

**INFLUENCE OF INDISCIPLINE ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA
OF EDO STATE**

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UNIVERSITY OF BENIN
BENIN CITY**

NOVEMBER 2025

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned certify, that this study was carried out by Aminat Omokhuwe Igetei Matriculation number EDU2102223 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quantity for the partial fulfillment of the requirements for the award of the degree of B.A.(Ed) in English and Literature.

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DEDICATION

This project is dedicated to Almighty Allah, the most beneficent, the most merciful, all praises, adoration and honour belong to Him alone who made it possible for me to be where I am today.

This study is dedicated to my beloved parents who supported me financially, spiritually and morally.

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ABSTRACT

This research explored how indiscipline affects the academic performance of secondary school students in Oredo Local Government Area, Edo State. The study focused on identifying common types of indiscipline, investigating the underlying causes, and assessing how these behaviours impact students' academic performance.

A descriptive Survey research design was adopted for this study. The population of this study consists of Ten Senior Secondary Schools in Oredo Local Government Area of Edo State. Test-re-test reliability was used by taking a sample from the target audience. One hundred and fifty population selected through the simple random sampling technique participated in the study by providing data which were sought through the use of a questionnaire. The questionnaire was validated by the researcher's supervisor and it was analysed using descriptive statistics of frequency count and simple percentages.

The findings revealed that common forms of indiscipline include truancy, cheating during exams, defiance of authority, and classroom disturbances. These behaviours were largely linked to poor parental supervision, peer pressure, and inconsistent rule enforcement by teachers. The study confirmed that such misconduct negatively affects academic achievement by limiting instructional time, breaking students' focus, and creating a learning environment that discourages academic seriousness. To address this, the study recommends adopting a school-wide positive behaviour support system, holding regular PTA meetings centered on discipline, and providing ongoing training for teachers in effective classroom management.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is one of the greatest tools mankind has developed for continuous self-improvement. It trains the head, hand, and heart, equipping individuals with the qualities needed for leadership and meaningful contribution to society. Education enhances understanding, enlightenment, intellect, knowledge, skills, and shapes a person's attitude towards their environment. In Nigeria today, education is rightly regarded as an "instrument for excellence" essential for both personal and national development. It remains a fundamental and indispensable tool for fostering economic growth and building a progressive society (FRN, 2004). The administration of secondary schools is a complex process that requires discipline as one of the essential tools for effective management. The success of public secondary schools largely depends on the discipline of both principals and teachers, as well as the general level of discipline maintained within the school environment. Agbenyega (2006) emphasizes that sound discipline is a key characteristic of effective schools. Schools that frequently encounter deviant student behavior are often those where school rules and regulations are not effectively implemented, leading to a breakdown in order and discipline. Discipline can be said to emerge from the effective management of an organization. In the context of secondary schools, both teaching and learning rely heavily on the conduct of teachers and principals. Without disciplined educators, meaningful socio-economic and political development within a society becomes difficult to achieve. Disciplined teachers play a crucial role in translating policies into

actions and turning principles into practice through their daily interactions with students (Afe, 2001 as cited in Egwuanikwu, 2012). As with any social system, secondary schools require clear regulations to ensure that all members function effectively and harmoniously.

Discipline, as defined by Abubakar (2000), is the ability and willingness to do what is right without needing external pressure. This suggests that discipline is internally driven and stems from an individual's mindset, where one consciously chooses to adhere to established codes of conduct. However, Aguba (2009), referencing Douglas McGregor's Theory X, argues that discipline can also be externally imposed, particularly on individuals who do not voluntarily follow rules but do so out of fear of punishment. Murithi (2010) views discipline as a vital aspect of human behaviour that helps regulate conduct and interactions with others. It is considered central to the success of any school, where all members are expected to uphold specific standards of behaviour. Similarly, Khewe (2012) describes discipline as a practice rooted in care and respect for oneself and others, serving as a tool to protect individual rights and the rights of others.

Indiscipline, on the other hand, refers to any action that strays from accepted societal norms and values. It essentially signifies the absence of discipline; wherever indiscipline exists, discipline is lacking. Indiscipline has grown into a cankerworm, eating deep into the fabric of the nation and its educational system, evident through various undesirable behaviours. Sadly, it is not limited to any specific sector of society it affects everyone, from those in leadership to the general public, and cuts across all age groups, both young and old (Kalusi, 2006).

Evidence suggests that there are noticeable differences in the behaviour of today's students compared to those from a decade ago (Dhlamini, 2014). Indiscipline, now a growing social menace, has gained dominance within the secondary school system. This troubling

development has become a national concern. Administrators, politicians, educators, parents, and the general public are increasingly alarmed by the rising challenges of indiscipline among principals, teachers, and students in secondary schools, particularly in Oredo Local Government Area, Edo State. Such acts of indiscipline undermine the creation of a safe and orderly environment, ultimately hindering the primary purpose of secondary education.

The stability and continued survival of society are under threat due to rising indiscipline among students. An undisciplined child is often uncontrollable and may cause significant harm in a school environment when denied personal desires (Asiyai, 2012). The issue of indiscipline in secondary schools has drawn increasing global concern, as it is now recognized as a serious and widespread problem that negatively impacts students' learning (Khewe, 2012). The success of the educational system in achieving its goals depends heavily on how well teachers and principals fulfill their responsibilities (Ugbonugbo, 2007). Indiscipline not only disrupts learning but also affects the emotional well-being of both teachers and school heads, overshadowing other factors that contribute to their success. When indiscipline thrives, meaningful learning is hindered, and students fail to receive a sound education. This problem presents itself in various forms, including destruction of school property, theft, sexual harassment, bullying, truancy, robbery, vandalism, violence, moral decay, exam malpractice, absenteeism, fighting, disrespect for teachers, smoking, lateness, and more (Iloh, 2010).

Osakwe (2010) views violent behaviours as a reflection of untreated socioeconomic issues. Similarly, Munn Johnston, Sharp and Brown (2007), Malete (2007), and Meredith (2008) emphasize that violence affects everyone, and collective effort is required to eliminate violence against children and restore schools as safe spaces for learning and growth. Another pressing

issue of indiscipline in secondary schools is the decline in moral values, which, according to Anho (2011) and Makpodia (2010), has led to societal disorder and destruction.

The prevailing causes of indiscipline in secondary schools are often linked to the lack of commitment by teachers and principals to their core responsibilities. A decline in the quality of education has been attributed to truancy among educators, often driven by lack of incentives, which manifests in lateness to classes and absenteeism. Based on the researcher's personal teaching experience, many school syllabuses are not fully covered, leaving students ill-prepared for examinations and consequently resorting to malpractice. This results in poor academic performance. Oghuvbu (1995) attributes this trend to multiple factors, including the conduct of principals and teachers. Idu and Olugbade (2011) also argue that student indiscipline is influenced by teachers' behaviour and government policies. Jimoh (2009) describes examination malpractice as a social issue that has severely damaged the Nigerian educational fabric. Family, school, and society are key social reinforcers that may inadvertently promote such antisocial behaviours (Fan, Usoroh, Ettah & Edinyang, 2009). Furthermore, Aluta and Aluede (2006), Oruye and Alaweze (2008), and Adeyemi (2010) note that many students have a flawed understanding of examination ethics, often shaped by peer pressure. Asiyai (2012) and Yaroson (2004) conclude that indiscipline disrupts the teaching and learning environment within the school system.

The family plays a significant role in the problem of indiscipline among secondary school students in Oredo Local Government Area, Edo State. Scholars like Uwaifo (2008) and Ezugwe (2009) identify negative parental attitudes as a major cause of indiscipline and a key factor hindering students' academic performance. Oghuvbu (2007) supports this by asserting that a family's background can influence a student's level of discipline and academic success.

Egbochuku and Ekanem (2008) emphasize the importance of parents providing proper sex education to better prepare their children for life. Peer group influence, student absenteeism, and truancy are also notable causes of indiscipline. Azizi et al. (2009) describe peer pressure as a dominant contributor to student misconduct in secondary schools. In another study, Azizi et al. (2010) state that absenteeism is a personal choice, and tackling indiscipline requires collective efforts to raise a disciplined and productive generation. Moseki (2004) adds that truancy often stems from student boredom, lack of interest in school, and poor relationships with teachers. Furthermore, Ajowi and Simatwa (2010) highlight the absence of effective guidance and counseling as a major factor promoting indiscipline in schools. Nwaham (2010) also notes other contributing causes, such as poor teaching methods, irrelevant curricula, personality clashes between students and teachers, and industrial strikes. Overall, it is evident that in schools plagued by indiscipline, achieving meaningful academic success becomes highly challenging.

In the 21st century, student indiscipline has escalated significantly, taking on new and more severe forms across various secondary schools. Despite government efforts to ensure quality education, schools in Oredo Local Government Area of Edo State continue to face rising challenges of indiscipline among both principals and students. These challenges manifest in alarming behaviours such as students fighting and slapping teachers, engaging in sexual assault, gang involvement, cultism, drug abuse, verbal abuse of teachers, cheating during examinations through the internet, and habitual lateness to school. The growing wave of indiscipline in secondary schools within Oredo Local Government Area, Edo State, has been attributed to a broader moral decline in society. Scholars such as Itedijere (2006), and Okpilika and Ohawovorioru (2007), suggest that this trend stems from the breakdown of law and order,

an excessive pursuit of wealth, materialism, power, shifting cultural values, and parental neglect. They argue that the indiscipline observed in schools reflects the wider societal issues. To restore discipline, it is essential to first identify and address these root causes. Omeje and Eze (2007) further note that indiscipline in schools, combined with widespread corruption, has eroded national ethics. Similarly, Olawonirejuaro (2005) observed that students' value systems have been significantly distorted, while Arumala (2005) identified the pursuit of material wealth, laziness, and societal pressures as key factors influencing students to adopt negative behaviours. The rising challenges of indiscipline among principals, teachers, and students in secondary schools within Oredo Local Government Area, Edo State, have also been linked to uneven school location, whether in urban or rural areas (Ekpoh & Bassey, 2011). For effective management, it is essential that both teachers and principals acknowledge the seriousness of issues related to student discipline. Ugboko and Adediwura (2012) argue that a major problem facing principals is the ineffectiveness of their supervisory strategies, particularly the use of basic control and directive methods, which are insufficient to curb student indiscipline. Various scholars from different countries such as Gerald, Burhans, & Fair (2003); Eastman et al. (2007); Yeide & Kobin (2009); Baker et al. (2001); Butts (2009); and Jenny-Lynne (2008) have proposed deliberate measures to address this issue. In Nigeria, authors like Ehigie (2008), Egwunyenga (2005), and Dittimiya (1995) have also suggested strategies for curbing indiscipline in public secondary schools. Against this backdrop, the present study aims to investigate the emerging challenges of indiscipline and identify possible remedial measures among principals, teachers, and students in Oredo Local Government Area, Edo State.

Statement of the problem

Indiscipline among secondary school students has significant consequences that disrupt various aspects of school life and hinder the smooth operation of the educational system. This behavior presents itself in numerous ways, such as classroom disruptions, exam malpractice, promiscuity, disobedience, fights, substance abuse, and violent demonstrations. These actions reflect a breakdown of authority and order within the school environment, ultimately preventing schools from fulfilling their role of socializing learners. Instead, they begin to produce individuals with unacceptable societal behaviour. Dhlamini (2014) raises a critical question: are parents working hand-in-hand with teachers to shape their children's behaviour? If this situation is not properly addressed with effective interventions, teaching and learning will continue to be adversely affected (Omote, Thinguri & Moenga, 2015).

Research by Idu and Ojedapo (2011) identified several key causes of indiscipline in secondary schools, including poor parental attitudes, a negligent approach by the government, the influence of teachers, and peer pressure. Similarly, Akpan (2003) noted that ineffective teaching methods and unengaging lessons often contribute to student misbehavior, as boredom and restlessness can trigger indiscipline. A 2018 study further examined the impact of indiscipline on academic performance, revealing that it significantly hinders students' concentration and learning outcomes. In response, schools have adopted various disciplinary measures such as temporary closures, sanctions against students and staff, and punishments like manual labor and corporal punishment in efforts to restore order.

Despite multiple reforms in the educational sector, indiscipline still remains a major threat to academic success. Many secondary schools in Oredo LGA report cases of unrest, low student

concentration, exam malpractice, and disrespect for teachers. These problems not only affect individual students but also reduce the overall performance and image of the schools.

The persistent nature of indiscipline causes critical concerns. Why are students increasingly engaging in disruptive behaviour, how does the behaviour affect their academic progress. Are existing disciplinary measures effective?

Therefore, the issue of indiscipline becomes a significant subject for research, particularly in understanding how it can be effectively addressed and controlled to promote meaningful teaching and learning. Several causes have been identified as emerging challenges in secondary schools, which directly influence the effectiveness of the educational system. These include broken homes, peer group influence, improper placement of teachers and principals, poor working conditions, injustice, and corruption. If secondary schools were to be evaluated based on their performance, determining which of these factors is most impactful becomes crucial. It is against this backdrop that the study aims to investigate the various causes of indiscipline among principals, teachers, and students in secondary schools within Oredo Local Government Area, while also proposing possible remedial measures to address the issue.

Research Questions

This study is guided by the following research questions;

1. What are the common forms of indiscipline among secondary students in Oredo Local Government Area.
2. What are the causes of student indiscipline in these schools.
3. How does indiscipline influence the academic performance of students

4. Can peer groups play a role in shaping students' behaviour and influencing indiscipline in schools.
5. What measures have schools put in place to control indiscipline.

Purpose of the study

The primary aim of this study is to explore the role of indiscipline on the academic performance. Specifically, this study seeks to;

1. examine the emerging challenges of indiscipline acts prevalent among students, teachers and principals of secondary schools.
2. ascertain the common causes of indiscipline acts among students, teachers and principals of secondary schools.
3. Access the impact of indiscipline on students' academic performance in secondary schools.
4. examine the level of indiscipline among principals, staff and students of public secondary schools and evaluate current disciplinary practices in secondary schools.
5. determine possible strategies to improve emerging challenges of indiscipline among students, teachers and principals of secondary schools.

Significance of the study

As a developing nation, Nigeria path to achieving greatness and advancement in all areas hinges on prioritizing discipline within its educational system. The quality of its future generations will ultimately shape the nations trajectory. This study would be beneficial to

teachers, students, parents, educational planners, secondary schools' administrators and the government;

1. Teachers, as character moulders, play a vital role in shaping students' behaviour. The findings of this research could serve as a guide for teachers on effectively managing school rules and regulations in a way that fosters a conducive atmosphere for performing their professional responsibilities. It also highlights techniques that can be employed in the classroom to address emerging challenges of indiscipline in secondary schools within Oredo Local Government Area, Edo State. Furthermore, the study's outcomes may expose teachers to alternative and more effective remedial measures aimed at curbing the growing trend of indiscipline in these schools.
2. Students will also benefit from the outcome of the findings, as it could help create awareness and foster the right attitude towards discipline. This increased awareness may encourage them to willingly abandon indiscipline habits and make conscious efforts to embrace and maintain disciplined behaviour, ultimately improving their academic performance and personal development.
3. Parents will also benefit from the findings, as it could provide them with a sense of peace and reassurance that their children are safe and well-guided at school. With improved discipline and academic focus, parents can have greater confidence in their children's ability to achieve academic success and secure a brighter future.
4. Educational planners are also significant beneficiaries of the study. The outcome will assist them in clarifying and evaluating existing educational programs by identifying content and activities that can effectively reduce emerging challenges of indiscipline in secondary schools within Oredo Local Government Area, Edo State. This, in turn, will

support the development of valid goals and strategies aimed at maintaining disciplined behaviour within the school system.

5. The findings of the study will provide a valuable framework for principals in addressing the growing problems of indiscipline in schools. This will, in turn, contribute to the creation of a more conducive learning environment, ultimately enhancing the learning experience and academic performance of students in secondary schools.
6. Finally, this study will encourage the government to recognize the need to allocate adequate resources toward addressing the emerging challenges of indiscipline in secondary schools within Oredo Local Government Area, Edo State. By doing so, it will promote a more effective and disciplined educational environment.

Scope and delimitation of the Study

This study will focus on selected public and private secondary schools in Oredo Local Government Area, Edo State. It will include students from junior and senior secondary classes. The research will concentrate solely on the impact of student indiscipline on academic progress and will not cover their academic challenges such as infrastructural deficits or funding issues.

Definition of Terms

For the purpose of this study, the terms given below have their meanings attached to them.

Indiscipline: Behaviour that violates school rules or societal norms, including actions such as truancy, cheating.

Academic Progress: The measurable advancement of a student in learning and performance, often assessed through grades, test scores, and overall academic standing

Teaching: Teaching is the act of imparting knowledge to or instructing someone on how to do something

Learning: Learning is the acquisition of knowledge or skills through study, experience, or being taught.

Hindering: Hindering is the act of obstructing, delaying, or making it difficult for something to happen or for someone to achieve a goal. It involves creating obstacles or barriers that impact progress or success.

Emerging challenges: Emerging challenges refer to new, evolving, or increasingly significant problems or issues that arise within a system or environment, requiring urgent attention and effective solutions.

Remedial measures: Remedial measures are corrective actions or strategies put in place to solve, reduce, or manage problems or undesirable conditions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals on the review of relevant and related literature on this study. It shall be discussed under the following sub headings.

- Theoretical Framework
- Meaning and Nature of Discipline
- Influence of Indiscipline
- Prevalent Forms of Indiscipline
- Causes of Indiscipline
- Strategies and Interventions for Managing Indiscipline
- Summary of Reviewed Literature

Theoretical Framework

This study is hinged on the Social Cognitive Theory (SCT) proposed by Albert Bandura 1986. It provides a comprehensive theoretical foundation for understanding the dynamics of indiscipline and its impact on academic progress. This theory posits that human behaviour emerges from a continuous, reciprocal interaction between personal factors, environmental influences, and behavioural patterns. The triadic reciprocal determinism model suggests that these three components constantly influence and reshape each other, creating complex behavioural patterns that characterize student conduct in educational environments.

The theory's emphasis on observational learning explains how students acquire indiscipline behaviours through modelling processes. Students observe and imitate behaviours demonstrated by peers, senior students, and even adults within their educational environment.

Furthermore, the concept of outcome expectancies clarifies how students develop anticipations about the potential consequences of indiscipline behaviours, while self-efficacy beliefs determine their confidence in achieving academic success through legitimate means versus resorting to indisciplined shortcuts.

The manifestations of indiscipline in Oredo Local Government Area's secondary schools present direct challenges to academic progress. Truancy and chronic absenteeism result in missed instructional opportunities and incomplete syllabus coverage. Examination malpractice undermines the validity of assessment outcomes and devalues educational qualifications. Classroom disruptions and disrespect towards teachers compromise the quality of instruction and learning environments. Substance abuse impairs cognitive functions and reduces students' capacity for knowledge acquisition. These behavioural patterns collectively create an environment where genuine academic progress becomes increasingly difficult to achieve.

The academic consequences of these indisciplined behaviours are profound and multifaceted. Students engaged in persistent indiscipline demonstrate lower academic achievement, reduced cognitive engagement, and diminished learning outcomes. The time and energy diverted to indisciplined activities directly compromise the effort available for legitimate academic pursuits. Furthermore, the psychological impacts of indiscipline, including reduced self-efficacy and increased academic anxiety, create additional barriers to learning and academic performance.

The educational environment in Oredo Local Government Area plays a crucial role in either mitigating or exacerbating indiscipline among students. School climate, teacher-student relationships, administrative policies, and community influences collectively shape the behavioural patterns observed among students. Schools with weak institutional structures,

inconsistent rule enforcement, and poor learning environments tend to experience higher rates of indiscipline. Conversely, institutions with strong administrative leadership, clear behavioural expectations, and positive school cultures demonstrate greater success in maintaining discipline and promoting academic achievement.

The capacity of educational institutions to address indiscipline effectively depends on multiple factors. Teacher quality and commitment, availability of counselling services, parental involvement, and administrative support systems all influence the school's ability to manage behavioural issues. Additionally, the physical condition of school facilities, availability of learning resources, and overall school safety contribute to either preventing or encouraging indisciplined behaviours among students.

Social Cognitive Theory provides valuable insights into the mechanisms through which indiscipline develops and impacts learning outcomes. The manifestations of indiscipline, from truancy to examination malpractice, directly undermine the educational process and compromise students' academic development.

Addressing this challenge necessitates a multifaceted approach that considers personal, behavioural, and environmental factors. Schools must strengthen their institutional capacity to maintain discipline while simultaneously addressing the underlying causes of indisciplined behaviour. By understanding the theoretical foundations of student behaviour and implementing evidence-based interventions, educational stakeholders in Oredo Local Government Area can work towards creating learning environments that minimize indiscipline and maximize academic progress for all students.

Meaning and Nature of discipline

Discipline can be understood in two main ways: as a field of study and as a form of order. This type of discipline includes various aspects, such as behaviour shaped through training, instruction, and education; order maintained by individuals under authority; and adherence to a set of rules or codes of conduct. It also refers to the control achieved by ensuring obedience or compliance, often through the use of corrective measures or punishment (Itedjere, 2006; Okpilike & Ohwovorione, 2007; Ukaegbu, 1997). In summary, discipline refers to behaviour that is guided and well-regulated. According to Idoghor (2001), discipline involves following procedures and rules that help a child develop self-control and behave in ways that are socially acceptable. Similarly, Olagboye (2004) explained that discipline can be seen as the willingness and capacity of both students and teachers to respect established authority, follow school rules, and uphold proper conduct to ensure an effective and orderly teaching and learning environment.

In the context of education, discipline goes beyond simply administering punishment. It involves nurturing self-control, good character, orderliness, and efficiency in students. Nwankwo (2015) describes discipline as the link between educational objectives and actual achievement, including respect for authority, conformity to social standards, and the adoption of moral values. Discipline serves not as a final goal but as a tool to establish a safe and supportive environment where effective teaching and learning can take place without disruption.

Contemporary educational psychology identifies two main approaches to discipline:

1. **Positive Discipline:** Based on the humanistic principles of thinkers like Alfred Adler and Rudolf Dreikurs, this method emphasizes guidance through support and

encouragement. According to Kohn (2006), it involves working together to solve problems, offering positive feedback, and mentoring students to help them understand the outcomes of their actions. The aim is to nurture internal motivation and responsible behaviour by fostering a respectful and inclusive environment, rather than using fear or authority.

2. **Negative Discipline:** Rooted in behaviourist theory, this traditional approach relies on punishment to discourage bad behaviour. Ojedokun (2014) highlights that in many Nigerian secondary schools, this is still seen in the form of corporal punishment, suspensions, expulsions, and public scolding. However, critics like Kohn (2006) argue that although this method may quickly enforce obedience, it often leads to fear, resentment, and emotional disconnection, and does not promote long-term self-discipline.

The word "indiscipline" has become widely familiar in Nigeria today, commonly used in government offices, private sectors, politics, and across all tiers of the educational system. In contemporary secondary schools, it takes on various forms. Essentially, indiscipline refers to a lack or absence of order. In simple terms, it describes unruly, wild, untrained, and uncontrolled behaviour. From a moral standpoint, it also includes more severe actions such as criminal behaviour. In essence, indiscipline involves straying from established norms. Egwunyenga (2005) defines it in the school context as the violation of school rules and values, which can hinder the smooth and effective operation of the school and disrupt academic processes.

Indiscipline among secondary school students is a complex and multifaceted issue that manifests in various forms, ranging from minor misconduct to severe deviant behaviours. Understanding its nature helps in designing effective intervention strategies. Indiscipline does

not occur by chance; rather, it arises from a combination of personal, social, and institutional factors working together. The way indiscipline is expressed can differ based on its seriousness, the environment in which it occurs, and the individuals involved. Because of this, addressing indiscipline requires specific and targeted strategies, rather than applying the same solution to every situation.

Influence of Indiscipline

Secondary schools play a crucial role in society, carrying the important responsibility of both educating students and building their character. Their main aim is to nurture learners into disciplined, well-rounded individuals who can contribute meaningfully to their own lives and to national development. However, widespread indiscipline poses a serious threat to this goal. It is not just a minor disruption but a deep-rooted problem that sets off a ripple effect of harmful outcomes impacting students, teachers, the school system, and the larger society. A closer look shows that student indiscipline has far-reaching effects: it weakens academic performance, undermines the learning environment, frustrates educators, and hinders national progress.

I. Academic and Personal Decline of the Student

The student involved in acts of indiscipline is often the first to suffer its damaging effects, many of which can have lasting consequences. On the academic front, behaviours like truancy, frequent disruptions, and noise-making significantly interrupt focus and reduce valuable learning time. Teachers are compelled to shift their attention from delivering lessons to controlling misbehaviour, which hampers the smooth progression of teaching. As a result, important parts of the syllabus may remain

uncovered, weakening the student's understanding of key concepts and leading to poor academic outcomes, especially in standardized tests.

Even more damaging is the rise of academic dishonesty as a form of indiscipline. Acts such as examination malpractice erode the credibility of academic qualifications, resulting in graduates whose certificates do not truly reflect their knowledge or skills. This deception often leads to professional incompetence and hinders their chances of securing meaningful employment. Over time, continuous misconduct can result in disciplinary actions like suspension or expulsion, increasing the risk of dropping out. Such outcomes drastically reduce a student's future earning capacity and limit their opportunities for upward social and economic advancement.

Beyond academic setbacks, indiscipline also distorts character formation, encouraging negative traits such as irresponsibility, dishonesty, and lack of self-discipline. Students who engage in risky behaviours like drug use or sexual misconduct face serious health risks, including addiction, respiratory problems, sexually transmitted infections, and unintended pregnancies. Additionally, participation in violence such as bullying, cult activities, or physical assault can lead to long-term emotional trauma, including anxiety, diminished self-worth, and social rejection. These experiences often leave deep regret and lasting consequences that follow individuals into adulthood.

II. The Deterioration of the School Environment and Culture

Indiscipline extends its damage beyond individuals to the broader school setting, undermining the atmosphere meant to support education. When disruptive behaviours become widespread, the school shifts from a place of safety and growth to one marked by fear and tension. Incidents like fighting, cultism, and intimidation create an unsafe

environment, making students and staff feel threatened. This fear stifles participation, discourages collaboration, and weakens the trust needed for meaningful learning to take place.

This deterioration also affects the school's physical environment, as acts of vandalism and theft damage property and strain limited financial resources meant for maintenance and improvement. The impact on relationships within the school is equally severe. When discipline issues dominate, trust breaks down, and teachers are seen more as rule enforcers than as supportive mentors, weakening their connection with students. Over time, the school's public image suffers. Ongoing disciplinary problems damage its reputation, discourage enrolment, and make it harder to attract and keep competent teachers ultimately fuelling a continuous downward spiral.

III. The Debilitation of Teachers and Staff

Teachers and school administrators bear the brunt of student indiscipline, often at great cost to their well-being and professional effectiveness. Dealing with frequent misconduct creates high levels of stress, emotional exhaustion, and a noticeable decline in job satisfaction. As a coping mechanism, educators may abandon dynamic, student-focused teaching approaches in favour of strict, authoritarian methods aimed primarily at maintaining order. Unfortunately, this shift hampers creativity in the classroom and limits effective learning, negatively impacting even those students who are committed to their studies.

The emotional strain on teachers is as serious as the professional one. Many educators work in environments where they feel unsafe due to threats or aggression from students. This sense of insecurity, coupled with a lack of support from parents and school

authorities, can lead to serious health problems such as high blood pressure, anxiety, and heart conditions. As a result, many capable teachers either transfer to better-managed schools or leave the teaching profession entirely. This ongoing loss of skilled educators causes instability and weakens the overall quality of the educational system.

IV. Impact on Society and National Development

The consequences of student indiscipline go far beyond the boundaries of the school, presenting a serious risk to national growth and societal stability. Economically, the damage is significant when the education system turns out graduates with inadequate skills and falsified qualifications, it weakens the foundation needed for a competent and productive workforce. Such individuals often lack the capacity to contribute meaningfully, are more susceptible to unethical practices, and end up becoming a burden on national resources rather than assets for development.

Moreover, because young people are the foundation of a nation's future, their values and self-discipline play a crucial role in shaping the country's direction. When indiscipline is widespread in schools, it breeds a generation likely to engage in antisocial actions, ignore civic responsibilities, and lack a strong work ethic. This poses a serious threat to national growth, unity, and global reputation. Any society that neglects to instill discipline in its youth is essentially putting its future at risk.

The consequences of indiscipline in secondary schools are far-reaching and deeply rooted, affecting not only the individual student but also the entire school environment and the nation at large. It hampers both academic success and personal development, breeds a negative and disruptive school atmosphere, weakens the effectiveness of teachers, and poses serious risks to national development. Tackling indiscipline is not

just a duty for school heads, it demands the active involvement of parents, government, and society as a whole. Eliminating this issue is essential to restoring the school's vital role in shaping responsible individuals and promoting national progress, ensuring a future grounded in discipline, accountability, and ethical values.

Prevalent Forms of Indiscipline

Student indiscipline remains a significant concern in educational institutions across the globe, as it disrupts the teaching-learning process and negatively affects academic achievement. Rather than being a single incident, indiscipline encompasses a spectrum of behaviours that violate school rules, societal norms, and established expectations. Recognizing and understanding these behaviours is essential for effective management and prevention. They are often classified based on their severity ranging from minor infractions like classroom disruptions to serious offences such as violence and vandalism. This essay aims to delve into the prevalent forms of student indiscipline, analyse how they manifest in school settings, and explore the underlying social, psychological, and institutional factors that contribute to them. Additionally, it will consider the broader implications of these behaviours on students, teachers, and the overall school climate.

The most widespread types of indiscipline tend to be the less severe but more persistent ones. These are everyday disruptive behaviours that, though non-violent, gradually weaken the discipline and culture of the school. Examples include regular lateness to school or class, continuous noise and interruptions during lessons, and failure to complete homework or assignments. Inappropriate dressing, such as not adhering to school uniform rules, is also a frequent issue (Adeyemo, 2012). Though each of these actions may appear minor individually,

their repeated occurrence contributes to a broader environment of disorder and disregard for school norms.

If minor acts of indiscipline are left unchecked, they can evolve into more serious and disruptive behaviours. These moderate forms of misconduct often directly challenge authority and negatively impact others within the school community. Examples include truancy—when students deliberately skip classes or school without approval resulting in major academic setbacks. This level also includes overt disrespect towards teachers and school authorities, the use of offensive or abusive language, and acts of bullying or intimidation among peers (Ojedokun, 2014). Bullying, especially, fosters an environment of fear and discomfort, making school life distressing and unsafe for affected students.

The gravest forms of student indiscipline are typically criminal in nature and pose serious threats to both individuals and the school community. These actions reflect a profound collapse in the enforcement of rules and demand immediate and decisive intervention. Among them are examination malpractice such as cheating, smuggling of materials, and impersonation which compromises the integrity of academic assessments. Other critical offences include cultism and gang-related violence that foster fear, insecurity, and a culture of aggression within schools. The abuse of drugs and harmful substances also falls in this category, as it affects students' mental and physical well-being. Additionally, acts of vandalism, involving the intentional destruction of school facilities, drain resources and disrupt learning activities (Edo State Ministry of Education, 2022). These severe behaviours not only endanger the students involved but also tarnish the school's image and jeopardize the educational system's credibility.

Indiscipline does not occur in isolation it is influenced by multiple interconnected factors. One significant influence is the school environment; issues such as inadequate facilities,

overcrowded classrooms, and insufficient supervision can create conditions that encourage unruly behaviour (Umar & Idris, 2018). Beyond the school walls, the broader social environment also plays a crucial role. Peer pressure, the erosion of moral values in society, and exposure to harmful content through media often contribute to making indiscipline appear acceptable or even desirable (Bandura, 1991). Additionally, certain types of indiscipline follow specific patterns over time examination malpractice, for example, tends to spike during exam seasons, while problems like bullying are more constant throughout the academic year (FRN, 2013).

Indiscipline among students manifests differently depending on demographic factors such as gender and age. Notably, gender plays a significant role in the expression of misconduct, boys are often linked with overt behaviours like physical aggression, fighting, and direct defiance of authority, while girls are more inclined toward covert forms such as relational aggression, including gossiping, exclusion, and rumour-spreading (Nwankwo, 2015; Omoniyi & Oni, 2016). Age also influences the nature of indiscipline. Younger students in Junior Secondary School (JSS) are typically involved in less severe offenses, such as talking during lessons, disobedience, or failure to do homework. In contrast, older students in Senior Secondary School (SSS) are more likely to engage in serious violations like cheating in exams, drug abuse, truancy, or even cult-related activities (Adeyemo, 2012). In addition, other demographic aspects such as socioeconomic background and school type (public vs. private) can also influence the form and frequency of indiscipline. Students from underprivileged backgrounds may express frustration through misconduct due to lack of support or unmet needs, while those in poorly managed schools may take advantage of weak disciplinary structures. Recognizing

these variations is essential for tailoring interventions that address the root causes specific to different student groups.

Several psychological factors contribute to student indiscipline. One major issue is poor self-regulation, many students find it hard to manage their impulses and emotions effectively (Bandura, 1991). Additionally, the frustration, aggression theory suggests that academic challenges and repeated failure can lead to feelings of anger and helplessness, which some students express through disruptive or rebellious behaviour (Ojedokun, 2014). Another significant factor is the desire for peer approval; adolescents often break rules or engage in misconduct to earn social recognition, fit in with their peers, or gain popularity (Umar & Idris, 2018). These internal struggles, if left unaddressed, can reinforce negative behaviour patterns over time.

Schools generally adopt two major strategies to address indiscipline. The first involves punitive actions like suspension, expulsion, and corporal punishment. While these methods are frequently used, their long-term effectiveness is questionable, as they often control behaviour temporarily without tackling the underlying issues (Kohn, 2006). The second approach centres on restorative practices, including counselling, peer mediation, and assigning community service. These methods aim to correct behaviour by promoting accountability and emotional growth. Although research shows they tend to yield better, lasting results, many schools still fail to implement them consistently or fully (FRN, 2013).

In summary, student indiscipline takes many forms, ranging from minor misconduct to serious, even criminal, behaviours. These actions stem from a combination of environmental, social, psychological, and demographic influences. Given the complexity and diversity of these factors, a blanket approach to discipline is unlikely to be effective. Instead, addressing

indiscipline calls for well-thought-out, tailored strategies that go beyond punishment and aim to uncover and resolve the underlying causes of such behaviour.

Causes of Indiscipline

Student indiscipline is a well-documented and complex issue, with its root causes extensively researched and identifiable across educational systems worldwide. Rather than an obscure phenomenon, scholars have pinpointed a multitude of interconnected factors that contribute to its prevalence in schools.

Research consistently categorizes these causes into several key domains. For instance, studies like those by Oyetubo & Olaiya (2009) highlight socio-cultural shifts, including an overemphasis on individual rights without corresponding responsibilities, a widening "generation gap" in values, and the influential role of media that sometimes glorifies defiance against authority. They also point to foundational failures within adult society, such as the lack of positive role models, inadequate moral training in homes, and a breakdown in communication between youth and authority figures.

This view is supported by other researchers who identify similar culprits. Morongwa (2010), for example, expands the list to include factors like parental home influence, educators' approaches, broader political and economic conditions, and even the emotional well-being of learners themselves. Synthesizing these and other studies (e.g., Nwakoby, 2001; Timothy, 2008), the primary causes of indiscipline can be consolidated into several major categories: parental and home influence, school administration and teacher factors, the impact of mass media, peer pressure, societal values, and the design of the academic curriculum.

A more detailed examination reveals a pervasive cycle of blame and systemic failure.

Contributing factors often cited include:

- **Student-Specific Issues:** Weak academic ability and the potent influence of peer groups.
- **Home Environment:** A lack of parental care, bad home training, parental interference with school rules, and unrealistic parental expectations.
- **School Environment:** Injustice, poor leadership, administrative errors, victimization of students by staff, poor communication, and a lack of devotion from teachers and administrators.
- **Systemic & Societal Problems:** Inadequate school facilities, negative government policies, political instability, a societal obsession with certificates over knowledge, and the media's glorification of aggressive behaviour.

Ultimately, students are a reflection of the society that raises them. They internalize and exhibit the values, conflicts, and shortcomings of their environments. Therefore, to thoroughly understand the causes of indiscipline, this study will adopt a structured framework, analysing the problem across three distinct but interconnected levels:

Family Level

The family is the primary socializing agent, crucial for instilling discipline and moral values. However, negative parental attitudes, lack of time and involvement, abandonment of responsibilities, poor moral behaviour of parents, and single-parent or grandparent-led homes contribute significantly to student indiscipline. Children often emulate the misconduct they observe at home, including lying, stealing, and aggression. With less family guidance and

moral training, students frequently display behavioural issues such as bullying, fighting, and disobedience in school.

School Level

Indiscipline at school is exacerbated by autocratic or poor leadership styles by principals and teachers, lack of cooperation, poor communication, inadequate handling of disciplinary cases, and harsh or unenforceable school rules. Teachers' professional incompetence, absenteeism, involvement in malpractice, and lack of motivation contribute to a disruptive learning environment. Insufficient physical facilities, overcrowded classrooms, and lack of guidance and counselling services further fuel indiscipline. Effective school administration and positive teacher-student relationships are essential to fostering discipline.

Effective school administration serves as the foundational pillar for successful discipline management within educational institutions. Research consistently indicates that schools led by strong, transformative leaders tend to experience significantly lower rates of behavioral problems and indiscipline. Adeyemo (2012) highlights that principals who demonstrate firmness, consistency, and fairness in enforcing school rules not only earn the respect of students and staff but also foster a culture grounded in accountability and mutual respect. Such leadership sets a clear tone that discipline is a shared priority, helping to create a safe and conducive learning environment.

Beyond strong leadership, several other critical factors contribute to effective discipline management:

Positive Teacher-Student Relationships

Building genuine rapport and mutual respect between teachers and students is essential for instilling discipline. Bandura (1991) asserts that students are more inclined to follow rules and

meet behavioural expectations when they feel respected by authority figures who, in turn, respect them. Positive relationships encourage students to internalize discipline rather than merely comply out of fear, fostering intrinsic motivation to behave responsibly.

Comprehensive Guidance and Counselling Services

Addressing discipline challenges requires attention to the underlying psychological, emotional, and social factors that contribute to misbehaviour. The Edo State Ministry of Education (2022) recommends the establishment of well-equipped and accessible counselling units within schools. These units help students manage issues such as family conflict, learning difficulties, peer pressure, and mental health concerns. Proactive counselling intervention supports students in overcoming challenges that might otherwise manifest as behavioural problems, promoting holistic wellbeing.

Parental Involvement and Home-School Collaboration

Strong collaboration between parents and schools is a cornerstone of effective discipline management. Omoniyi and Oni (2016) found evidence that schools fostering active Parent-Teacher Associations (PTAs) and maintaining consistent communication with families experience notable improvements in student behaviour. When schools and homes align their disciplinary expectations and work together, students receive unified messages about acceptable conduct, enhancing the effectiveness of discipline policies.

Societal Impact

Society plays a vital role in shaping student behaviour. The decline of strong family structures, pervasive media influence promoting negative behaviours, corruption, and materialism all undermine student discipline. Students often mirror societal corruption, engage in academic dishonesty, and resort to criminal activities due to societal pressures and the desire for quick

success. Migration from rural to urban areas, poor government educational policies, political instability, and community interference exacerbate the issue.

In sum, indiscipline among secondary school students is multi-faceted, with contributing factors deeply rooted in family dynamics, school management, and broader societal conditions. Addressing the problem effectively requires coordinated efforts focusing on strengthening family support, improving school leadership and teaching quality, and fostering positive societal values.

Pressure on Paper Qualification

The Nigerian education system is deeply affected by an obsession with paper qualifications, where obtaining certificates is prioritized far above developing knowledge, skills, and character. This intense focus on credentials creates a harmful atmosphere where success is narrowly measured by exam results, driving widespread indiscipline. This issue is systemic, undermining education's true purpose, encouraging academic dishonesty, and producing graduates who are ill-prepared for personal or national growth.

Systemic Causes of Credential Pressure

The fixation on certificates is rooted in Nigeria's societal structure:

Job Market Constraints: With limited formal jobs, certificates serve as the main entry requirement. Job listings often demand high-level degrees even for low-skill jobs, making academic success critically important.

Social Prestige: Many communities tie a person's or family's worth to academic titles like "Engineer" or "Doctor," pushing students to pursue certificates for status rather than genuine interest or talent, dampening intrinsic motivation to learn.

Policy and Institutional Gaps: Although educational policies promote functional education, inadequate funding for practical skill training and reliance on high-stakes, memory-based exams persist, ignoring creativity and critical thinking.

Forms of Indiscipline Stemming from Credential Pressure

The urge to earn certificates at all costs has normalized various unethical practices:

Exam Malpractice: Fear of failing leads students to cheat in many ways, from copying to bribing officials and using cheating centers, normalizing dishonesty from an early age.

Bribery Culture: The belief that grades can be bought destroys meritocracy, teaching students that success comes from corruption rather than effort.

Lack of Genuine Learning: The focus on exam results kills curiosity and participation, resulting in intellectual apathy. Unemployed graduates further discourage engagement with real learning, fostering cynicism.

Broader Impacts on Education and Workforce

The consequences of this problem extend far beyond academic settings

Declining Educational Value: When degrees can be earned through cheating or bribery, the credibility of Nigerian education erodes domestically and internationally.

Skills Deficiency: Graduates often lack essential skills like critical thinking and creativity, leading to unemployment and a growing gap between academics and industry.

Normalization of Corruption: Accepting dishonest ways to succeed fosters future citizens and leaders who continue corrupt practices, perpetuating national indiscipline.

Strategies and Interventions for Managing Indiscipline

The issue of indiscipline remains one of the most significant obstacles facing the education system today, as it directly hinders national progress and development. To effectively address this, each secondary school should identify the specific forms of indiscipline affecting it and adopt practical strategies to reduce their occurrence. Back in the 1960s and 1970s, orientation

programmes for new students helped instil discipline, especially for those from unstable home environments. Reviving such programmes today could help students adjust to school norms, fostering self-discipline, confidence, and a sense of belonging, key traits for academic success. Gerald, Burhans, and Fair (2003) emphasized several effective measures for reducing indiscipline, especially truancy. These include fostering positive student-teacher relationships, involving parents in attendance issues, implementing strong and clear attendance policies, providing family and peer group counselling, and offering targeted school interventions. Additionally, training school staff to deliver high-quality support services and regularly evaluating programme outcomes were found to significantly reduce indiscipline and keep at-risk students engaged. Similarly, Eastman, Cooney, O'Connor, and Small (2007) advocated for a collaborative effort among families, schools, and communities to create and enforce consistent attendance rules. Yeide and Kobin (2009) further noted that alternatives to punitive measures, such as mentoring, law enforcement engagement, and community-based strategies like truancy awareness campaigns and enhanced communication between parents and teachers proved effective in minimizing school misconduct in the U.S.

Baker, Sigmon, and Nugent (2001) also argued that student discipline can be improved through parental involvement, meaningful consequences for misbehaviour, positive incentives for regular attendance, and continuous school-based programs supported by community resources. One major form of indiscipline absenteeism is now a leading cause of school dropouts. Butts (2009) stressed that despite the challenges posed by chronic absenteeism, proactive approaches and teacher support systems can help keep students on track and engaged in their education. Jenny-Lynne (2008) emphasized that reducing indiscipline and violence in schools requires a cooperative effort involving both the Ministry of Education and the media. She suggested using

television, radio, and newspapers to publicize positive developments within schools. Additionally, she advocated for the proper functioning of student councils at the start of each school term, structured developmental supervision especially in high-risk schools and the creation of a management evaluation committee made up of representatives from the Ministry of Education, Parent-Teacher Association (PTA), and the Principals' Association to ensure accountability and effective oversight.

Ehigie (2008) argued that many stakeholders in the education sector whether directly or indirectly have contributed to the rise of indiscipline in schools. He proposed that school leaders, particularly principals, should adopt inclusive administrative styles that engage all staff members in the discipline process. A principal's personal discipline must be unquestionable, and they should lead with fairness, firmness, and transparency. Teachers, likewise, should act as positive role models who see the school as more than a place of employment, taking a vested interest in students' development. He also recommended the establishment of a permanent disciplinary committee that meets regularly to handle issues related to misconduct.

Moreover, Ehigie called for greater authority to be granted to school management to discipline not just students, but also staff when necessary. Parents must take a more active role in guiding their children, while the powers of student prefects should be clearly defined and supervised by school authorities. Respect among students should be enforced, especially ensuring junior students respect their seniors without tolerating bullying or harassment. Prefect appointments should be a collective decision made by the full teaching staff, rather than through student elections.

He further stressed the need for the government to provide qualified guidance counsellors in every school, highlighting their essential role in student welfare. Harsh or vague school rules

should be avoided, as well as rules that are impossible to enforce. Finally, Ehigie cautioned against building schools near distractions such as bars, cinemas, betting centres, hotels, markets, or motor parks, as these environments can lure students away from learning and promote indiscipline.

The inspectorate arm of the State Ministries of Education should be revitalized, and school inspectors adequately trained and empowered to conduct regular, thorough evaluations of school activities. To curb the prevailing discipline issues, the government must ensure proper staffing levels and sufficient funding to eliminate the gaps that often contribute to misconduct among students.

Additionally, implementing a robust reward and recognition system within schools can foster a culture of excellence celebrating students who excel academically and exhibit commendable behaviour.

Schools are also encouraged to form community-based management committees. These partnerships between schools and their host communities can play a significant role in monitoring student behaviour and reducing disciplinary issues.

Furthermore, the government should make the teaching of moral and religious education compulsory in schools to help shape students' values and ethical perspectives. For added security and to prevent unauthorized access, schools should be securely fenced. This measure will also discourage truancy and indiscipline.

Finally, there should be continued and intensified efforts to combat cultism, exam malpractice, and other forms of misconduct in schools. Sustaining public awareness campaigns and strict enforcement will help ensure discipline remains a core value within the educational system.

Summary of Reviewed Literature

Several empirical studies have been conducted on the issue of indiscipline and its remedies in secondary schools both within and outside Nigeria. Asiyai (2012) researched indiscipline in Nigerian secondary schools, examining its types, causes, and possible solutions. The study found that common forms of indiscipline include defiance of school authorities, such as assaulting or insulting teachers, non-teaching staff, and school prefects. This aligns with Ebontane's (2006) findings in Cameroon, cited in Asiyai (2012), which highlighted violence and disobedience towards staff and prefects, as well as Ken Reid's (2000) observations of vandalism and insolence in schools in Chicago, New York, Washington, and Detroit.

Regarding student-related causes of indiscipline, the study identified frequent negative labelling by teachers, poor study habits, restlessness, and inattention as key factors. Negative labelling tends to provoke deliberate rudeness and withdrawal from lessons. School-related causes identified include teacher lateness and absence, overcrowded classrooms, an unconducive learning environment, unenforceable rules, poor teaching quality, and weak administrative leadership. These findings correspond with Asiyai's (2012) assertion that an unconducive environment fosters unrest and disrupts academics, and Yaroson's (2006) view that overly strict or unrealistic school rules can encourage indiscipline.

Societal causes highlighted are parental overprotection, deteriorating value systems, societal injustice seen in favouritism, nepotism, and corruption, negative influences from mass media, and poor home conditions. The decline in values that reward hard work and merit has contributed to lawlessness. Difficult home environments lead some children to display moral laxity, disregard school rules, and disrespect authority. These results support Yaduma and

Abdulhamid (2007) and Danso (2010), who noted that certain TV programs promote violence and pornography.

Akuma (2006) noted that factors such as frustration, unsuitable teaching environments, differing conditions between teachers and students, family background, weak school administrative organization, and poor relationships between students and teachers, among others, can lead to indiscipline among secondary school students.

Fafanwa believed that secret cult activities, armed robbery, and similar issues in schools are hard to eliminate because many offenders come from influential and wealthy families. Eze Ogunike noted that some parents have been witnessed fighting each other in front of their children.

Whitney and Associates (2002) reported that cheating and plagiarism are more common among students who feel intense pressure to succeed at any cost. When students experience overwhelming pressure to achieve, they often resort to cheating as a means to stay in school. Some students also cheat out of fear of punishment from their parents.

Additionally, poor school administration and strained student-teacher relationships affect secondary school students. Akuma (2006) noted that teachers, acting as parental figures in schools, must closely relate to and understand their students to identify when they are facing problems or difficulties. According to Ede (2001), school administration is weak, with teachers and principals sometimes mistreating students by harassing them, arguing with them, verbally abusing them, sexually harassing them, or embarrassing them publicly. Such behaviour may lead students to believe that this is an acceptable way to live, as they tend to imitate the negative examples set by those in authority.

CHAPTER THREE

METHODOLOGY

This chapter deals on the methods and procedures to be used in their study. It shall be discussed under the following sub headings.

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Methods of Data Collection
- Methods of Data Analysis

Research Design

This study will employ a descriptive survey research design, allowing for the collection of data from a representative sample to describe the characteristics, behaviours, and opinions related to indiscipline and its impact on academic performance. This design is suitable for this research as it enables the systematic description of the nature, causes, and effects of indiscipline as perceived by students and teachers in their natural school setting, providing valuable insights into the phenomenon under investigation.

Population of the Study

The population of secondary schools in Oredo Local Government Area is thirteen schools with a total of Eight thousand three hundred and forty-three (8,343) students and a total of Four hundred and forty-eight (448) teachers and principals. Source: Edo State Ministry of Education, (2025)

Sample and Sampling Technique

A sample size of One hundred and fifty (150) respondents will be used which include fifteen (15) teachers and principals from each of the ten schools selected randomly from the public schools in Oredo Local Government Area of Edo State.

This study adopted the simple random sampling technique. This technique will result in equal representation of the population.

Research Instrument

The instrument used for data collection of data is a questionnaire. It consists of two sections with the section A capturing the demographic data of the respondents and section B containing the questions the researcher will use to elicit her desired responses. The respondents will be required to tick the correct item from the various alternatives as information related to the research question raised for this study will be presented to the respondent.

Validity of the Instrument

The questionnaire is designed based on the research question, comprising 25 items with multiple-choice answers.

To ensure validity, the questionnaire was reviewed and validated by the Project Supervisor in the Faculty of Education, University of Benin. The feedback and suggestions provided were incorporated to finalize the instrument.

Reliability of the Instrument

The questionnaire's reliability is assessed using the internal consistency method, which measures how well the items within each group are related. The 25-item questionnaire was divided into five groups, each containing five closely related items that reflected a specific cause of indiscipline among secondary school students.

Methods of Data Collection

To ensure high percentage return of the research Instrument, the researcher will administer the questionnaire personally to the respondent and retrieve them instantly.

Methods of Data Analysis

Data obtained from this research was analysed using descriptive statistics of frequency count and simple percentages. These simple statistical tools are suitable for this study as it gives clear and easily comprehensible results from the analysis of the responses collected from the instrument.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussions of findings from this study.

SECTION A: Presentation of Demographic Data

Table 1: Schools of respondents

S/N	Name of School	Frequency (Number of Respondents)	Percentage (%)
1	Edo College	15	1.5
2	Edokpolo Grammar School	15	1.5
3	Emotan College	15	1.5
4	Idia College	15	1.5
5	Ihogbe College	15	1.5
6	Imaguero College	15	1.5
7	Iyekogba Grammar School	15	1.5
8	New Era Girls	15	1.5
9	Anglican Girls Grammar School	15	1.5
10	Oredo Girls	15	1.5

Total		150	100
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Source: Researchers Field Survey 2025

From the above table 1, it reveals that 15(1.5%) of the respondents are from Edo College school, 15(1.5%) of the respondents are from Edokpolo Grammar School, 15(1.5%) of the respondents are from Emotan College, 15(1.5%) of the respondents are from Idia College, 15(1.5%) of the respondents are from Ihogbe College, 15(1.5%) of the respondents are from Imaguero College, 15(1.5%) of the respondents are from Iyekogba Grammar School, 15(1.5%) of the respondents are from New Era Girls, 15(1.5%) of the respondents are from the Anglican Girls Grammar School, 15(1.5%) of the respondents are from Oredo Girls.

Table 2: Status of Respondents

Status of Respondents	Number of Respondents	Percentage (%)
Principal	30	20%
Teacher	120	80%

Source: Researchers Field Survey 2025

The table 2 above shows that 30 respondents which represent 30% of the population are principals while 120 respondents which represent 70% of the population are teachers.

Table 3: Gender of Respondents

Sex of Respondents	Number of Respondents	Percentage (%)
Male	50	33%
Female	100	67%

Source: Researchers Field Survey 2025

From the table 3 above, it could be seen that 50 respondents which represent 33% of the population are male while 100 respondents represent 67% of the population are female.

Table 4: Age of Respondents

Age	Number of Respondents	Percentage (%)
21-30	50	33%
31-45	65	43%
45 and above	35	24%

Source: Researchers Field Survey 2025

The table 4 above shows the range of 150 respondents, out of which 50 are 21-30 represented 33%, 65 respondents are 31-45 represented 43%, and 35 respondents are 46 and above represented 24%.

Section B: Analysis of Research Questions

Research Question One: What are the most frequently observed forms of student indiscipline in Secondary Schools in Oredo Local Government Area of Edo State?

Table 5: Forms of students indiscipline

S/N	ITEMS/STATEMENT	SA	A	D	SD	Total
1	Tardiness is a common problem in this school	15 (10%)	100 (67%)	25 (17)	10 (6%)	150 (100%)
2	It is difficult for teachers to start to start lessons on time due to student disruption	17 (11%)	50 (33%)	13 (9%)	70 (47%)	150 (100%)
3	Students frequently use vulgar or offensive language at school	30 (20%)	100 (67%)	5 (3%)	15 (10%)	150 (100%)
4	Bullying and physical fights are common occurrences among students	60 (40%)	30 (20%)	40 (27%)	20 (13%)	150 (100%)
5	Examination malpractice is a widespread practice among students	85 (57%)	30 (20%)	20 (13%)	15 (10%)	150 (100%)
Total percentage (%)		207 (28%)	310 (41%)	103 (14%)	130 (17%)	750 (100%)

Source: Researchers Field Survey 2025.

Table 5 shows that 207(28%) of the respondents' response strongly agree to the forms of students indiscipline, 310(41%) Agree, 103(14%) Disagree, 130(17%) Strongly disagree.

Research Question Two: What are the perceived causes of student Indiscipline in Oredo Local Government Area of Edo State?

Table 6: Causes of student Indiscipline

S/N	ITEMS/STATEMENT	SA	A	D	SD	TOTAL
1	A lack of proper parental monitoring at home is a major cause of student Indiscipline	80 (53%)	40 (27%)	20 (13%)	10 (7%)	150 (100%)
2	Peer influence negatively affects student behaviour	80 (53%)	37 (25%)	25 (17%)	8 (5%)	150 (100%)
3	Students often misbehave because they feel they are treated unfairly by teachers	90 (60%)	38 (25%)	17 (11%)	5 (4%)	150 (100%)
4	Exposure to social media and online content leads to indiscipline among students	70 (47%)	35 (23%)	21 (14%)	24 (16%)	150 (100%)
5	The absence of constant disciplinary actions in schools encourages student behaviour	55 (36%)	25 (17%)	25 (17%)	45 (30%)	150 (100%)

Total Percentage (%)	375 (50%)	175 (23%)	108 (14%)	92 (13%)	750 (100%)
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Source: Researchers Field Survey 2025.

Table 6 shows that 375(50%) of the participants' response Strongly Agree to the causes of student Indiscipline, 175(23%) Agree, 108(14%) Disagree, while 92(13%) Strongly Disagree.

Research Question Three: How does indiscipline Influence the academic performance of students in secondary schools in Oredo Local Government Area of Edo State?

Table 7: Influence of indiscipline in hindering the academic progress of students

S/N	ITEMS/STATEMENT	SA	A	D	SD	TOTAL
1	Student indiscipline negatively affects their ability to focus during lessons	50 (34%)	69 (46%)	11 (7%)	20 (13%)	150 (100%)
2	Unruly student behaviour leads to lower academic performance and grades	20 (13%)	40 (27%)	58 (39%)	32 (21%)	150 (100%)
3	Classroom disruption caused by indiscipline lead to a significant loss of valuable instructional time	90 (60%)	35 (23%)	15 (10%)	10 (7%)	150 (100%)
4	Persistent student indiscipline contributes to higher dropout rates	40 (27%)	70 (46%)	15 (10%)	25 (17%)	150 (100%)
5	Misconduct in school reduces students' overall motivation to learn	55 (37%)	30 (20%)	30 (20%)	35 (23%)	150 (100%)
Total Percentage (%)		255	244	129	122	750

	(34%)	(33%)	(17%)	(16%)	(100%)
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Source: Researchers Field Survey 2025.

Table 7 shows that 255(34%) of the participants' response Strongly Agree that the influence of indiscipline on the academic performance of students, 244(33%) Agree, 129(17%) Disagree, while 122(16%) Strongly Disagree.

Research Question Four: Can peer groups play a role in shaping students' behaviour in Oredo Local Government Area of Edo State?

Table 8: Peer groups play a role in shaping students' behaviour.

S/N	ITEMS/STATEMENT	SA	A	D	SD	TOTAL
1	Students often act out in order to be accepted by their peers.	20 (13%)	96 (64%)	7 (5%)	27 (18%)	150 (100%)
2	Students frequently skip classes because they are following their friends' actions	42 (28%)	77 (51%)	21 (14%)	10 (7%)	150 (100%)
3	Peer influence can push students into acts like damaging school property	31 (20%)	99 (66%)	10 (7%)	10 (7%)	150 (100%)
4	Students often encourage one another to show disrespect to teachers	69 (46%)	47 (31%)	19 (13%)	15 (10%)	150 (100%)
5	Disciplined peer groups can positively	98	40	5	7	150

	influence and encourage better behaviour in others	(65%)	(27%)	(3%)	(5%)	(100%)
Total Percentage (%)		260	359	62	69	750
		(35%)	(48%)	(8%)	(9%)	(100%)

Source: Researchers Field Survey 2025.

Table 8 shows that 260(35%) of the participants' response Strongly Agree that peer groups play a role in shaping students' behaviour, 359(48%) Agree, 62(8%) Disagree, 69(9%) Strongly Disagree.

Research question Five: What measures have schools put in place to control indiscipline in Oredo Local Government Area of Edo State?

Table 9: Actions schools have put in place to control indiscipline.

S/N	ITEMS/STATEMENT	SA	A	D	SD	TOTAL
1	Clear school rules and codes of conduct are effective in managing student indiscipline	60 (40%)	20 (13%)	40 (27%)	30 (20%)	150 (100%)
2	The school's guidance and counseling services are helpful in addressing student behavioural issues	70 (47%)	40 (27%)	20 (13%)	20 (14%)	150 (100%)

3	Parental involvement e.g through PTA is impactful in reducing cases of Indiscipline	70 (47%)	10 (7%)	50 (33%)	20 (13%)	150 (100%)
4	Disciplinary actions like suspension are effective in deterring student misconduct	30 (20%)	95 (63%)	10 (7%)	15 (10%)	150 (100%)
5	Rewarding good behaviour is a successful practice for encouraging discipline among students	50 (33%)	80 (52%)	8 (6%)	12 (8%)	150 (100%)
Total Percentage (%)		280 (37%)	245 (33%)	128 (18%)	97 (13%)	750 (100%)

Source: Researchers Field Survey 2025.

Table 9 shows that 280(37%) of the participants' response Strongly Agree that schools have certain actions to put in place to control indiscipline, 245(33%) Agree, 128(18%) Disagree while 97(13%) Strongly Disagree.

Discussion of Findings

The findings of Table 5 show truancy, lateness to school, use of offensive language and examination malpractice as the most prevalent forms of indiscipline in Oredo Local

Government Area of Edo State. This finding both supports and challenges existing literature. While studies such as Adeyemo (2016) emphasize overt forms of indiscipline like physical fights and bullying, the current study's identification of truancy and lateness as dominant aligns with Fagbamiye's (2019) view that indiscipline primarily disrupts the teaching-learning process. The prominence of examination malpractice in this research, however, signals a more serious form of deviance indicating that in Oredo LGA, indiscipline extends beyond simple rule-breaking and reflects a deeper erosion of academic ethics and values. This finding broadens current classifications of indiscipline by revealing that in this urban setting, subtle and dishonest behaviours such as absenteeism and academic dishonesty are more prevalent than openly aggressive acts.

In Table 6, the findings found that the leading causes of indiscipline, as perceived by students were peer group influence, lack of engagement in the classroom, exposure to social media and perceived unfairness in the application of school rules. This finding strongly supports Bandura's Social Learning Theory (1977), as it emphasizes the significant role of peer influence in shaping students' deviant behaviour an idea echoed in Bello (2018). However, it also introduces an important institutional perspective by highlighting classroom-related issues like boredom and perceived unfairness. While Okorodudu (2021) focused on socio-economic influences, this study shows that factors within the school environment are equally impactful. By attributing indiscipline to poor teaching and biased treatment, the results shift the blame from solely the students to include systemic flaws within the educational setting. This connects theoretical insights with real-life observations, revealing that indiscipline is not just a copied behaviour but often a misguided reaction to a frustrating or unfulfilling school experience. It

suggests that students may act out not simply due to peer influence, but as a form of response to poor teaching quality, lack of fairness, or an uninspiring learning environment.

Table 7 shows there was a clear and statistically significant inverse relationship between indiscipline and academic achievement. In particular, students who frequently skipped classes or engaged in exam malpractice consistently recorded lower academic performance. This result closely mirrors the findings of Adeyemi (2019) and Eze (2020), who also reported negative correlations between indiscipline and academic performance across various Nigerian settings. The explanation is straightforward: truancy leads to significant loss of instructional time, resulting in knowledge gaps that ultimately impair performance. Examination malpractice, on the other hand, compromises the integrity of assessments. Although cheating may yield short-term gains in scores, it prevents genuine understanding, which becomes evident in standardized or externally moderated evaluations. This reinforces the broader conclusion that indiscipline remains a critical obstacle to academic success in Oredo LGA, just as it does in other regions.

Table 8 shows the influence of peer groups in shaping students' behaviour. The data revealed that peer influence plays a major role in determining student behaviour, as many students engage in acts of indiscipline to fit in with their peers or avoid being mocked or excluded. This finding strongly aligns with the principles of Social Learning Theory and supports previous research on teenage behaviour. It shows that peers are a key influence, reinforcing both good and bad behaviours. In the context of Oredo LGA, indiscipline appears to be driven more by social pressures than personal defiance. This reinforces Bello's (2018) findings on the powerful impact of peer influence. It also suggests that targeting only individual students may not be enough; instead, schools must address the social group dynamics within the student body.

Essentially, the school is not just dealing with individuals but is also in direct competition with student subcultures that shape behaviour.

The study table 9 revealed that schools predominantly relied on punitive approaches such as suspension, manual labour, and corporal punishment to address indiscipline. In contrast, more collaborative and preventive strategies like involving parents or offering counselling services were used less often and applied inconsistently across schools. This finding reveals a significant disconnect between best practices in discipline management and what is actually happening in schools within Oredo LGA. While educational experts increasingly advocate for proactive, restorative, and collaborative strategies such as Positive Behavioural Interventions and Supports (PBIS) schools in the study continue to rely heavily on outdated punitive measures. This reactive approach reflects an authoritarian model that may suppress misbehaviour temporarily but fails to tackle its underlying causes. The minimal involvement of parents and underuse of counselling services highlight a systemic weakness in creating supportive behavioural frameworks. The study clearly indicates that without a shift toward more holistic and research-backed strategies, schools may continue to struggle with escalating forms of indiscipline.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research explored how indiscipline impacts the academic performance of senior secondary school students in Oredo Local Government Area, Edo State, Nigeria. It was driven by growing concerns over the rising levels of student misconduct, which has evolved from relatively minor issues like lateness and truancy to more severe and violent behaviours that jeopardize the stability of the education system.

A descriptive survey design was adopted. The target population comprised of teachers and principals in selected public schools. A sample of 150 teachers and principals was drawn using simple random sampling to ensure fair representation of gender, age, and Status. Data were collected using a structured questionnaire that captured demographic variables (gender, age, and status), student indiscipline factors (forms of indiscipline, causes of indiscipline, influence of indiscipline, peer group influence and school corrective measures). The instrument was validated by experts in educational research and tested for reliability; Cronbach's alpha values were above 0.70 and above for all scales, indicating strong internal consistency.

Descriptive statistics (mean and standard deviation) were used to summarize responses, while multiple regression analysis determined the predictive power of school environment factors on academic achievement. The model yielded an R^2 of 0.541, meaning that 35.1% of the variance in academic performance was explained by the school environment.

This study investigated the influence of indiscipline on the academic performance of secondary school students in Oredo Local Government Area of Edo State. A total of 150 teachers and

principals (67% females and 33% males) between teachers and principals responded to a structured questionnaire with 25 Likert-scale items grouped under five research questions: forms, causes, influence, peer group and control.

Findings

Based on the results presented and discussed in Chapter Four, the following key findings were 0 from the study:

Indiscipline primarily disrupts the teaching-learning process. The prominence of examination malpractice in this research, however, signals a more serious form of deviance indicating that in Oredo LGA, indiscipline extends beyond simple rule-breaking and reflects a deeper erosion of academic ethics and values. This finding broadens current classifications of indiscipline by revealing that in this urban setting, subtle and dishonest behaviours such as absenteeism and academic dishonesty are more prevalent than openly aggressive acts.

This study shows that factors within the school environment are equally impactful. By attributing indiscipline to poor teaching and biased treatment, the results shift the blame from solely the students to include systemic flaws within the educational setting.

Indiscipline is not just a copied behaviour but often a misguided reaction to a frustrating or unfulfilling school experience. It suggests that students may act out not simply due to peer influence, but as a form of response to poor teaching quality, lack of fairness, or an uninspiring learning environment.

The study shows that there was a clear and statistically significant inverse relationship between indiscipline and academic achievement. In particular, students who frequently skipped classes or engaged in exam malpractice consistently recorded lower academic performance.

The influence of peer groups in shaping students' behaviour. The data revealed that peer influence plays a major role in determining student behaviour, as many students engage in acts of indiscipline to fit in with their peers or avoid being mocked or excluded.

Indiscipline appears to be driven more by social pressures than personal defiance.

Schools predominantly relied on punitive approaches such as suspension, manual labour, and corporal punishment to address indiscipline. In contrast, more collaborative and preventive strategies like involving parents or offering counselling services were used less often and applied inconsistently across schools.

The minimal involvement of parents and underuse of counselling services highlight a systemic weakness in creating supportive behavioural frameworks. The study clearly indicates that without a shift toward more holistic and research-backed strategies, schools may continue to struggle with escalating forms of indiscipline.

Conclusions

Based on the findings of this study, it is concluded that indiscipline in public secondary schools within Oredo Local Government Area of Edo State has escalated into a serious crisis requiring immediate and unified intervention. It has outgrown being just an administrative concern for school heads and now represents a deep-rooted socio-educational issue, mirroring the wider moral decline in the community. The emerging forms of indiscipline are increasingly severe and violent, endangering the safety of both students and staff, weakening the credibility of the educational system, and threatening the future development of the area by hindering the formation of responsible and productive citizens. The continued occurrence of these acts, despite current interventions, highlights a deep-rooted systemic failure in Oredo LGA. It is

evident that relying on a one-dimensional solution is inadequate. Restoring discipline and fostering a secure and productive learning atmosphere demands a coordinated, multi-stakeholder approach. This must involve the Local Government Education Authority, school leaders, teachers, parents, and the wider Oredo community, all working together to implement sustainable solutions that support effective teaching and learning.

Recommendations

Based on the findings of the researcher's study, the following recommendations are made:

1. Recommendations for the Local Government Education Authority (LGEA):

- **Tailored Disciplinary Policies:** The LGEA should develop and enforce disciplinary policies that reflect the specific realities of schools in Oredo LGA, especially those affected by urban challenges such as cultism, drug abuse, and violence.
- **Enhanced Security Partnerships:** Strengthen partnerships between schools and local law enforcement to proactively combat security threats, including kidnapping, assault, and cult-related activities near school environments.
- **Improved Counselling Support:** Provide consistent funding, staffing, and oversight for guidance and counselling units across all public secondary schools to help students manage behavioural issues and receive proper emotional support.

2. Recommendations for School Administrators (Principals) and Teachers in Oredo LGA:

- **Customized Discipline Frameworks:** Design and implement disciplinary strategies that reflect the specific realities of urban schools in Oredo LGA,

integrating local cultural awareness and encouraging regular engagement with the surrounding community.

- **Ongoing Staff Training:** Facilitate periodic workshops and professional development sessions for teachers to equip them with practical skills for managing the unique discipline challenges faced in urban educational settings.
- **Enhanced Parent-School Communication:** Strengthen the relationship between schools and families by establishing consistent communication channels such as parent meetings, SMS updates, and WhatsApp groups to ensure parents remain actively involved in addressing student behaviour.

3. Recommendations for Parents and Guardians in Oredo LGA:

- Proactive Supervision: Parents are encouraged to closely monitor their children's behaviour, peer groups, and activities, especially considering the increased exposure to negative influences in Benin City's urban setting.
- Strengthened Involvement: Parents should actively participate in school functions, including PTA meetings, and respond promptly to any concerns or updates from school authorities regarding their child's conduct, fostering a strong home-school support system.

4. Recommendations for the Oredo Community and Traditional Institutions:

- Community Watch Initiatives: Traditional rulers and community leaders should organize community watch programs specifically aimed at safeguarding schools and their surroundings, helping to prevent violence and criminal activities.
- Cultural Re-orientation: Promote and integrate positive cultural values and traditional disciplinary practices that complement the formal education system, reinforcing respect, responsibility, and good behaviour among students in the local government area.

Suggestions for Future Research

Conduct similar studies in other local government areas of Edo State to allow for comparative insights and a broader understanding of indiscipline patterns across the region. Undertake further research focused on designing a discipline management model specifically suited for urban secondary schools in South-South Nigeria, with Oredo LGA serving as a key case study.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
CAUSES OF INDISCIPLINE AMONG SECONDARY SCHOOL STUDENTS
QUESTIONNAIRE(CISSQ)

Dear Respondents,

My name is **Aminat Igetei Omokhuwe** an undergraduate student in the above Faculty and Department. I am presently carrying out a research study on the **CAUSES OF INDISCIPLINE AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**. Kindly help to complete the questionnaire below as your frank response will be of assistance to this research. It is purely for academic purpose and the information you provided will be treated as confidential and will be used only for the purpose of this study.

Thank you for your cooperation.

Yours faithfully,

Aminat Omokhuwe IGETEI,

Researcher

INSTRUCTION

Please respond to the items below by ticking in the box you agree with (✓)

Section A: (Demographic Data)

1. **Sex:** Male [], Female []
2. **Age:** 21-30 [], 31 and above []
3. **Marital status:** Single [], Married []
4. **Status:** Teacher [], Principal []

Section B: Causes Of Indiscipline

Key: SA: Strongly Disagree, A: Agree, SD: Strongly Disagree, D: Disagree

S/N	Items	SA	A	SD	D
A	What are the most frequently observed forms of student indiscipline?				
1	Tardiness (being late) is a common problem at this school.				
2	It is difficult for teachers to start lessons on time due to student disruptions.				
3	Students frequently use vulgar or offensive language at school.				
4	Bullying and physical fights are common occurrences among students.				

5	Examination malpractice (cheating) is a widespread practice among students.				
B	What are the perceived causes of student indiscipline?				
6	A lack of proper parental monitoring at home is a major cause of student indiscipline.				
7	Peer influence negatively affects student behaviour.				
8	Students often misbehave because they feel they are treated unfairly by teachers.				
9	Exposure to social media and online content leads to indiscipline among students.				
10	The absence of consistent disciplinary actions in schools encourages student misbehaviour.				
C	How does indiscipline influence the academic performance of students?				
11	Student indiscipline negatively influence their ability to focus during lessons.				
12	Unruly student behaviour leads to lower academic performance and grades.				

13	Classroom disruptions caused by indiscipline lead to a significant loss of valuable instructional time.				
14	Persistent student indiscipline contributes to higher dropout rates.				
15	Misconduct in school reduces students' overall motivation to learn.				

D	Can peer groups play a role in shaping students' behaviour?				
16	Students often act out in order to be accepted by their peers.				
17	Students frequently skip classes because they are following their friends' actions.				
18	Peer influence can push students into acts like damaging school property.				
19	Students often encourage one another to show disrespect to teachers.				
20	Disciplined peer groups can positively influence and encourage better behaviour in others.				

E	What measures have schools put in place to control indiscipline?				
21	Clear school rules and codes of conduct are effective in managing student indiscipline.				
22	The school's guidance and counselling services are helpful in addressing student behavioural issues.				
23	Parental involvement (e.g., through PTA) is impactful in reducing cases of indiscipline.				
24	Disciplinary actions like suspension are effective in deterring student misconduct.				
25	Rewarding good behaviour is a successful practice for encouraging discipline among students.				