

**INFLUENCE OF SCHOOL DISCIPLINE AND MORAL BEHAVIOUR ON
STUDENTS LEARNING OUTCOMES IN BENIN METROPOLIS**

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**UNIVERSITY OF BENIN,
BENIN CITY**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We the undersigned, certify that this study was carried out by **Excellent Uchechukwuneme USAMAH**, a student of the Department of curriculum and instructional technology, Faculty of Education, and University of Benin, Benin city.

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DEDICATION

This project is dedicated to God Almighty for making me to have gone through this programme successfully. The finance and all it took me to achieve this could have been impossible, but God made all things work out.

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ABSTRACT

This study assesses the influence of school discipline, moral behavior, and students' honesty and integrity on their learning outcomes in Benin Metropolis. The study adopts a descriptive survey research design and involves 120 Junior Secondary School III (JSSIII) students from Egor, Ikpoba Okha, and Oredo Local Government Areas. A structured questionnaire, designed by the researcher, was administered to collect data. The instrument was validated by experts, and its reliability was confirmed using the Cronbach Alpha test, which yielded a coefficient of 0.7. Data were analyzed using descriptive statistics, including mean, standard deviation, and percentages.

The findings indicate that school discipline positively influences students' learning outcomes by fostering an environment conducive to academic success. Students reported that discipline policies enhance focus, reduce distractions, and promote engagement in academic activities. Moral behavior, including values like honesty, respect, and responsibility, was also found to significantly contribute to academic success by enhancing student engagement and creating a positive learning environment. Furthermore, students' honesty and integrity were shown to have a particularly strong influence on learning outcomes, preventing academic dishonesty and encouraging genuine effort in academic tasks. Based on these findings, the study concludes that school discipline, moral behavior, and honesty and integrity play critical roles in enhancing students' academic performance.

The study recommends that schools consistently implement clear and fair discipline policies, integrate moral education into the curriculum, and foster a culture of academic integrity to support students' academic success and personal development.

CHAPTER ONE

INTRODUCTION

Background to the Study

Student learning outcomes are a central focus in educational research, as they represent the culmination of various educational processes and the effectiveness of instructional practices. Learning outcomes refer to the measurable knowledge, skills, attitudes, and values that students acquire through their educational experiences. These learning outcomes are not only a reflection of students' academic achievements but also an indication of the overall effectiveness of school discipline.

School discipline is one of the key factors influencing student learning outcomes. Discipline within the school environment is critical for creating a conducive learning atmosphere. It encompasses the enforcement of rules and regulations, the management of student behaviour, and the establishment of a structured environment that supports academic focus. Studies have consistently shown that disciplined schools tend to have better academic performance, as discipline minimizes disruptions and maximizes instructional time (Wang & Degol, 2016).

Schools often face challenges relating to student behaviour, effective school discipline practices are particularly important. Adherence to school rules, a specific aspect of discipline, plays a significant role in shaping student behaviour. When students consistently follow established rules, it reflects a culture of discipline that promotes respect for authority and an orderly environment conducive to learning. This adherence not only reduces incidences of misconduct but also fosters a positive school climate that enhances student engagement, academic success and promotes an effective moral behaviour (Lewis, 2019).

Moral behaviour is another crucial factor that can significantly impacts student learning outcomes. Moral behaviour refers to the ethical standards and values that guide students' actions and interactions within the school environment. It encompasses qualities such as honesty, integrity, respect for others, and responsibility. Moral behaviour is deeply intertwined with students' academic lives, as it influences their approach to learning, interactions with peers and teachers, and overall engagement with the educational process. Honesty and integrity, in particular, are essential components of moral behaviour that directly affect learning outcomes. When students exhibit honesty, they are more likely to engage

in genuine academic efforts rather than resorting to cheating or plagiarism. Integrity ensures that students take ownership of their learning, fostering a deeper understanding and retention of knowledge (Arthur, 2017).

The relationship between school discipline, moral behaviour, and student learning outcomes is complex and interdependent. Effective school discipline supports the development of moral behaviour by reinforcing ethical standards and encouraging responsible conduct. Conversely, a strong foundation of moral behaviour enhances the effectiveness of school discipline by promoting self-regulation and respect for rules among students. Together, these factors create an environment where students are not only academically engaged but also motivated to excel in a manner consistent with ethical principles. Recent studies have highlighted the importance of integrating both discipline and moral education in school curricula to foster environments that support optimal learning outcomes (Berkowitz & Bier, 2020).

School discipline and Moral Institution has been linked to be an effective effect on how student learn, participate effectively by instruction and it influences students'

behaviour and character. It is based on this background that this study seeks to examine the influence of school discipline and moral behaviour on students learning outcomes in Benin Metropolis.

Statement of the Problem

In an ideal educational setting, students demonstrate discipline and moral behaviour, fostering a supportive learning environment that enhances academic success, but currently the reality is far from this ideal. Schools are plagued by issues like bullying, truancy, cultism, and high failure rates, which disrupt learning and hinder students' development. In response to these challenges, policymakers and school administrators have introduced disciplinary codes, anti-bullying campaigns, and moral education programs aimed at promoting school discipline and moral behaviour. Efforts have been made to engage teachers, parents, and community leaders in fostering a supportive learning environment. Moreover, some schools have implemented counseling and guidance services to address behavioural issues and promote ethical values.

Despite various interventions aimed at improving school discipline and moral behaviour, issues in these areas remain pervasive in educational settings. Recent educational reports indicate a persistently high truancy rate, with approximately 30% of students missing school regularly, along with frequent incidents of bullying and cult-related activities (National Education Statistics, 2022; Ministry of Education, 2023). This lack of discipline and moral behaviour has serious consequences, including diminished academic outcomes and students ill-prepared for societal responsibilities. Wang and Degol (2016) and Arthur (2017), have examined the influence of discipline and moral behaviour on learning, but based on the knowledge of the researcher there is no study that strictly captured schools in Benin Metropolis. This study seeks to bridge this gap by examining the combined influence of school discipline and moral behaviour on students' learning outcomes in Benin Metropolis.

Research Question

The following research question were raised to guide this study;

1. What is the influence of school discipline on students learning outcome?

2. What is the influence of moral behaviour on students learning outcome?
3. How does students honesty and integrity influence students learning outcomes?

Purpose of the Study

The main purpose of this study is to assess the influence of school discipline and moral behaviour on students learning outcome, the specific purpose of this study is to;

1. find out the influence of school discipline on students learning outcome.
2. find out the influence of moral behaviour on students learning outcome.
3. determine how students honesty and integrity influence students learning outcomes.

Significance of the Study

This study surveys the "Influence of school discipline and moral behaviour on students' learning outcomes in Benin Metropolis. The findings of this study would be of benefit to students, teachers, school administrators and future researchers on

the critical role of school discipline and moral behaviour in shaping students' learning outcomes.

Student: By understanding the positive impact of school discipline and moral behaviour on learning outcomes, students can develop a greater awareness of how their behaviour in school influences their academic performance. With this knowledge, students are likely to engage more actively in maintaining discipline and ethical conduct, which can lead to improved focus, better study habits, and higher grades.

Teachers: Teachers can gain insights into the impact of school discipline and moral behaviour on students' learning outcomes, enabling them to adopt more effective disciplinary and moral guidance strategies in their classrooms. With a clearer understanding of these influences, teachers can foster a more structured and supportive learning environment.

School Administrator: School administrators can utilize the study's findings to design or refine disciplinary policies and moral education programs. The research emphasizes the need for a balanced approach that supports both academic and

ethical development, enabling administrators to create policies that enhance both discipline and student engagement.

Future Researchers: This study adds to the existing literature on the relationship between school discipline, moral behaviour, and academic outcomes, specifically within the context of Benin Metropolis. Future researchers can build upon this study to explore additional variables or conduct comparative analyses in different regions.

Scope/Limitation of the Study

This study seek to examine the influence of school discipline and moral behaviour on students learning outcomes in Benin Metropolis. The research is confined to secondary school 3 in the metropolis. This is because students at this level undergone series of school discipline. The scope includes school discipline, student honesty and integrity on students learning outcome.

Definition of Terms

School Discipline: refers to the rules, regulations, and behavioural standards established within the school to create a structured learning environment that minimizes disruptions and enhances academic focus.

Moral Behaviour: encompasses the ethical values and standards expected of students, such as honesty, respect, responsibility, and integrity, which influence their interactions and overall engagement in the school setting.

Student Learning Outcomes: are the measurable knowledge, skills, attitudes, and values that students acquire from their educational experiences, reflected in their academic performance and personal development.

Truancy: is the act of students regularly missing school without valid reasons, which negatively affects their learning and is indicative of behavioural issues related to discipline.

Bullying: refers to aggressive, repetitive behaviour by students that aims to intimidate or harm peers, creating an unsafe learning environment and impacting overall school discipline.

Cultism: pertains to student involvement in secret groups with harmful practices, which undermines school discipline and disrupts the educational environment.

Honesty and Integrity: denote the ethical principles of truthfulness and personal responsibility that students are encouraged to uphold, which influence their academic efforts and moral behaviour in school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the related literature of the study under the following subheadings;

- Theoretical Framework
- Student Learning Outcomes
- School Discipline
- Moral Behaviours
- School Discipline and Students Learning Outcome
- Moral Behaviour and Students Learning Outcome
- Honesty and Integrity and Students Learning Outcome
- Summary of Reviewed Literature

Theoretical Framework

This study is underpinned to the Social Learning Theory. Social Learning Theory, developed by Albert Bandura in the 1960s, provides a robust foundation for understanding how students acquire behaviours, values, and attitudes through the process of observation, imitation, and modeling within a social context. According

to this theory, individuals, particularly children, learn not only through direct experiences but also by observing the actions of others and the consequences that follow. Bandura emphasized that learning occurs through attention, retention, reproduction, and motivation, processes that enable individuals to observe behaviours, store them in memory, and replicate them when motivated.

Bandura's Social Learning Theory is particularly relevant to a study on the influence of school discipline and moral behaviour on students' learning outcomes. In the context of a school environment, students are constantly exposed to various models of behaviour from teachers, administrators, and peers. These individuals play a crucial role in shaping students' understanding of discipline and morality, which are critical to their learning process. By observing how rules are enforced, how moral behaviours like honesty and integrity are rewarded, and how authority figures behave, students learn to model these behaviours in their own actions.

The theory's emphasis on observational learning is central to the way students internalize school discipline and moral behaviour. When students witness disciplinary structures being implemented consistently and see positive behaviours

being rewarded, they are more likely to imitate those behaviours. Similarly, the moral values demonstrated by role models in the school setting, whether teachers or senior students, become part of the students' learned behaviours. In this way, Social Learning Theory provides a comprehensive explanation for how students absorb and reflect discipline and moral standards within the school environment.

This theory is perfectly aligned with the study because it highlights the role of the social environment, such as schools, in shaping students' behaviours and attitudes. Schools are not merely places where academic knowledge is transmitted, but they also serve as social institutions where norms of discipline and morality are taught and reinforced. Social Learning Theory connects this socialization process directly to learning outcomes, suggesting that students' academic success is influenced by the behaviours they observe and adopt in their school environment. Through the lens of this theory, it becomes clear that a disciplined and morally structured school environment can positively influence students' academic performance by fostering behaviours conducive to learning.

In essence, Social Learning Theory provides a direct link between the environment in which students are immersed and the outcomes they achieve, both behaviourally and academically. This alignment makes it the perfect theoretical framework for examining how school discipline and moral behaviour impact students' learning outcomes. The emphasis on modeling and the reciprocal influence of the environment and behaviour resonates strongly with the objectives of this study, which seeks to explore how students' learning is shaped by their exposure to disciplined structures and moral guidance within the school setting.

Student Learning Outcomes

Student learning outcomes refer to the measurable knowledge, skills, attitudes, and competencies that students are expected to acquire during their educational experience. These outcomes serve as a framework for assessing the effectiveness of educational programs and the overall performance of students in achieving educational goals. According to Hattie (2018), student learning outcomes are crucial in determining the success of educational practices and are influenced by various factors, including the quality of instruction, the learning environment, and

individual student characteristics. In essence, they represent the culmination of students' intellectual and personal development within a particular educational setting.

One of the primary determinants of student learning outcomes is the quality of teaching. Studies have shown that effective teaching practices significantly contribute to improved academic performance and positive learning outcomes. Teachers who employ a range of instructional strategies tailored to meet the diverse needs of their students are more likely to foster deeper learning and understanding (Darling-Hammond et al., 2020). This approach aligns with Vygotsky's theory of the Zone of Proximal Development, which emphasizes the importance of instructional support in helping students reach their full potential. Therefore, the role of teachers in shaping learning outcomes cannot be overstated, as their ability to engage students and provide meaningful feedback directly impacts students' academic success.

Another critical factor influencing student learning outcomes is the learning environment. A positive and supportive learning environment promotes student

engagement, motivation, and well-being, all of which are essential for optimal learning outcomes (Zhou & Brown, 2022). Schools that foster a culture of discipline, respect, and collaboration create an atmosphere where students feel safe to express themselves and take intellectual risks. Such environments enable students to focus on their studies, leading to better academic achievements. Conversely, schools with poor discipline and a lack of moral behaviour may struggle to create the conditions necessary for effective learning, which can negatively impact student performance.

In addition to the learning environment, student learning outcomes are shaped by personal and psychological factors, including motivation, self-regulation, and cognitive abilities. Research by Ryan and Deci (2020) highlights the role of intrinsic and extrinsic motivation in driving student engagement and academic achievement. When students are intrinsically motivated, they are more likely to take ownership of their learning, persevere through challenges, and ultimately achieve higher learning outcomes. Extrinsic factors, such as rewards, grades, and parental expectations, also play a role in shaping students' attitudes towards

learning, though their impact may vary depending on individual students' goals and aspirations.

Moreover, student learning outcomes are increasingly being recognized as multidimensional, encompassing not only academic knowledge but also social, emotional, and ethical development. As Shulman (2021) points out, modern education systems must aim to develop well-rounded individuals who possess the cognitive skills to excel academically as well as the moral and ethical competencies necessary for responsible citizenship. Therefore, a comprehensive understanding of student learning outcomes extends beyond academic achievement to include the development of critical thinking, problem-solving, and interpersonal skills, all of which contribute to students' success in life.

Student learning outcomes are a reflection of the various cognitive, emotional, and social factors that contribute to students' overall development. They are influenced by the quality of instruction, the learning environment, and individual psychological factors such as motivation. The focus on holistic student development in recent educational literature underscores the importance of

considering multiple dimensions of learning outcomes, beyond mere academic achievement, to prepare students for the complex challenges of the modern world (Hattie, 2018; Ryan & Deci, 2020; Shulman, 2021). This multidimensional approach to learning outcomes ensures that education systems not only produce knowledgeable individuals but also socially responsible and emotionally intelligent citizens.

School Discipline

School discipline refers to the strategies, policies, and practices implemented by schools to regulate student behaviour and ensure a safe, orderly environment conducive to learning. Discipline in schools encompasses the rules and expectations set for student behaviour and the consequences for breaking these rules. It is a critical element in maintaining a functional and effective learning environment, as it promotes order, respect, and accountability among students (Bear, 2019).

Historically, school discipline has been seen as essential to controlling disruptive behaviours that could interfere with the learning process. Researchers like

Gottfredson (2001) have emphasized the role of discipline in promoting student responsibility and fostering an environment where students can focus on academic achievement without distractions. Effective discipline strategies not only reduce negative behaviours but also encourage positive social interactions, cooperation, and respect for authority, which are critical to students' holistic development.

In recent years, approaches to school discipline have evolved. Traditional punitive measures, such as corporal punishment or suspensions, have been largely replaced by more restorative and proactive strategies, such as positive behavioural interventions and supports (PBIS). These approaches emphasize correcting inappropriate behaviours while fostering a positive school climate (Sugai & Horner, 2006). The shift from punitive discipline to a more supportive, instructional approach has been informed by research showing that punishment alone often fails to address the underlying causes of misbehaviour and can even lead to increased disconnection from school, particularly among marginalized students (Skiba et al., 2008).

Effective school discipline systems are those that promote not only behavioural conformity but also a culture of respect, fairness, and mutual responsibility between teachers and students. According to Bear (2019), discipline in schools should not be about control and compliance but about teaching students self-regulation, responsibility, and respect for others. This perspective aligns with the concept of “discipline as learning,” which seeks to educate students about the consequences of their actions and encourages them to make better decisions in the future.

One significant aspect of school discipline is consistency in enforcement. When rules and consequences are applied consistently and fairly, students are more likely to internalize the importance of following the rules. Inconsistent or biased enforcement, on the other hand, can undermine students’ trust in the school system and lead to resentment and disengagement (Gregory, Skiba, & Noguera, 2010). Therefore, schools must ensure that disciplinary policies are transparent, equitable, and applied uniformly across all student demographics to foster a sense of fairness and justice.

Discipline is also intricately linked to the broader learning environment. A well-disciplined school creates a stable and predictable environment where students feel safe and are free from bullying, violence, or other disruptions. This kind of environment is essential for students to be able to concentrate on their academic work and participate fully in class activities (Osher et al., 2010). In contrast, schools with high levels of disruptive behaviour or ineffective disciplinary policies may find it challenging to maintain academic standards, as students' learning opportunities are frequently interrupted.

Moreover, the implementation of school discipline also plays a key role in shaping students' social-emotional development. When students understand the reasons behind certain disciplinary measures and are given the opportunity to learn from their mistakes, they are more likely to develop a sense of personal responsibility and self-discipline (Gottfredson, 2001). Such an approach aligns with the principles of restorative justice, which focuses on repairing harm, promoting accountability, and restoring relationships rather than simply punishing students for misconduct (Evans & Lester, 2013).

However, it is also important to note the potential negative consequences of poorly implemented or excessively punitive disciplinary practices. For example, zero-tolerance policies, which mandate strict consequences for even minor infractions, have been criticized for disproportionately affecting students of color, low-income students, and students with disabilities (Skiba et al., 2008). These policies can lead to a "school-to-prison pipeline," where students are pushed out of school and into the criminal justice system due to harsh disciplinary measures. Therefore, it is essential for schools to adopt discipline practices that are fair, equitable, and designed to keep students in school rather than exclude them.

School discipline plays a pivotal role in shaping the learning environment, influencing students' behaviour, and promoting academic success. Effective discipline strategies go beyond mere punishment to teach students self-regulation, accountability, and respect for others. When implemented consistently and fairly, school discipline contributes to a positive school climate that supports both academic and social-emotional development. On the other hand, overly punitive or inconsistent discipline practices can have detrimental effects on students' engagement, trust in the system, and long-term success. Schools must therefore

strike a balance between maintaining order and fostering an environment that prioritizes learning, growth, and equity for all students.

Moral Behaviours

Moral behaviour in students refers to the actions and decisions that align with ethical principles such as honesty, integrity, kindness, and respect for others. These behaviours are shaped by a combination of individual upbringing, societal norms, and the influence of educational institutions. Moral behaviour in schools is vital because it contributes to the creation of a positive school culture where students feel safe, respected, and valued. According to Kohlberg's (1984) theory of moral development, students progress through different stages of moral reasoning, from a focus on avoiding punishment to an understanding of universal ethical principles. Schools play a critical role in guiding students through these stages by providing a structured environment where moral values are taught, reinforced, and modeled.

In the school context, moral behaviours are often reflected in students' interactions with their peers, teachers, and the larger school community. Behaviours such as

helping others, showing empathy, following rules, and standing up against injustice are all indicators of moral development (Eisenberg & Morris, 2004). These behaviours are not only important for creating a harmonious school environment but also for fostering students' personal growth and preparing them to become responsible and ethical members of society.

The development of moral behaviour is closely linked to the concept of character education, which refers to the deliberate effort to teach students values and ethics as part of their overall education. Schools that prioritize character education create opportunities for students to engage in discussions about ethical dilemmas, reflect on their actions, and understand the impact of their behaviour on others (Berkowitz & Bier, 2005). Through activities such as community service, peer mentoring, and collaborative learning, students learn to apply moral principles in real-life situations, thereby strengthening their moral character.

A key factor in promoting moral behaviour in students is the presence of positive role models. Teachers, in particular, play a significant role in shaping students' moral development by modeling ethical behaviour, treating students with fairness

and respect, and reinforcing the importance of honesty and integrity (Wang, 2016). When students observe their teachers and other authority figures consistently demonstrating moral behaviour, they are more likely to internalize these values and incorporate them into their own actions. This aligns with Bandura's (1977) Social Learning Theory, which suggests that individuals learn by observing and imitating the behaviour of others, particularly those they view as role models.

Furthermore, moral behaviour is influenced by the broader school culture. Schools that promote a culture of respect, fairness, and inclusivity create an environment where students feel a sense of belonging and are more likely to act in ways that reflect these values (Thapa et al., 2013). Conversely, schools that tolerate bullying, discrimination, or unethical behaviour may struggle to instill moral values in their students, as these behaviours undermine the ethical foundation of the school community.

Moral behaviour is also closely linked to students' academic success. Research has shown that students who exhibit moral behaviours, such as perseverance, responsibility, and respect for others, are more likely to achieve positive learning

outcomes (Lapsley & Narvaez, 2006). For example, students who take responsibility for their actions and work diligently are more likely to succeed academically, as they demonstrate a strong work ethic and a commitment to learning. Additionally, students who show respect for their peers and teachers are more likely to build positive relationships, which can enhance their social and emotional well-being and contribute to a supportive learning environment.

Moral behaviour is a crucial aspect of students' development that has a significant impact on both their personal growth and academic success. Schools play a vital role in shaping students' moral behaviour by providing a structured environment where ethical values are taught, modeled, and reinforced. Through character education, positive role models, and a supportive school culture, students learn to internalize moral principles and apply them in their interactions with others. Moral behaviour not only contributes to a positive school environment but also prepares students to become responsible and ethical citizens in the broader society.

School Discipline and Students' Learning Outcome

School discipline significantly impacts students' learning outcomes by creating an environment conducive to academic success. A well-disciplined school fosters an atmosphere of respect, order, and safety, all of which are essential for effective learning. When students follow school rules, attend classes regularly, and exhibit positive behaviour, they are more likely to focus on their studies and perform better academically (Bear, 2019). In contrast, a lack of discipline often leads to disruptions in the classroom, which can hinder the teaching and learning process. Disciplinary issues such as truancy, violence, or bullying create a chaotic environment that detracts from the primary focus of education—learning.

Research has consistently shown that schools with strong disciplinary systems tend to have higher academic performance. For instance, Osher et al. (2010) found that schools with clear and consistent disciplinary policies have better academic outcomes because students know what is expected of them and understand the consequences of misbehaviour. A disciplined school environment allows teachers to spend more time on instruction rather than managing disruptive behaviour, which enhances the overall quality of education. Furthermore, disciplined students

are more likely to engage in productive learning behaviours such as completing assignments on time, participating in class discussions, and collaborating with peers on academic projects.

The relationship between school discipline and learning outcomes can also be understood through the lens of classroom management. Effective classroom management is closely related to school discipline and involves establishing routines, setting clear expectations, and addressing inappropriate behaviour in a constructive manner. When teachers implement strong classroom management techniques, they create a structured learning environment where students feel safe and supported. This, in turn, promotes student engagement and academic achievement (Gregory, Skiba, & Noguera, 2010). In schools where discipline is well-enforced, teachers can maintain a calm and focused classroom atmosphere that facilitates deeper learning and comprehension of academic material.

Another critical aspect of the influence of school discipline on learning outcomes is the role of disciplinary interventions. Traditionally, punitive approaches to discipline, such as suspensions and expulsions, have been used to manage student

behaviour. However, recent research suggests that these approaches may have unintended negative consequences on students' academic performance. For example, Skiba et al. (2008) argue that exclusionary discipline practices can contribute to academic disengagement, increased dropout rates, and lower academic achievement, particularly among marginalized students. When students are removed from the classroom for extended periods, they miss valuable instructional time, which can lead to gaps in learning and reduced academic performance.

In contrast, restorative disciplinary approaches, which focus on repairing harm and promoting accountability, have been shown to have a positive impact on both behaviour and academic outcomes. Restorative practices encourage students to take responsibility for their actions, reflect on the impact of their behaviour on others, and work to make amends. This approach not only improves student behaviour but also helps build a stronger sense of community and trust within the school, which can enhance students' engagement and motivation to learn (Evans & Lester, 2013). By fostering positive relationships between students and teachers,

restorative discipline promotes a supportive learning environment that contributes to improved academic outcomes.

In addition to improving behaviour, school discipline also plays a crucial role in developing students' social-emotional skills, which are closely linked to academic success. Schools that implement discipline systems that teach self-regulation, conflict resolution, and empathy help students develop the skills they need to succeed both academically and socially. These skills enable students to manage their emotions, work collaboratively with others, and persevere in the face of challenges, all of which are essential for academic success (Bear, 2019). In this way, school discipline not only affects immediate learning outcomes but also contributes to students' long-term academic and personal growth.

School discipline has a profound influence on students' learning outcomes by shaping the learning environment, promoting positive behaviour, and developing students' social-emotional skills. A well-disciplined school creates the conditions necessary for academic success by reducing distractions, fostering respect, and encouraging student engagement. While traditional punitive disciplinary

approaches may have negative consequences on learning outcomes, restorative and supportive discipline practices have been shown to improve both behaviour and academic achievement. Schools that prioritize discipline as a tool for teaching responsibility and accountability are more likely to create environments where students can thrive academically and socially.

Moral Behaviour and Students' Learning Outcome

Moral behaviour is a fundamental aspect of human character, and its influence on students' learning outcomes cannot be overstated. Moral behaviour encompasses traits such as respect, responsibility, fairness, and empathy, which contribute to a positive learning environment and foster academic success. When students exhibit moral behaviour, they create an atmosphere of mutual respect and cooperation, which is essential for effective learning. Conversely, the absence of moral behaviour can lead to disruptions, conflicts, and a lack of focus, all of which negatively affect academic performance (Lapsley & Narvaez, 2014).

In the context of education, moral behaviour plays a crucial role in shaping students' interactions with their peers, teachers, and the wider school community.

Students who demonstrate moral behaviour are more likely to engage in constructive relationships with their classmates, which can enhance collaboration and group learning activities. According to Lickona (2004), moral behaviour fosters a sense of belonging and trust within the school community, which in turn promotes student engagement and motivation to learn. When students feel that they are part of a supportive and respectful environment, they are more likely to take risks in their learning, ask questions, and seek help when needed.

Moral behaviour also influences students' attitudes toward learning and their approach to academic tasks. Students who value honesty, responsibility, and fairness are more likely to take their studies seriously and put in the effort required to succeed academically. For example, a student who values responsibility will complete assignments on time, attend classes regularly, and study for exams, all of which are behaviours that contribute to academic success. Similarly, a student who values honesty is less likely to engage in academic dishonesty, such as cheating or plagiarism, which can undermine their learning and academic integrity (Wang & Holcombe, 2010).

Moreover, moral behaviour has a significant impact on classroom dynamics and the overall learning environment. In classrooms where moral behaviour is emphasized and practiced, there is typically less conflict, fewer disciplinary issues, and a stronger focus on learning. According to Berkowitz and Bier (2005), schools that prioritize character education and moral development tend to have students who are more engaged in their learning and who perform better academically. This is because moral behaviour promotes a sense of order and respect in the classroom, allowing both teachers and students to focus on academic tasks rather than on managing behavioural problems.

Furthermore, moral behaviour is closely linked to students' emotional well-being, which is a key factor in academic success. Students who exhibit moral behaviour are more likely to develop positive relationships with their teachers, which can enhance their sense of belonging and self-esteem. Research by Battistich et al. (2004) indicates that students who feel connected to their school community and who experience positive relationships with their peers and teachers are more likely to be motivated to learn and to achieve higher academic outcomes. In this way, moral behaviour contributes not only to the academic aspect of students' lives but

also to their social and emotional development, which are critical for long-term success.

In addition to its direct impact on academic performance, moral behaviour also plays a role in shaping students' attitudes toward lifelong learning. Students who develop strong moral values are more likely to continue valuing education and personal growth throughout their lives. This is because moral behaviour fosters qualities such as perseverance, curiosity, and a love of learning, all of which are essential for success beyond the classroom (Lickona, 2004). When students learn to approach their education with integrity and responsibility, they are more likely to carry these values with them into their future academic and professional endeavors.

Moral behaviour has a profound influence on students' learning outcomes by shaping their attitudes, interactions, and approach to academic tasks. Students who demonstrate moral behaviour create a positive learning environment, engage in constructive relationships, and exhibit the behaviours necessary for academic success. By promoting respect, responsibility, and fairness, moral behaviour

contributes to both the academic and social-emotional development of students, leading to improved learning outcomes and long-term success.

Honesty and Integrity and Students' Learning Outcome

Honesty and integrity are foundational moral values that play a crucial role in shaping students' learning outcomes. These values are essential for academic success because they foster trust, accountability, and a commitment to personal growth. When students practice honesty and integrity in their academic pursuits, they demonstrate a dedication to learning that is grounded in ethical principles. This not only enhances their academic performance but also prepares them for future challenges in both their academic and professional lives (McCabe, Butterfield, & Treviño, 2012).

In an academic context, honesty refers to the practice of being truthful in one's work, while integrity involves adhering to moral and ethical principles even when faced with challenges or temptations. For students, this means completing assignments independently, giving credit to others' ideas through proper citations, and refraining from dishonest behaviours such as cheating or plagiarism.

According to research by McCabe and Treviño (2001), students who consistently demonstrate honesty and integrity are more likely to achieve higher academic outcomes because they approach their studies with a sense of responsibility and commitment to genuine learning.

The influence of honesty and integrity on learning outcomes can be seen in several key areas. First, students who practice these values are more likely to develop a deep understanding of the material they are studying. When students commit to completing their work honestly, they are more likely to engage with the content fully, ask questions, and seek help when needed. This leads to a deeper comprehension of academic subjects and better long-term retention of knowledge. In contrast, students who engage in dishonest behaviours such as cheating may pass exams or complete assignments, but they often do so without truly understanding the material, which can negatively impact their overall academic development (McCabe et al., 2012).

Moreover, honesty and integrity contribute to a positive academic culture within schools. When students consistently demonstrate these values, they help create an

environment of trust and respect among their peers and teachers. This culture of trust is essential for effective learning, as it encourages open communication, collaboration, and the free exchange of ideas. According to Donaldson and Gini (2016), schools that emphasize honesty and integrity tend to have fewer instances of academic dishonesty and higher levels of student engagement, as students feel more comfortable sharing their thoughts and learning from one another in a supportive environment.

The relationship between honesty, integrity, and academic success is also evident in the way students approach challenges and setbacks. Students who value integrity are more likely to view academic difficulties as opportunities for growth rather than as obstacles to be circumvented through dishonest means. For example, a student who struggles with a particular subject may choose to seek help from a teacher or tutor rather than resort to cheating on an exam. This approach not only fosters a deeper understanding of the subject but also promotes resilience and perseverance, both of which are essential for long-term academic success (Wangaard & Stephens, 2011).

In addition to its immediate impact on academic performance, honesty and integrity also play a critical role in shaping students' future success. These values are highly valued in both higher education and the workplace, where individuals are expected to adhere to ethical standards and demonstrate accountability in their work. Students who develop a strong sense of honesty and integrity in their academic pursuits are more likely to carry these values with them into their future careers, where they will be essential for professional success and personal fulfillment (Donaldson & Gini, 2016).

Honesty and integrity are fundamental values that have a significant influence on students' learning outcomes. By fostering trust, accountability, and a commitment to genuine learning, these values contribute to both the academic and personal growth of students. Students who practice honesty and integrity are more likely to achieve academic success, develop a deeper understanding of the material they are studying, and create a positive academic culture that supports collaboration and mutual respect. Ultimately, the values of honesty and integrity not only enhance students' academic performance but also prepare them for future success in both their academic and professional lives.

Moral Behaviour and Students' Learning Outcome

Moral behaviour is a fundamental aspect of human character, and its influence on students' learning outcomes cannot be overstated. Moral behaviour encompasses traits such as respect, responsibility, fairness, and empathy, which contribute to a positive learning environment and foster academic success. When students exhibit moral behaviour, they create an atmosphere of mutual respect and cooperation, which is essential for effective learning. Conversely, the absence of moral behaviour can lead to disruptions, conflicts, and a lack of focus, all of which negatively affect academic performance (Lapsley & Narvaez, 2014).

In the context of education, moral behaviour plays a crucial role in shaping students' interactions with their peers, teachers, and the wider school community. Students who demonstrate moral behaviour are more likely to engage in constructive relationships with their classmates, which can enhance collaboration and group learning activities. According to Lickona (2004), moral behaviour fosters a sense of belonging and trust within the school community, which in turn promotes student engagement and motivation to learn. When students feel that

they are part of a supportive and respectful environment, they are more likely to take risks in their learning, ask questions, and seek help when needed.

Moral behaviour also influences students' attitudes toward learning and their approach to academic tasks. Students who value honesty, responsibility, and fairness are more likely to take their studies seriously and put in the effort required to succeed academically. For example, a student who values responsibility will complete assignments on time, attend classes regularly, and study for exams, all of which are behaviours that contribute to academic success. Similarly, a student who values honesty is less likely to engage in academic dishonesty, such as cheating or plagiarism, which can undermine their learning and academic integrity (Wang & Holcombe, 2010).

Moreover, moral behaviour has a significant impact on classroom dynamics and the overall learning environment. In classrooms where moral behaviour is emphasized and practiced, there is typically less conflict, fewer disciplinary issues, and a stronger focus on learning. According to Berkowitz and Bier (2005), schools that prioritize character education and moral development tend to have students

who are more engaged in their learning and who perform better academically. This is because moral behaviour promotes a sense of order and respect in the classroom, allowing both teachers and students to focus on academic tasks rather than on managing behavioural problems.

Furthermore, moral behaviour is closely linked to students' emotional well-being, which is a key factor in academic success. Students who exhibit moral behaviour are more likely to develop positive relationships with their teachers, which can enhance their sense of belonging and self-esteem. Research by Battistich et al. (2004) indicates that students who feel connected to their school community and who experience positive relationships with their peers and teachers are more likely to be motivated to learn and to achieve higher academic outcomes. In this way, moral behaviour contributes not only to the academic aspect of students' lives but also to their social and emotional development, which are critical for long-term success.

In addition to its direct impact on academic performance, moral behaviour also plays a role in shaping students' attitudes toward lifelong learning. Students who

develop strong moral values are more likely to continue valuing education and personal growth throughout their lives. This is because moral behaviour fosters qualities such as perseverance, curiosity, and a love of learning, all of which are essential for success beyond the classroom (Lickona, 2004). When students learn to approach their education with integrity and responsibility, they are more likely to carry these values with them into their future academic and professional endeavors.

Moral behaviour has a profound influence on students' learning outcomes by shaping their attitudes, interactions, and approach to academic tasks. Students who demonstrate moral behaviour create a positive learning environment, engage in constructive relationships, and exhibit the behaviours necessary for academic success. By promoting respect, responsibility, and fairness, moral behaviour contributes to both the academic and social-emotional development of students, leading to improved learning outcomes and long-term success.

Summary of Reviewed Literature

Student learning outcomes have consistently been a focus of concern within educational systems, including the Benin Metropolis, where the issue persists despite multiple interventions aimed at improving academic performance. Persistent underperformance in public examinations, reduced levels of student engagement, and an increase in disciplinary problems highlight that core factors influencing student learning outcomes have not been adequately addressed. Specifically, school discipline, adherence to school rules, moral behaviour, and students' honesty and integrity are crucial elements that have been insufficiently integrated into strategies aimed at improving educational outcomes in the region.

Previous research highlights the positive influence of school discipline on academic performance. For instance, studies such as those by Wang and Degol (2016) demonstrate that a disciplined school environment correlates positively with higher academic achievement by providing a structured setting conducive to learning. However, these studies have often failed to explore the specific mechanisms through which discipline influences learning outcomes, particularly in the unique socio-cultural context of Benin Metropolis. This lack of exploration

into the contextual factors influencing discipline's role in education represents a gap in the literature that this study aims to address.

Moral behaviour, particularly the promotion of values such as respect, responsibility, and empathy, has also been associated with positive academic outcomes. Arthur et al. (2017) emphasized the role of character education in promoting these values, which contribute to a collaborative and supportive learning environment. However, their research largely focused on the theoretical aspects of moral education without providing empirical evidence linking specific moral behaviours to academic outcomes, particularly in the Benin Metropolis. This lack of empirical investigation presents another gap in the literature, which this study aims to address by examining how moral behaviour influences learning outcomes in this socio-cultural context.

Lastly, the concepts of honesty and integrity have been recognized as critical to academic success, as students who demonstrate these virtues tend to perform better academically and are less likely to engage in dishonest behaviours such as cheating. Studies such as Berkowitz and Bier (2020) provided a strong theoretical

foundation for understanding the importance of honesty and integrity in education. However, these studies often fail to account for how varying levels of these moral virtues influence academic performance in different settings, particularly in regions like Benin Metropolis, where the ethical and moral challenges students face may differ from those in more homogeneous or developed regions.

In summary, while there is substantial research underscoring the importance of school discipline, adherence to school rules, moral behaviour, and honesty and integrity in improving student learning outcomes, these factors have not been adequately examined within the specific socio-cultural and educational context of Benin Metropolis. Furthermore, the literature lacks empirical evidence linking these variables to academic outcomes in this region. This study aims to fill these gaps by exploring the influence of these factors on students' learning outcomes in Benin Metropolis, providing insights that are critical for developing more contextually relevant educational interventions.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology adopted for the study titled "Influence of School Discipline and Moral Behaviour on Students' Learning Outcomes in Benin Metropolis." The chapter is organized under the following sub-headings:

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

Research Design

The study adopts a descriptive survey design, appropriate for assessing the influence of school discipline and moral behaviour on students' learning outcomes. This design allows for data collection from a specific population to describe the current situation of the phenomena under study. The descriptive survey method is beneficial for understanding students' attitudes, behaviours, and outcomes related to discipline and moral conduct within Benin Metropolis.

Population of the Study

The population of this study includes 2870 Junior Secondary School III (JSSIII) students in Egor Local Government, Ikpoba Okha Local Government and Oredo Local Government. Given the study's focus, the population will be limited to students in JSSIII, allowing a comprehensive view of discipline and moral behaviour's influence on academic outcomes. The estimated population for this study is approximately 2870 students.

Sample and Sampling Techniques

The sample of this study consist of 120 JSSIII students. The simple random sampling technique was used to select 20 students each from 2 schools from the various local government area. The students will be purposively selected for the study.

Research Instrument

The instrument for this study consists of a self-structured questionnaire divided into two sections: Section A: Demographic Information of respondents (e.g., gender, age, class). Section B: Items related to the research questions, focusing on the influence of school discipline and moral behaviour on learning outcomes. The responses will be rated on a 4-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validation of the Instrument

The research instrument will undergo content validation by the researcher's supervisor and two experts from the Department of Curriculum and Instructional Technology at the University of Benin. Their feedback will ensure that the

questionnaire adequately covers the scope of the research questions and accurately measures the variables of interest.

Reliability of the Instrument

The reliability of the instrument will be determined using the Cronbach Alpha reliability test. A pilot test will be conducted with 20 students outside the sample population, and the Cronbach Alpha coefficient will be calculated to assess the consistency of the responses. A reliability coefficient of 0.7 or higher will indicate that the instrument is reliable for the study.

Method of Data Collection

Data collection will be conducted by administering the structured questionnaire to the selected students. Permission will be obtained from school authorities, and students will be assured of the confidentiality of their responses. The researcher will collect the completed questionnaires immediately after administration to ensure a high response rate.

Method of Data Analysis

The data collected will be analyzed using descriptive statistics, including mean, standard deviation, and simple percentages. The mean score will provide insights into the general trends and responses, while the standard deviation will indicate the variability in responses.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results from the analysis and discusses the findings from the results.

Research Question 1: What is the influence of school discipline on students learning outcome?

Table 1: Influence of School Discipline on Students' Learning Outcomes

S/N	Item	SA	A	D	SD	Mean	Remark
1	School discipline policies positively impact my academic performance.	53 (44.17%)	40 (33.33%)	21 (17.50%)	6 (5.00%)	4.00	Agreed
2.	I am more focused in class when rules and regulations are enforced.	36 (30.00%)	46 (38.33%)	23 (19.17%)	15 (12.50%)	3.75	Agreed
3.	Adherence to school discipline improves my engagement in academic activities.	44 (36.67%)	50 (41.67%)	13 (10.83%)	13 (10.83%)	3.90	Agreed
4.	Discipline reduces distractions in my learning environment, improving my outcomes.	35 (29.17%)	47 (39.17%)	19 (15.83%)	19 (15.83%)	3.74	Agreed
5	My academic performance improves when my school maintains a structured environment.	53 (44.17%)	40 (33.33%)	21 (17.50%)	6 (5.00%)	4.00	Agreed
Cluster Mean						3.88	Agreed

Source: Field Survey, 2024

Criteria Mean = 2.5

Responses from table 1 showed that majority of students agree that school discipline policies enhance academic performance, with a mean score of 4.00. Enforcing rules and regulations helps students stay focused in class, reflected by a mean of 3.75. Adherence to school discipline fosters better engagement in academic activities, with a mean of 3.90, while reducing distractions in the learning environment also contributes positively, as shown by a mean of 3.74. Maintaining a structured school environment further improves academic performance, again reflected by a mean of 4.00. The cluster mean of 3.88 indicates that students broadly agree on the positive impact of school discipline on their academic success.

Research Question 2: What is the influence of moral behaviour on students learning outcome?

Table 2: Influence of Moral Behaviour on Students' Learning Outcomes

S/N	Item	SA	A	D	SD	Mean	Remark
6	Exhibiting honesty positively affects my academic success.	56 (46.67%)	39 (32.50%)	19 (15.83%)	6 (5.00%)	2.74	Agreed
7.	I find that integrity in my studies enhances my understanding of the material.	62 (51.67%)	35 (29.17%)	15 (12.50%)	9 (7.50%)	2.85	Agreed
8.	Respectful interactions with teachers and peers improve my engagement in school.	41 (34.17%)	41 (34.17%)	26 (21.67%)	12 (10.00%)	2.59	Agreed
9.	Moral behaviour, such as honesty, prevents me from cheating and enhances my grades.	64 (53.33%)	41 (34.17%)	9 (7.50%)	6 (5.00%)	2.89	Agreed
10	Responsibility in my actions positively impacts my learning outcomes.	53 (44.17%)	47 (39.17%)	15 (12.50%)	5 (4.17%)	2.66	Agreed
Cluster Mean						2.75	Agreed

Source: Field Survey, 2024

Responses from table 2 showed that students agree that exhibiting honesty contributes to academic success, as indicated by a mean score of 2.74. Integrity in studies is seen as enhancing understanding, with a mean of 2.85. Respectful interactions with teachers and peers are acknowledged to improve school

engagement, as reflected by a mean of 2.59. Moral behaviors, such as honesty, help prevent cheating and improve grades, achieving the highest mean score of 2.89. Additionally, taking responsibility for actions positively impacts learning outcomes, with a mean of 2.66. The cluster mean of 2.75 reflects general agreement on the beneficial influence of moral behavior on academic achievement.

Research Question 3: How does students honesty and integrity influence students learning outcomes?

Table 3: Influence of Honesty and Integrity on Students' Learning Outcomes

S/N	Item	SA	A	D	SD	Mean (x)	Remark
11	Being honest in my studies prevents academic dishonesty and improves my grades.	44 (36.67%)	56 (46.67%)	18 (15.00%)	3 (2.50%)	3.89	Agreed
12	Integrity in assignments and exams helps me better retain knowledge.	41 (34.17%)	53 (44.17%)	20 (16.67%)	6 (5.00%)	3.87	Agreed
13.	Honesty in school fosters a positive learning environment that supports my learning.	53 (44.17%)	44 (36.67%)	18 (15.00%)	6 (5.00%)	4.08	Agreed
14	Integrity encourages me to put genuine effort into my studies, resulting in better grades.	38 (31.67%)	47 (39.17%)	29 (24.17%)	6 (5.00%)	3.82	Agreed
15	Upholding moral principles, like honesty, influences my academic achievement positively.	44 (36.67%)	56 (46.67%)	18 (15.00%)	3 (2.50%)	3.89	Agreed
Cluster Mean						3.91	Agreed

Source: Field Survey, 2024

Responses from table 3 showed that Students overwhelmingly agree that being honest in their studies prevents academic dishonesty and improves grades, reflected in a mean score of 3.89. Integrity in assignments and exams is seen as aiding knowledge retention, with a mean of 3.87. Honesty in school is recognized for fostering a positive learning environment, achieving the highest mean score of

4.08. Additionally, integrity encourages students to put genuine effort into their studies, resulting in better grades, as shown by a mean of 3.82. Upholding moral principles, such as honesty, positively impacts academic achievement, again with a mean of 3.89. The cluster mean of 3.91 indicates strong agreement on the positive role of honesty and integrity in academic success.

Discussion of Findings

The findings of this study reveal that school discipline, moral behavior, and students' honesty and integrity significantly influence their learning outcomes. Responses from students indicate a strong agreement that discipline policies, structured environments, and adherence to moral and ethical principles contribute positively to academic success.

The study shows that school discipline fosters an environment conducive to learning, as reflected by the cluster mean of 3.88. Students agreed that discipline policies enhance academic performance, help them stay focused, reduce distractions, and encourage engagement in academic activities. This finding aligns with the work of Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008), who

demonstrated that school-wide positive behavior systems enhance students' academic outcomes by reducing classroom disruptions. Similarly, Gregory, Cornell, and Fan (2011) found that structured and supportive discipline strategies improve school climate, which in turn boosts learning outcomes. The agreement between this study and these authors underscores the universal importance of a disciplined school environment in fostering academic success.

The influence of moral behavior on learning outcomes is also highlighted, with students emphasizing that honesty, respect, and responsibility play critical roles in their academic engagement and performance. The cluster mean of 2.75 reflects a general consensus that moral behavior enhances learning outcomes. This finding aligns with Lickona's (1996) exploration of character education, which emphasized the role of moral traits in improving students' engagement and academic achievement. Berkowitz and Bier (2005), in their meta-analysis, similarly concluded that fostering moral behavior through character education programs leads to improved student performance. The present study validates

these findings, confirming that moral behavior is a critical determinant of academic success.

Honesty and integrity were found to have a particularly strong influence on learning outcomes, as indicated by the highest cluster mean of 3.91. Students overwhelmingly agreed that honesty prevents academic dishonesty, fosters a positive learning environment, enhances knowledge retention, and encourages genuine effort in academic activities. This aligns with McCabe and Treviño's (1997) research, which found that adherence to integrity policies significantly impacts academic performance and reduces cheating. Likewise, Newstead, Franklyn-Stokes, and Armstead (1996) demonstrated that honesty correlates positively with knowledge retention and academic achievement. The findings of this study provide additional empirical evidence supporting the critical role of honesty and integrity in fostering academic excellence.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATION

Summary

This study assessed the influence of school discipline and moral behaviour on students learning outcome, the specific purpose of this study is to; find out the influence of school discipline on students learning outcome, find out the influence of moral behaviour on students learning outcome and determine how students honesty and integrity influence students learning outcomes. The study adopted the descriptive survey research design. The population of this study includes 2870 Junior Secondary School III (JSSIII) students in Egor Local Government, Ikpoba Okha Local Government and Oredo Local Government. The sample of this study consist of 120 JSSIII students. The simple random sampling technique was used to select 20 students each from 2 schools from the various local government area. The students will be purposively selected for the study. The research instrument used in the study was a four point likert scale questionnaire developed by the researcher, the instrument was validated by the researchers supervisor, the reliability of the instrument was determined by administering 20 questionnaires to

respondents who were not part of the study and the reliability coefficient was obtained. The questionnaire was administered and retrieved by the researcher, and all administered questionnaire were valid and complete for the analysis, the data collected was collated and analyzed using descriptive statistics.

The findings of the study were as follow;

- i. School Discipline has a positive influence on students learning outcome
- ii. Moral Behaviour has a positive influence on students learning outcome
- iii. Student's honesty and integrity has a positive influence on their learning outcome

Conclusion

This study assessed the influence of school discipline, moral behavior, and students' honesty and integrity on their learning outcomes. The findings reveal that these factors have a significant positive impact on students' academic success. School discipline was found to foster focus, engagement, and improved performance. Moral behavior, including honesty, respect, and responsibility, enhances academic engagement and integrity while supporting a positive learning

environment. Students' honesty and integrity were particularly impactful, fostering knowledge retention, academic honesty, and genuine effort. These findings underscore the critical role of discipline and moral development in shaping successful learning outcomes in secondary school students.

Recommendations

1. Schools should consistently implement and monitor clear and fair discipline policies to maintain a structured and conducive learning environment. This includes reinforcing rules and regulations while offering supportive interventions for students who struggle with compliance.
2. Schools should integrate moral education into the curriculum, focusing on values such as honesty, respect, and responsibility. Character education programs and workshops should be designed to encourage moral behavior among students.
3. Teachers and school administrators should foster a culture of academic integrity by creating environments where honesty is celebrated and cheating

is discouraged. Honor codes and awareness campaigns about the importance of integrity can reinforce this.

Suggestions for Further Studies

1. Future research could explore the long-term impact of school discipline and moral behavior on students' learning outcomes in higher education or professional settings.
2. Comparative studies could examine the influence of these factors across different cultural, regional, or socioeconomic contexts to provide broader insights.
3. Further studies could investigate the role of parental involvement in reinforcing school discipline and moral behavior and its influence on academic outcomes.

Contribution to Knowledge

This study contributes to the growing body of knowledge on the influence of non-cognitive factors on academic success by empirically demonstrating the significant roles of school discipline, moral behavior, and honesty and integrity in enhancing

students' learning outcomes. By focusing on secondary school students in Egor, Ikpoba Okha, and Oredo Local Governments, this study provides context-specific insights into how these factors shape academic performance. Furthermore, the study highlights the need for integrating discipline and moral education into school curricula, offering a practical framework for educators, policymakers, and parents to foster holistic student development. This study fills a critical gap in understanding how behavioral and ethical factors intersect with educational attainment, paving the way for future research and interventions.

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**APPENDIX 1
QUESTIONNAIRE**

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL
TECHNOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

**INFLUENCE OF SCHOOL DISCIPLINE AND MORAL BEHAVIOUR ON
STUDENTS' LEARNING OUTCOMES**

Dear Respondent

This research is being carried out by the researcher to assess the influence of school discipline and moral behaviour on student's learning outcomes. Please, give your opinion as it concerns the problems posed in the research. Thank you for your anticipated cooperation

Yours Faithfully

(Researcher)

SECTION A: Demographic Data

- **Gender:** Male () Female ()
- **Age:** _____
- **Class:** JSS1 () JSS2 () JSS3 () SSS1 () SSS2 () SSS3 ()

SECTION B

Please indicate your response to each item by ticking (✓) the appropriate box:

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Items	SA	A	D	SD
	Influence of School Discipline on Students' Learning Outcomes				
1.	School discipline policies positively impact my academic performance.				
2.	I am more focused in class when rules and regulations are enforced.				
3.	Adherence to school discipline improves my engagement in academic activities.				
4.	Discipline reduces distractions in my learning environment, improving my outcomes.				
5.	My academic performance improves when my school maintains a structured environment.				

	Influence of Moral Behaviour on Students' Learning Outcomes				
6.	Exhibiting honesty positively affects my academic success.				
7.	I find that integrity in my studies enhances my understanding of the material.				
8.	Respectful interactions with teachers and peers improve my engagement in school.				
9.	Moral behaviour, such as honesty, prevents me from cheating and enhances my grades.				
10.	Responsibility in my actions positively impacts my learning outcomes.				
	Influence of Honesty and Integrity on Students' Learning Outcomes				
11.	Being honest in my studies prevents academic dishonesty and improves my grades.				
12.	Integrity in assignments and exams helps me better retain knowledge.				
13.	Honesty in school fosters a positive learning environment that supports my learning.				
14.	Integrity encourages me to put genuine effort into my studies, resulting in better grades.				

15.	Upholding moral principles, like honesty, influences my academic achievement positively.				
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APPENDIX 11

RELIABILITY

/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	-	-
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.734	15