
Relationship between Indicators of Discipline and Academic Performance in Selected Federal Government Unity Secondary Colleges (FGCS) and Implication for School Managers and Administrators

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Abstracts

The study investigated the relationship between indicators of discipline and students academic performance using six (6) selected Federal Government Secondary Colleges (Unity Schools) in the nation as the study group. The study was based on the frame work that the concept of indiscipline was viewed alike in every society and that indisciplinary acts of the students affect their academic performances. In order to investigate this assumption, the types of indisciplinary behaviours exhibited by the students and how they relate to the students academic performances in junior and senior secondary school final examination were examined. A total of 300 (three hundred) respondents comprising 6 principals, 94 classroom teachers, and 200 students randomly selected from 6 FGCS within the nation were used for the study. In the analysis mean and standard deviation for the scores were calculated to determine the relationship between independent variables and academic performances.

Introduction

The subject of indiscipline has engaged the attention of school authorities, parents and government for quite some time. While everybody seems to agree that Nigeria is richly blessed with abundant resources, material and human alike, there is every indication that discipline has eluded the nation, for that, no meaningful national development can take place without discipline. Ebo (1990) sees discipline as readiness or ability to respect authority and observe conventional or established laws of the society or of any other organization. It is the training of people to abide by the rules of behaviour and for initiating punishment for the few whose conduct deviates from the norms (indiscipline).

The rate at which the students misbehave and disrespect their elders and even the constituted school authorities is disheartening and shameful. The teachers and heads

of post primary schools seem to be powerless today because of the way students are behaving towards constituted authorities. It has been observed that most of these recalcitrant are post primary school students and in some cases, students of the institutions of higher learning and youths that do not go to school at all.

Indiscipline is a real perennial problem in all institutions while the agents of government blame the incidence of indiscipline in schools on the instigation of teachers and parents, teachers blame it on the instigation of parents and indirect encouragement by governmental policies on education. Parents in turn attribute the indiscipline to the ineffectiveness and the non –challant attitude of the teachers to the welfare of the student (Punch 17th November 2008, The Guardian, 5th November 2008). In this tripartite attribution processes, students are acquitted of the blame, they are perceived as helpers and innocent tools used by adults to perpetuate indiscipline in schools. Some researchers and writers have portrayed the period of adolescence as one of the civil strife and disobedience when the growing individual refuses to be controlled by parents and other adults (Uwakwe 1998, Billy and Udry 1991 and Irwin 1986).

Some people have blamed the rate of growth of indiscipline in today's students to the current rise in general societal malaise. The situation in our present day Nigeria is that the larger society outside the school is replete with evidence of indiscipline among the adults. We do not need to look far to see evidence of jumping the queues at public places, cheating, "relies on long legs", stealing, forgery, drug peddling, arson, flaunting of wealth acquired through dubious means, assassinations, financial responsibilities, immorality, corruption, self aggrandizement and political do or die syndrome as evident in elections through rigging of votes, etc. There is no human society without its ills though, however, in the case of Nigeria, it is the level that is worrying.

Literature Review

Akata (2006) identified some factors responsible for students' poor academic performance in standardized examinations as follows: Indiscipline among students, indiscipline among teachers, students indulgence in life of luxury, poor admission system in schools, poor schools management, psychological factors such as fear, anxiety, and moral decadence among teachers and students. The students' morale and attitude to academic work nowadays, is not comparable to those of the yesteryears.

As (Mussem, 1994) put it, the home or rather parental influence on academic matters and attitudes toward academic achievement are found to be strong at the beginning, but this is liable to change with time and environment.

Deterline (1991) attributed the low performance of students to failure and ineffectiveness of instruction, which emphasizes grading in measuring performance. Moreover, there is the situation which Bolaji (2002) referred to as "Demographic factor" in which the pupils population at secondary school level have increased

astronomically without corresponding increase in the provision of physical facilities and necessary equipments for teaching and learning. This equally contributes to the poor academic performance of the secondary schools students. In the same vein, Adamu (2009), the Kano State Resident Commissioner, Federal Public Complaints Commission, made some observations while speaking to the staff and students of Garki Teachers' College, Kano, that "of all the problems that beset Nigeria today, training of competent teachers is the most compelling".

Bigelow (2000) in an introduction to a study sponsored by the United Nations Educational Scientific and Cultural Organization (UNESCO) on the education of teachers in England, France and the United States of America (USA), observed that teachers constitute the most vital factor in an educational system depending on their number, devotion, and quality.

Shekaru (2008), the current Civilian Governor of Kano State, said "the cause of poor performance in the West African School Certificate (WASC) examination range from parental care, automatic promotion of pupils despite poor performance, inadequate funds and infrastructure, lack of qualified teachers, inconsistencies in educational policies, high school fees and neglected of teachers welfare".

From the foregoing, it could be seen as established by eminent psychologist and sociologists that the relationship between students' academic performance and indiscipline cases in schools are wide and varied, ranging from socio-economic background of the children, home influence, and the influence of peer group to poor environmental factors. Moreover, there is no society, however, advanced that does not experience indiscipline and crime amongst the youths of secondary school ages, only that the nature and scope of the crimes differed from one society to another depending on the values of the society, but the basic thing is that they are all deviant behaviours

Statement of the Problem

This study was set out to investigate the relationship between students' academic performance and indicators of discipline. Every educational programme undertaken is supposed to be directly geared towards making contribution to the accomplishment of the goals of the educational system. It is assumed that success in any educational endeavour can largely be enhanced by discipline as a hallmark of high academic standards. Many educationists maintain that, the numerous problems of our schools are replica of the larger society, however, this conviction should not deter us from doing something that would help in checking how students' academic performance is related to indisciplinary issues in our post primary schools today.

Disciplinary measure in itself would not solve the numerous problems of secondary school system, but it will provide the necessary guidance and direction to enhance the level of academic performance. The problem of the study was therefore to

enhance the level of academic performance. The problem of the study was therefore to look at indiscipline and its effect on academic performance.

Objectives of the Study

The major objective of the study is to investigate the different levels of indiscipline manifested among Federal Government Secondary School (Unity Schools) students. It aims at finding out if there is any relationship between students academic performance and indicators of discipline

Hypothesis

1. There is no significant relationship between the rate of indiscipline and academic performance among the students of unity schools.
2. There is no significant relationship between students dishonesty and academic performance.
3. There is no significant relationship between punctuality to school and academic performance among the respondents.
4. There is no significant relationship between obedience of students and academic performance among the respondents.
5. There is no significant relationship between attendance to school by students and academic performance among the respondents.

Methodology

Table 1: Sample schools

S/N	NAME OF SCHOOLS	LOCATIONS	STATE	GEOPOLITICAL REGION
1	Federal Government College	Owerri	Imo	South East
2	Federal Government Girls College	Kano	Kano	North West
3	Police Secondary School	Minna	Niger	North Central
4	Federal Science Technical College	Sokoto	Sokoto	North East
5	Federal Government College	Ibilo	Edo	South South
6	Queens College (Girls only)	Lagos	Lagos	South West

Rationale for the Choice of Subjects

The involvement of school principals and teachers is necessary because they are partly responsible for inculcating discipline and upgrading of academic performance in school. Moreover, reports from schools records, attendance registers, result sheet were considered useful for the purpose of the study because from these documents, reports on academic performance was obtained and without the participation and involvement of principals and teachers access to these documents may be difficult.

Instruments

The instrument used in the study was questionnaires. It is called the Teachers Principals Views Questionnaires (T.P.V.Q) and had 10 items used to examine the reaction of the students to the word “indiscipline” behaviours, exhibited by them in the school and what should be done to reduce the indiscipline behaviours. This is to find out the impact on academic performance. All the questionnaires are designed based on Likert techniques of 5 point scale. The items were weighed on a scale of 5 points for strongly agree, 4 for agree, 3 for disagree, 2 point for strongly disagree and 1 point for neutral questions in positive form.

Statistical Test used for Data Analysis

Both descriptive and inferential statistics were used to analyse the data collected. Mean and Standard Deviation for all the variables were calculated. Pearson product moments correlation analysis (zero order correlation) was used to determine the relationship between the independent variable and academic performance. In order to determine the strength or how important each of the independent variables.

In order to determine the strength or how important each of the independent variable is in predicting academic performance, multiple and step wise statistical analysis were performed using the probability of 05 or less on a micro computer (Mackintosh performance 402) using the statview statistic package software (Abacus concept, 2008)

Data Presentation and Analysis

A total of 293 copies of the questionnaire were used in the analysis using Likert rating scale, out of 300 questionnaires distributed and retrieved, 193 was from the students, 94 from the teachers and 6 from the principals. Their responses were analyzed under the following:

- 1 Zero order correlation between Academic Achievement and indices of indiscipline among the subjects
2. within group comparison of differences between the J.S.S and S.S.S students' scores
3. Descriptive comparison of the teachers and principals view in relation to indiscipline variable and their reduction
4. Descriptive data of individual core courses and indiscipline variable among the J.S.S students
5. Descriptive data of individual cores courses and indiscipline variable among the S.S.S students.

The score of each of the items was computed in Pearson Movement correlation in order to verify the relationship of the two variables (indiscipline and academic performance) and mean deviation was equally used for the scores of within group in order to verify the differences between the scores obtained at the J.S.S and S.S.S levels.

For example, responses were sought on relationship between these variables and academic performance. The responses were computed and presented in the following tables:

Table 3: Zero-Order Correlation Between Academic Achievement and Measure of Indiscipline Among the Subjects (N – 193)

VARIABLES	R	r ²
Indiscipline	0.074	0.005
Honesty/Politeness	0.033	0.001
Punctuality	0.017	0.002
Obedience	0.048	0.001
Lab Equipment	0.048	0.002
Library Facilities	0.068	0.004
Attendance	0.290	0.084

At P < 0.05

The above table shows zero – order correlation of the general subjects. All the variables used, measured relationship between indicators of indiscipline and academic achievement at r² attendance. Because it is rated 0.084, it is observed that it is slightly significant to academic performance. Therefore, all the variables at zero – order correlation have significant relationship with academic achievement.

Table 4 Zero-Order Correlation Between Academic Performance and Indicators of Discipline Among The J.S.S and S.S.S Students

Variables	J.S.S		S.S.S	
	R	r ²	r	r ²
Indiscipline	0.028	0.007	0.1000	0.01
Honesty/Politeness	0.161	0.025	0.030	0.00
Punctuality	0.169	0.028	0.104	0.010
Obedience	0.000	0.0	0.061	0.003
Lab Equipment	0.076	0.005	0.047	0.023
Library Facilities	0.149	0.022	0.057	0.003
Attendance	0.155	0.024	0.338	0.114

At P < 0.05

Within group data shows the relationship between the scores obtained in J.S.S and S.S.S levels in Nigeria to indicators of discipline variables and academic performance in selected Federal Unity School (FGCS). At r² 0.01 probability level, it was discovered or observed that indiscipline measured 0.007 at J.S.S, level and 0.01 at S.S.S level. This indicates that acts of indiscipline are low at junior level and high at senior secondary school level. Politeness/Honesty which measures 0.025 at J.S.S level and 0.000 at S.S.S level indicates that senior students are guilty of these offence more than junior students.

Punctuality is another area that showed the weaknesses of the S.S.S students as they scored 0.010 while the J.S.S has 0.28. This revealed that the junior students come to school often and on time than the senior students. Probably this could be attributed to lack of reward to the students by the school authority. To enhance academic performance, there should be positive reward in form of praise and commendations to the students to the students who are punctual to school. This would help to encourage and motivate others to follow the good examples.

In obedience according to Bamgboye (2000) lack of success either socially or academically often led to indiscipline acts. The adolescent always try react to their society's culture, tradition or norms of which they regard as being very sick" and outdated. This can be seen in: dressing, behaviour, particularly when it comes to respect for elders and authority, etc. They therefore want to be independent of the adult.

With the above authority, one finds it easy to understand why the J.S.S students scored 0 and the S.S.S students scored 0.0003, which is lower in obedience. This showed that there is still respect for authorities among the junior students than the senior student who are adolescents seeking for independence and freedom. And if this is refused by the school authority, denied by the parents, exhibition of indiscipline behaviours in form of disobedience will be manifested. Manifestations of disobedience in the students are through wearing wrong school uniforms exhibiting in obedience will be manifested. Manifestations of disobedience in the students are through wearing wrong school uniforms exhibiting unruly behaviours particularly when it comes to respect for elders and authority. This can equally be seen through their engagement with alcoholic drinks, cigarette smoking and negative reaction to the societal norms like proper form of greeting which they regard as old fashioned and outdated. All these indiscipline behaviour affect academic achievement.

Laboratory equipment recorded 0.005 at J.S.S level and 0.002 at S.S.S level. This indicates that lack of science laboratory equipment contribute more to poor academic performances in senior classes than in junior classes. The research showed that in all the schools investigated, the science teachers were not enough and even the existing ones do not handle the science courses properly and this leads to ill performance on the part of the students. However, better performances of the junior students over the senior student could be attributed to poor teaching and learning situation. This could be seen from the opinion of Adeyemi (2001) which asserted that it is true that facilities are not quite there, or insufficient and there are very few instances where a right atmosphere for effective learning prevails.

Library facilities in table 4.3 recorded 0.022 for the junior students and 0.003 for senior students. So it has no significant relationship with academic performance. In that the junior students still show some evidence that the senior students do not make proper use of the library facilities available. Further observation shows that the few

available libraries are not well equipped and are not up to the standard for the S.S.S classes or courses. The existing books are outdated and the students were not taught how to read and research individually.

Attendance recorded 0.338 and 0.114 respectively. It really shows a slight relationship because the measures of attendance and academic performances do not indicate clear relationship. It has 0.338 and 0.114 which is about 8% which is too low. Nevertheless, it is significant.

Table 5 Descriptive Comparison of the Teachers and Principal Views on how to Reduce Indiscipline in Schools

VARIABLE	SCORE OBTAINED
Corporal Punishment	0.249
Adequate Teaching Materials	0.231
Good Home Training	0.301
Parents/Teachers Monitoring of Peers	0.208
Practical Work in School	0.413
Limitation of Population	0.469
Inclusion of Moral Instruction	0.408
Teachers Incapability of their subjects	0.505
Students absence to laboratory work	0.455
Introduction of many courses	0.259

At $P < 0.05$

With the above table on teachers and principals data collected, it is observed that in Federal Government Unity Schools, introduction of corporal punishment is not significant to indiscipline. Punishment recorded 0.249 which shows that it is necessary to use punishment to curb indiscipline. Adequate school materials records 0.231. This is not significant to the required points for achievement of good performance in academics. This simply means, adequate teaching and learning materials should be provided to enhance academic performance and indiscipline would be reduced.

Home training recorded 0.301 indicating that it is not significant to indiscipline. Data collected shows that children who are indiscipline exhibit these behaviours both at home and in the schools. This is in line with what Sheriff (2002) suggested that “many adolescents are prone to commit indiscipline acts because of less supervision from home and failure to adjust to school environment.

All these indicate that environmental factors can not be ruled out in considering causes of disciplinary acts among the students. The child’s experiences in his physical and social environment directly or indirectly influence his social, academic and moral behaviour.

To reduce or eliminate this behaviour, there should be proper parents/teachers monitoring of the peer groups both at home and in school. Data collected indicated that monitoring of the peer group recorded 0.208. This is not significant to indiscipline and

inclusion of moral instruction in the syllabus can also reduce indiscipline behaviours among the students.

Introduction of more practical work to the students is also necessary since it is not significant to indisciplinary behaviour with a mark of 0.413. This means the practical work is needed in schools to engage the minds of the students, to support the saying which goes thus; an idle mind is the devil’s workshop”. If the students are idle or if less practical work is given to them, there would be room for hooliganism, truancy, cigarette smoking, alcoholism and other indisciplinary acts but more practical work would enable them to study hard, participate in laboratory work and high academic performance would be attained.

Neither limitation of the school population or introduction of many courses to be learned in a short period is an attribute of indiscipline behaviours on the part of the students. This is evidence in that both recorded 0.469 and 0.295 respectively. The score obtained are not significant to academic performances available. Whatever happens, schools should have limited number of students which the authority can handle. This is to avoid what Bolaji (1999) referred to as demographic factor. He went on to state that “where the students population increase in the provision of physical facilities and necessary equipment for teaching and learning”.

More so, incapability of the teachers to handle the subject matters should be addressed properly in that it is the only variable that is slightly significant to academic performance with 0.505 score. It is observed that incapability of the teachers to handle the subject matters as a result of ill-training from their former institutions bring about students poor academic performance.

Table 6 Descriptive Data of Individual Core Courses and Indiscipline Variables Among the J.S.S Students.

Variables	Core courses and scores		
	English	Mathematics	Bioscience
Punctualities	-0.156	-0.129	-0.082
Obedience	-0.023	-0.041	-0.001
Honesty/politeness	-0.146	0.058	-0.148
Laboratory equipment	0.088	0.072	-0.001
Library facilities	0.088	0.179	0.059
Attendance	-0.0001	0.216	0.128

Data in the above table shows the descriptive data of core courses and variables of indiscipline among the J.S.S students. In the punctuality column; English, Mathematics and Bioscience recorded -0.159, -0.129 and -0.082 respectively. On obedience, English, Mathematics and Bioscience recorded -0.023, -0.041 and -0.001 as well. Honesty/politeness as relates to English, Mathematics and Bioscience -0.146, -

0.058 and -0.148. Laboratory equipment in relation to the three core courses namely: English, Mathematics and Bioscience recorded -0.088, 0.072 and -0.001. A library facility in turn has English 0.088, 0.178 in Mathematics and 0.059 in Bioscience. Attendance scored 0.0001 in English, 0.216 in Mathematics and 0.128 in Bioscience.

Generally, it is observed that in the score obtained for each subject individually is up to 0.01 and there is general failure in core courses, not necessarily due to great manifestation of indiscipline acts but due to some other variables which this research is not concerned with. Such variables are socio economic factors like the home background, the boarding school system in the nation and other societal non-challant attitudes about education. Therefore, there is no significant relationship between indiscipline and students academic performance.

Table 7 Descriptive Data on Individual Core Courses and Indiscipline Variables Among the S.S.S Students

Variables	Core courses and scores		
	English	Mathematics	Bioscience
Punctualities	0.060	-0.001	0.136
Obedience	-0.120	0.086	0.166
Honesty/politeness	-0.3	0.045	0.014
Laboratory equipment	0.033	0.03	0.021
Library facilities	0.039	-0.001	0.064
Attendance	0.180	0.289	0.202

Data in the above table shows the descriptive data of core courses and variables of indiscipline among the S.S.S students. Punctuality for English, Mathematics and Bioscience is obtained as the score of 0.060, -0.001 and 0.136. None of these is significant because punctuality is not rewarded. Obedience as against English, Mathematics and Bioscience recorded -0.120, 0.086 and 0.166 respectively. Honesty/politeness as relates to English, Mathematics and Bioscience recorded -0.001, 0.045 and 0.014. Laboratory equipment in relation to the three core courses namely, English, Mathematics and Bioscience recorded 0.033, 0.039 and 0.021. A library facility on the other hand, has English language 0.039 as well -0.001 in Mathematics and 0.064 in Bioscience. Finally, attendance scored 0.180 in English, 0.289 in Mathematics and 0.202 in Bioscience.

Conclusion

Indiscipline has been closely related to academic performance. This was revealed by the discipline variables like, politeness, punctuality, obedience to school rules and regulation. These variables have not been rewarded or recommended due to the fact the school authorities neglect the positive variables and fights against the negative ones.

Laboratory equipment, trained teachers, library facilities and other teaching/learning materials should be provided by the government for the students. This will enhance the high level of academic performance expected of them.

Proper attention should be paid to attendance. Limitation of school population to a manageable size should be equally addressed in order to achieve the expected goals of secondary schools.

Parents/teachers should help or team up in the training of the students to monitor the influence of peer groups both in schools and outside the school so that their negative effects on the students' academic performance would be minimized.

Again, introduction of corporal punishment, practical work in schools and inclusion of moral instructions in the academic syllabus by the Federal Ministry of Education would bring effective change to the high rate of indiscipline and upgrade the level of academic performance.

Recommendations

Government and school principals should encourage the establishment of parents/teachers associations and school based management committees in the areas of study and give them reasonable opportunities to participate actively in some decisions as they affect the children academic pursuits.

Government should launch extensive public enlightenment campaigns about the relationship between indiscipline and academic performance as well as its importance in the desired educational achievement of Nigeria.

Government should give ministry officials the necessary administrative support and incentives to enable them inspect schools from time to time. Such periodical inspection of schools would intimate them with some problems facing educational achievement. Such problems like: lack of school equipment, library facilities and others should be brought to the notice of these inspectors for proper step/action to be taken in order to solve these problems.

Parents should devote more of their time to bringing up their children/ward in good manners. Some parents do not have the time to give the children necessary home training expected of a good society, thereby the children go into the school system ill – mannered and these are exhibited mainly as indiscipline behaviour. Therefore, good home training is very necessary and if indiscipline is not checked, academic achievement would be jeopardized.

Religious organizations should be invited from time to time to advise students on advantages and needs for good morals in and outside the school environment. This should be done in order to build a good society.

Boarding school system should be re-established and made compulsory to enable the teachers to monitor most the behaviours of the students. These should enable the students to study hard to enhance high level of academic performance.

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