that indiscipline, on the other hand, is the absence or lack of order. When indiscipline is defined moralistically, it includes more serious transgressions like crimes. Simplistically, it refers to wild, untamed, and uncontrolled behavior. Therefore, deviating from established norms—whether they are folkways, manners, or significant crimes—is referred to as indiscipline.

Discipline has always been viewed as a sign of defying social conventions and institutionalized principles. It refers to defying established authority or violating established norms and regulations. According to Richard (2007), indiscipline is a lack of self-control and disobedience that leads to flagrant rule and regulation violations, which in turn cause chaos and disturbance. He went on to say that a lack of

self-control leads to actions of indiscipline. He claims that it explains moral decay, resentment, and voracity, all of which contribute to theft, robbery, and other associated crimes.

The distorting of morally and mentally ordered conduct is called indiscipline. It is the deliberate disregard for the laws and customs of a certain community (Danuma, 2013). He goes on to state that indiscipline is defined as any wrongdoing, whether within or outside of school grounds, that does not follow established policies and procedures, as well as any act, habit, or behavior that disregards established standards of behavior.

According to Adamu (2010), indiscipline is the act of a subordinate defying authority. This is true because, as a minor individual in an organization, a subordinate is expected to heed orders from a master or other authority figure. Students are the subordinates in the educational system, while the head teacher and other instructors are the authorities. Subordinate students were supposed to follow the head teacher's instructions, but when they rebelled and didn't cooperate with the head teacher, they were considered to be the regulations, there is evidence of indiscipline in the school.

Moreover, the idea of indiscipline may also refer to a complete disrespect for established authority and a lack of self-control. Therefore, an undisciplined person is someone who does not fit well into the system in which he finds himself and, as a result, is unable to make a constructive contribution to the advancement of society (Nwakoby 2001). Within the framework of an educational system, a student is considered disciplined if his acts, inactions, and behaviors follow the established policies and procedures of the particular school. However, when this isn't the case, the student or youngster in question is referred to as being undisciplined

(Igwe, 1990). According to the above explanation, any behavior and action that deviates from acceptable and approved mode of behavior can be regarded as an undisciplined act. Igwe (1990) further defines school indiscipline as "any mode of behavior, action and conduct which deviates from the established and approved rules and regulations of a school and the acceptance code of behavior, action, norms and the ethics of the society at large."

Furthermore, indiscipline is defined by the Oxford Advance Learner's Dictionary as a lack of control over a group's behavior. Put another way, it refers to a person's incapacity to live by the norms. A few classical scholars provide different but comparable explanations of the topic. According to Tuluhi and Bellow (2005), indiscipline is defined as disobedience to institutional regulations and guidelines. This perspective is limited to educational institutions, where students' actions are governed by rules and regulations, some of which may not be very applicable in general society despite being quite ethical.

A research titled "Indiscipline in Secondary Schools: A Cry to All Stakeholders in Education" was conducted in 2011 by Idu and Olugbade. The study's population consists of all Government Secondary students in the Ogba/Egbema/Ndoni Local Government Area, which has a population of 3,024 senior secondary pupils. A sample of 200 respondents is made up exclusively of students.

These respondents were chosen using basic random sample procedures. The "Students Indiscipline Questionnaire" (SIQ) was the questionnaire utilized for the task. There were twelve items in the questionnaire. The results showed that parental influence had a role in secondary school pupils' lack of discipline. The results corroborated Coombs's (2000) assertion that behavioral differences stem from one's

upbringing have an impact on one's life and, ultimately, one's actions. It also showed that one of the main causes of secondary school pupils' lack of discipline is the attitude of their teachers. This is consistent with Rogers' (2003) assertion that a child is inherently good and that the teacher is the one who corrupts them. He also concurred that educators tend to dismiss concerns and issues raised by students, whether they are academic or not. This sets the stage for kids to become undisciplined. It also turned out that government actions have a part in secondary school students being undisciplined. Eyinade (1999) brought out the problem of pupils being undisciplined as a result of the lack of amenities needed to create a suitable learning environment. Additionally, it demonstrated how peer pressure plays a role in the pupils' lack of discipline. Iburun (2005) asserted that peer groups have a significant impact on the manner of life of young people. And the majority of the responders belong to the adolescent stage, which is more relevant to this.

They came to the conclusion that peer pressure, government actions, parental influence, and teacher attitudes all contribute to students' lack of discipline. As a result, in order to reduce student undiscipline, focus needs to be placed on these factors.

Idea of Academic Performance of Students

According to Simpson and Weiner (1999), performance is the observable or quantifiable behavior of a human or animal in a certain circumstance, generally an experimental one. In other words, performance quantifies the part of behavior that is visible during a given time. A performance test is used to assess performance. According to Singer (1981), a performance test is a kind of mental exam where the participant

is required to conduct an action rather than utter a statement. Performance tests are the kind that reveal a person's aptitude for handling objects rather than just symbols (Drever, 1981).

According to the information above, a student's academic performance may be defined as their observable and quantifiable conduct in a certain setting. For instance, a student's academic performance can be measured and observed at any moment during a course. The assessment of a student's academic success is based on the results they have received on teacher-made tests at any given moment. Students' academic achievement is determined only by the results of tests created by the teacher, term exams, and ongoing assessments (assignments).

Moreover, a wide range of academics and researchers have conceived academic achievement. Academic performance, according to Dimbisso (2009), is the way students handle their studies and deal with or complete various assignments given to them by their instructors within a given amount of time. Cary, Roseth, and Roger (2008) believed that academic achievement refers to: Performance on a task with measures including comprehension, quality and accuracy of test answers, quality and accuracy of problem-solving, frequency and quantity of desired outcome, time or rate to solution, time on task. Kobaland as well as. Academic performance was conceived both objectively and subjectively by Musek (2001). They provided an objective definition of the term, defining it as the knowledge and level of academic work adaption of a student, expressed as numerical scores. According to their subjective assessment, a student's academic performance is determined by how they view their own achievements and themselves, as well as how other people—parents, instructors, lecturers, and so on—view them. Because it places so much

emphasis on students' numerical scores, they see the first definition as being more or less objective. It gauges how well pupils adjust to their coursework and the educational environment. The second definition is more likely to be psychological or subjective in nature. According to this theory, a student's attitude toward their academic performance and themselves, as well as the attitudes of important people toward their studies and themselves, determine their level of academic success.

The academic performance of the students in this study is reported as their academic accomplishment, and it is measured using a check list (the West African Senior Secondary School Examination, 2018). When it comes to maths,

Civic education and English language proficiency.

In Otuoke Community Secondary Local Government Area of Ogbia in Bayelsa State, Dougle (2018) conducted a study titled "Causes and Impact of Indiscipline among Secondary School Students." The study's goal was to find out what factors contribute to and affect indiscipline among secondary school students. The population of Otuoke Community Secondary School, which has 2,250 junior and secondary students, is made up of all of these people. The total population of the local government area (Ogba) in Bayelsa State is 179, 606 people, according to the 2006 census. Two hundred (200) respondents, all of whom are instructors and students, made up the sample. These respondents were chosen using a straightforward random sampling procedure.

According to the results, peer groups have a significant impact on their fellow pupils. Parents also have a role in a child's conduct, both positively and adversely, therefore they are not excluded from this effect. Drug misuse was also perceived as a means of scaring students or dividing them according to the groups they associate with. Additionally, it was mentioned that parental support and influence over dishonest behaviors might encourage youngsters to behave impulsively. He said in closing that kids lose their morality and discipline when they start hanging out with their friends. They were also influenced by their homes and the school environment.

To reduce secondary school students' in-disciplinary acts, parents, schools, and society at large all have a part to play. Their contributions will significantly contribute to the implementation of the necessary and efficient measures to address the problem of indiscipline among secondary school pupils.

The connection between students' academic performance and lack of discipline

According to Mumo (2004), discipline is important for kids' academic and social performance. Without a strong foundation in personal discipline, a good academic qualification is useless for individuals, families, and society as a whole. Her study revealed a positive relationship between discipline and academic performance, demonstrating that students with strong discipline also perform well academically. This demonstrates the strong correlation between students' academic achievement and indiscipline.

As stated by Simuforosa & Rosemary (2014), Finn, Fish & Scott (2008) and Oliver (2011) believe that when students misbehave, they learn less and prevent their friends from learning. Less time is spent in

face-to-face instruction while more time is spent disciplining misconduct. According to a survey conducted by Finn (2009) among 805 members of the American Federation of Teachers Union, 17% of teachers lost approximately 4 hours per week due to disruptive behavior, and an additional 19% lost between 2 and 3 hours per week. Dealing with disruptive students can be emotionally and physically taxing.

The nation's educational system has suffered more from indiscipline than from it. As a result, students' academic performance in schools has suffered. Many students have disregarded their studies due to indiscipline, which has led to absenteeism, cheating on exams, tardiness, and other academic vices (Students Dairy, 2013). Students that lack discipline squander a lot of time, which has an impact on their performance and academics. According to Mwangi (2003), there is a direct correlation between pupils' academic achievement and indiscipline.

Moreover, the May 1975 issue of Awake magazine asked in its cover story, "Do major city schools threaten collapse?believes that instructors are frequently powerless to keep the peace in situations where students are openly rebelling against the authority of the school, i.e., when pupils are free to do as they like. The efficient operation of classes and school activities is undoubtedly impacted by such an external breakdown of discipline.

The above is supported by the opinions of Aka (2007) and Urevbu (2004), who contend that disruptive behaviors like planned misbehavior, tyranny or bullying, truancy, dishonesty, drug offenses, sexual offenses, assault and insult, riots/demonstration, tardiness, and exam malpractice are just as serious as the actions of

criminals in the larger community. In the same way that criminal activity paralyzes a country's sociopolitical and economic processes,

Likewise, the education system may be impacted by the aforementioned offense. Additionally, lack of discipline undermines high academic standards by fostering an environment where kids do poorly on tests. Since they would not be as productive as they would like to be, the teachers themselves would suffer greatly.

In all of its forms, indiscipline keeps schools from developing students' character, knowledge, and abilities to the point that, upon graduation, they may become productive, dependable, and helpful members of society.

Students cannot function well academically in a school if they disregard policies and procedures and do as they like, without doing what is required of them. Exam malpractice is frequently committed by students who are not reprimanded, and it results in the following:

It results in the candidate's results being withheld or canceled.

A certificate acquired via "EXPO" causes him to feel sad, guilty, and self-deprecating; as a result, it works against his happiness in the future.

Exam malpractices have disastrous impacts on the entire country, he declared, denouncing this evil practice in its totality.

All of the secondary school teachers in the Irele Local Government Area of Ondo State comprise the population of Taiwo's (2017) research study, "Effect of Indiscipline on Academic Performance of Students

of Selected Secondary Schools in Ondo State." A total of 150 samples were utilized for the investigation, with 30 teachers randomly chosen using a stratified approach from each of the five schools. Descriptive research approach was applied together with a closed-ended questionnaire to examine the acquired data. The consequences of indiscipline were discovered. Students in secondary schools in the Ondo State local government area of Irele have contributed to a few social aspects. Along with the pupils, parents, and instructors have also had an impact. The detrimental impact of indiscipline on academic achievement, as previously indicated, has spread to society. He said in closing that teachers and administrators, together with their peers, are the main sources of influence on kids.

Discipline and Student Academic Achievement Depending on the Principal's Gender

Gender studies, according to Kolb (1997), demonstrate that men predominate in school management around the globe. She adds that there are now fewer women leading educational institutions worldwide than there formerly were.

Effective leadership is essential for change to occur, and education leadership—specifically, principal leadership—plays a crucial role in the transformation of society and students. In addition to the widely held view that good leadership significantly influences school and student results, there is growing acknowledgment that successful school leaders and managers must be created in order to give their students the best education possible. According to Kolb (1997), it's critical that women in organizations are seen as people who can inspire or encourage others if they are to become leaders. In the same futile

According to Thomas (2004), studies have demonstrated that women and men exhibit leadership behaviors that are much more similar than different and that both sexes are equally capable of doing so. Nevertheless, there is a lower likelihood of women being pre-selected as leaders, and when a male exhibits the same leadership style, it is frequently seen more favorably than when a female does.

Adeyemo (2005) asserts that as school rules and regulations are created by the school administration to safeguard and guide students while they are in school, they often have a greater impact on students than anything else. According to Mukharjee (2004), students who experience biological changes that indicate maturity during their growth and development are more likely to misbehave by disobeying norms and regulations at school.

According to Okeke (2009), instances of indiscipline include drug misuse, absenteeism, tardiness, and other forms of examination malpractice. Consequently, this means that a school's gender plays a role in determining the level of indiscipline displayed by its students. If the principal is a man, the students fear him because he is a skilled disciplinarian and instills fear in them, much like a child fears their father more than their mother because they know that when their father disciplines them, they will get into trouble. If the principal is a woman, on the other hand, the students don't fear her because she is unable to effectively discipline them and frequently cannot handle the male student.

In a study conducted by Matheri (2015) titled "Effects of Principals' Gender on Leadership Effectiveness in Secondary Schools". The study was guided by four research objectives. The study used an ex post facto research design. Simple random sampling was used to select the respondents for the study. The

sample size was 28 principals and 140 teachers. Data was collected using questionnaires and interview schedules and was analyzed using descriptive and inferential statistics. Conceptually, the chi-square test of independence statistics was computed by summing the difference between the expected and observed frequencies for each cell in the table divided by the expected frequencies for the cell. In hypotheses 1, 2, 3 and 4 scores in management of discipline, management of staff personnel, management of students and management of financial resources were converted from continuous data to discrete data (categories) and then Chi-square used to test the hypotheses. The researcher adopted a significance level of 0.05. The results of the data analysis show that there was a significant relationship between the principals' gender and effectiveness in management of discipline. To determine the relationship between the gender of the principals and effectiveness in personnel management, the result of the analysis indicated no significant relationship between the principals' gender and effectiveness in personnel management.

The study concluded that male principals were highly effective in discipline management in areas such as: they were involved in discipline management to a great extent, they invited teachers frequently to discuss matters pertaining to discipline, they set a high standard of discipline and they solved indiscipline cases by involvement of stakeholders such as teachers and parents. Both male and female principals were found to be relatively effective in personnel management where they participated in personnel recruitment to a great extent, ensured their staff understand their limit to independent action, conducted themselves in a way their staff could respect them made sure that the teacher pupil relationship is very pleasant and friendly. The male

and female principals were also found to be effective in student management at almost the same levels where they invited teachers to discuss matters pertaining to management of students, discussed with students regularly on matters pertaining to their welfare, employed guidance and counseling in reforming special cases and resolved conflicts to prevent strikes and crises. The principles were also effective in financial resources were inadequate and hence needed to be managed effectively, they evaluated the use of financial resources, obtained revenue from appropriate quarters and coordinated money spending to avoid unnecessary expenses.

Discipline and Academic Achievement of Students according to School Type

The home and school environment can have an impact on children's lack of discipline because our educational system is centered on the child and what the child will become in the community. Therefore, the community, the school, and the home must work together to instill discipline in children. Kohlberg (1968), cited by Chukwuka (2013), states that students were not born with the problem of indiscipline, they did not inherit it from anybody, nor is it genetic. Everybody is born pure without spots or wrinkles.

Indiscipline affects all schools irrespective of school type (i.e. be it girls school, boys schools, mixed school), the degree and magnitude vary from school to school. Cases of violence though common, occur more often outside than on the school premises. The measures taken to deal with indiscipline are barely adequate given the fact that there exist no administrative or legal guidelines which one could refer to in the case such issues or situation arises. Actions taken are often ad-hoc (when necessary or needed) and uncoordinated both within and across schools of the same type. Teachers most predominately feel

disempowered to deal with cases of indiscipline because of lack of support from relevant authorities, political interference and incapacitated school administration.

In a study conducted by Awurika (2016) title “Problems of Indiscipline on Academic Performance of Secondary School Students in Kosofe Local Government Area of Lagos State”.The study adopted descriptive surveyresearch design. Simple random sampling techniques was used to select196students from four Senior Secondary Schools in Kosofe Local Government Area of Lagos State.Thirty senior secondary school studentswere randomly sampled from each school. A self-developed questionnaire of 21 items was used to collect information from the students after its validity was determined. Foru hypotheses were tested in the study while inferential statistics of person product moment correlation statistical tool was used for hypothesis testing at 0.05 levels of significance. The study revealed that there is no significant influence of truancy on students' academic performance, there is no signifcant influence of cheating in examinations on students' academic performance, there is no significant influence of alcohol and substance abuse on students' academic performance, there is no significant influence of sexual related problems on academic performance and there is a significant gender difference on students' academic performance.

An overview of the literature that has been reviewed

Based on the reviewed relevant literature, it was determined that students' poor academic performance is caused by their lack of discipline, indicating a relationship between the two. It also demonstrated that

students' poor academic performance in schools is caused by their lack of discipline, which leads them to ignore their studies and engage in academic vices such as cheating on exams.

Ultimately, it became clear that a lack of discipline damages school infrastructure and other resources/materials, disrupts the school culture (breaking rules and regulations), and causes teaching to become problematic and overall performance to fall well short of expectations.

CHAPTER THREE

METHODOLOGY

The methods used to conduct the study are covered in this chapter. Under the following subheadings, it is covered: Research Design, Study Population, Methods of data collection and analysis, research instrument, validity and reliability of the instrument, sample and sampling techniques, and so on.

Study Design

A descriptive survey research approach was used for this study. The study's design is deemed appropriate as it facilitated the researcher's investigation of the subject matter throughout the population. This improved the study since more people were able to access the material.

Study population

The 20 public secondary schools in Edo State's Egor Local Government Area, employing 373 instructors, make up the study's population. Reference: Iyaro, Ministry of Education, 2022).

Example and Method of Sampling

Sixty teachers from ten public secondary schools in the Egor Local Government Area of Edo State make up the study's sample. A total of 60 instructors were utilized in the study, with three teachers chosen from each of the ten public secondary schools that were considered. The selection process was carried out using a basic random procedure.

Tool for Gathering Data

A checklist and structured questionnaire served as the data gathering tool. The "Influence of Indiscipline Questionnaire (IIQ)" was the name of the questionnaire. There were three portions in total: A, B, and C. Section B includes material pertaining to the study questions, whereas Section A collected information on the respondents' demographics, including gender and kind of school. The Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) 4-point Likert scale was used. However, a checklist in section C gathered information on students' academic performance (SAP) in the 2018 West African Senior Secondary School Examination (WASSCE).

The instrument's validity

A copy of the questionnaire was sent to the project supervisor for validity checks, to make sure it was appropriate for the intended use. The instrument was updated before to administration using the corrections and comments received.

Dependability of the Device

The "Influence of Indiscipline Questionnaire" was put through content validity testing to see how well it measured the factors. The test-retest methodology was used to accomplish this. Two consecutive periods of two weeks were used in the technique to deliver the questionnaire to the sample of people who were not participated in the study. Product Moment Correlation Coefficient was used to correlate the results, and a reliability coefficient of 0.94 was found.

However, because the Student Academic Performance (SAP) Checklist examined factors that were already in place, it was not submitted to reliability testing.

Technique for Gathering Data

The responders were given the instruments by the researcher in person. To reduce the possibility of loss, the instruments were promptly removed after completion. After being retrieved, one hundred and eight (108) were judged to be serviceable.

Technique for Analyzing Data

Statistics such as mean, standard deviation, and t-test were used to analyze the data. The mean and standard deviation were used for the analysis of research questionnaires 1 and 2. To analyze the first hypothesis, Pearson Product Moment Correlation was used. Conversely, the second and third hypotheses were examined at the 0.05 level of significance and analyzed using the Fischer Z-test. The choice criteria for research questions 1 and 2 is predicated on a mean score of 2.50%. A mean score of more than 2.50 is considered high, whereas a mean score of less than 2.50 was considered poor. Mean: 2.50 (on a 4-point Likert scale)

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data collected and the discussion of findings were presented

PRESENTATION OF RESULTS

RQ 1: What is the level of Indiscipline among Public Secondary Schools Students in Egor Local Government Area of Edo State?

Table 1: Descriptive Statistics of Indiscipline among Students in Public Secondary Schools in Egor Local Government Area.

Variable	N	Sum	Mean	SD	Scale me	n Decision
Indiscipline	60	1407	23.50	5.67	22.50	High

Table 2 above shows the respondent mean value of 23.50, standard deviation of 5.67 and a scale mean of 22.50. Since the mean value is greater than the scale mean, it implies that the level of indiscipline among students in public secondary schools in Egor Local Government Area of Edo State is high.

RQ 2: What is the level of Students' Academic Performance in Public Secondary Schools in Egor Local Government Area of Edo State?

Table 2: Percentage of Students' Academic Performance in Public Secondary Schools in Egor Local Government Area.

Number of Schools	Number of Students that Enrolled	Number of Students with five credits including Mathematics and English	Percentage(%)	Number of Students with five credits without Mathematics and English	Percentage(%)
06	1865	1530	82.04	335	17.96

Table 2 shows of the 1865 students in the six sampled schools, 1530 representing 82.04% had five credits including Mathematics and English while 335 students representing 17.96% with five credits without Mathematics and English.

Hypothesis1:There is no significant relationship between Indiscipline and AcademicPerformance in Public Secondary Schools in Egor Local Government Area of Edo State.

Table 3:Correlation Analysis of Indiscipline and Academic

Variables	N	r	Sig (2-tailed)	Perfor mance
Indiscipline	60	0.130	0.264	From the
Academic Performance				

Table 3 above, the correlation coefficient of Indiscipline and Academic Performance is 0.130 with a p-value of 0.264. Testing at an alpha level of 0.05, the p-value is greater than the alpha level of significance ($p>0.05$) and as such the null hypothesis which states“There is no significant relationship between Indiscipline and Academic Performance in Public Secondary Schools in Egor Local Government Area of Edo State" is retained. This implies that there is a no significant relationship between Indiscipline and Academic Performance in the in Public Secondary Schools in Egor Local Government Area of Edo State.

Hypothesis;2:There is no significant difference in the relationship between Indiscipline and Academic Performance in in Public Secondary Schools in Egor Local Government Area of Edo State based.on Sex.

Table 4: Fishers Z- test Analysis of Indiscipline and Academic Performance by Sex

Variables (Sex)	N	r	Z r	Z-cal	Z-value
Male	31	.104	.1003	0.083	1.96
Female	29	.234	.2342		

Table 4 above shows the Fishers Z- statistics of Indiscipline and Academic Performance by Sex. The coefficient values of male students and female students are 0.104 and 0.234 respectively, testing at an alpha level of 0.05, the calculated Z of 0.083 is less than the critical value of 1.96. With this, the null hypothesis which states "There is no significant difference in the relationship between Indiscipline and Academic Performance in in Public Secondary Schools in Egor Local Government Area of Edo State based on Sex" is retained. This implies that there is no significant difference in relationship between Indiscipline and Academic Performance by Sex,

Hypothesis 3: There is no significant difference in the relationship between Indiscipline and Academic Performance in Public Secondary Schools in in Public Secondary Schools in Egor Local Government Area of Edo State based on School Type.

Table 5: Fishers Z-test Analysis of Indiscipline and Academic Performance by School Type

Variables	N	r	Zr	Z-cal	Z-value
Single Sex	20	.110	.1105	0.502	1.96
Co-Educational	40	.150	.1411		

Table 5 above shows the Fishers Z- statistics of Indiscipline and Academic Performance by School Type. The coefficient values of single sex and co-educational schools are 0.1105 and 0.1411 respectively, testing at an alpha level of 0.05, the calculated Z value of 0. 502 is less than the critical value of 1.96. With this, the null hypothesis which states “There is no significant difference in the relationship between Indiscipline and Academic Performance in Public Secondary Schools in in Public Secondary Schools in Egor Local Government Area of Edo State based on School Type” is retained. This implies-a significant difference in no relationship between Indiscipline and Academic Performance by School Type.

Discussion of Findings

The following conclusions were drawn from the data analysis and the outcomes that were found:

According to research question one, which examined the degree of indiscipline among students in public secondary schools, the population was known to engage in disciplinary behaviors like cheating

on exams, arriving late, missing class, and defying the principal's and teachers' rules and regulations. On the other hand, low prevalence rates were found for activities like hooliganism and rioting. Overall, the results showed that the population under study had a significant degree of indiscipline.

The second research question focused on academic achievement level. An examination of the participants' grades indicated a rather good performance; nevertheless, more investigation revealed that two of the three schools included in the sample had low academic performance. Essentially, just one school had a strong overall performance.

According to the hypothesis for study question 3, there is no meaningful correlation between students' academic achievement and indiscipline. This suggested that the pupils' degree of indiscipline had no bearing on how well they performed academically.

Based on the gender of the principal, study question 4 results showed a substantial difference between pupils' academic achievement and indiscipline. It followed that the principal's gender had an impact on the correlation between student indiscipline and academic success.

The findings of study question five, which examined the connection between students' academic achievement and indiscipline depending on the type of school, showed that there is no discernible difference between the two. This suggested that both student academic achievement and indiscipline were unaffected by the type of school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study looked into how pupils' academic performance was affected by indiscipline. Three hypotheses and five research questions were developed in order to meet the study's goal. These included determining the degree of academic achievement and looking into the population's degree of indiscipline. Additionally, research was done on how pupils' academic performance was affected by indiscipline. Additionally, the interaction between students' academic achievement, the principal's gender, and indiscipline was determined. The study also aimed to determine, depending on the kind of school, how indiscipline affected students' academic achievement.

The study made an effort to evaluate relevant literature on ideas connected to the subject matter. In order to emphasize the link between the factors indicated in the study, a review of related literature was also conducted. To conduct the study, a descriptive survey research design was used. The population was made up of 1,309 SS III pupils enrolled in the public senior high school in the Egor Local Government Area. One hundred and eight (108) students were chosen at random from three (3) different schools, two of which were coeducational and the other two single-sex (one all female and one all male). A checklist and an organized questionnaire served as the data gathering tool. The gathered

data were appropriately examined. Based on the results gathered, the following conclusions were drawn:

In public senior secondary schools in Edo State's Egor Local Government Area, misbehavior is a common occurrence.

2. The study area's level of academic success has a 2:1 ratio.
3. There is no connection between poor academic achievement and indiscipline.
4. Students' academic performance and indiscipline are impacted by the gender of the principal.
5. Students' academic performance and indiscipline were unaffected by the style of school.

In summary

Based on the study's findings, it can be said that although there are instances of indiscipline in the study area, both halves perform at different levels academically.

Suggestion

The following suggestions are given in light of the findings of this study:

1. To prevent those who might be inclined to do similar activities, the state government must make sure that there are sufficient mechanisms in place to penalize acts of indiscipline.

2. Principals, who are primarily responsible for maintaining order in the classroom, must make tough judgments to guarantee that students follow the rules and guidelines governing behavior. The kids could be forced to cooperate if they know that the principal is not tolerant of acts of indiscipline.

3. Students should be advised through seminars and orientations on the need to avoid behaviors capable of diverting them from concentrating on their education, as indiscipline may constitute a distraction to excellent academic achievement.

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