

PERCEPTION OF SECONDARY SCHOOL TEACHERS AND STUDENTS ON CAUSES OF INDISCIPLINE AMONG SCIENCE STUDENTS AND ROLE OF COUNSELORS

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Abstract

The purpose of this study is to investigate the perception of secondary school teachers and students on causes of indiscipline among science students' role of counselor. The act of indiscipline among students, especially at the secondary level of education is a universal challenge that many schools face all over the world. A quantitative descriptive research is conducted to determine if indiscipline is caused by peer pressure influence, poor parental guide and moral decay. The research questions was tested using mean and standard deviation a mean criterion of 2.50 and above was accepted while a mean below 2.50 criterions was rejected... Data collection was done through completion of questionnaires titled "Perception of Teachers and students on causes of indiscipline Role of Counselor" (PCIRC). Two groups participated in the study: the first group consisted of 20 qualified science teachers and the second group is composed of 250 secondary school science students selected at random. The study revealed that learners misbehave at school due to variety of reasons such as, peer pressure, lack of parental, moral decay e.t.c. The study further revealed that, with indiscipline academic performance is affected. The study equally revealed that, many schools lack functional guidance and counseling services which has the potentials to battle the menace of indiscipline. The study recommends that teachers should be encouraged to refer cases of indiscipline to the School counselor and schools without functional counseling units, should establish one. Principals should also be encouraged to involve all stakeholders in the formulation of school rules. Parents must make sure that school rules are adhered to by all the learners, no matter whose child breaks the rule, and most importantly learners should be encouraged to cooperate well with their educators.

Keywords: Indiscipline, Science, Counseling, Performance

Introduction

Indiscipline among secondary school students is becoming a worrisome scenario, as its effects on the standard of education and quality of certificates awarded is beginning to draw the attention of the public. Researchers appreciate that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals (Ouma, Simatwa, & Serem, 2013). In the context of a school system, a disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola, & Nyabwari, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance. It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014). According to Gitome et al., where there is good discipline, there is improved academic performance. In other words, discipline is vital for students' academic performance (Njoroge & Nyabuto, 2014).

Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society. Among students, it is any form of misbehavior which a student can display in several ways .such as in disobedience, destruction of school property, poor attitude to learning, immoral behavior, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism. The literature reveals that student indiscipline is experienced in schools globally (Ali et al., Moyo, Khewu, & Bayaga, 2014; Omote et al., 2015; Rahimi & Karkami, 2015; Yahaya et al., 2009). A study in West Virginia in the United States of America (USA) revealed that about 29.6% of 160,480 students (from grade 3 to 11) had one or more referrals for inappropriate behaviors (Whisman & Hammer, 2014). In Africa, researchers have pointed out the seriousness of indiscipline in schools in various countries. The countries include Ghana (Gyan, Baah-Korang, Mccarthy, & Mccarthy, 2015), South Africa (Marais & Meier, 2010; Masitsa, 2008), Botswana (Garegae, 2008), Nigeria (Okiemute ,2011; Nakpodia, 2010: Umezinwa & Elendu ,2012), and Tanzania (Yaghambe & Tshabangu ,2013). Umezinwa and Elendu for instance, observed that indiscipline among learners in Nigeria was high and experienced at all levels including primary schools. This is the very Reason why guidance and counseling is of importance, to ensure that students are attended to, before their situation get worse.

Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. As individuals develop through stages of life and educational attainment, they encounter problems, challenges and conflict situations. Braddock (2011), states that the purpose of guidance and counseling in schools is to improve academic performance, foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. According to Herman (2009), guidance and counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions; clarify their ideas, perceptions, attitudes and goals. The primary mission of a school's guidance and counseling program is to provide a broad spectrum of personnel services to the students. Denga (2011), referred to these services as "cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self-realization of their potential". These services include: student appraisal service, information service, counseling service, placement service, orientation service, referral service, follow-up and evaluation service, and research service According to Okobiah and Okorodudu (2004) guidance is a programme of activities which has provides gateway out of the existing numerous problems in the present age of complex scientific and technological development. Olayinka (2001) opines that obtaining good grades in examination to acquire certificates either for admission into higher institution or obtain good employment is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Essuman, 2007).The attitudes of human beings play significant role in their behaviours. The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behaviour and provides basis for prediction and assistance. Abiri (1996) argues that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and

counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Statement of the Problem

Mumo (2004) points out that indiscipline in schools affected learners' academic performance and their progress in school. Misbehavior is associated with lower grades and lower test scores. Ali et al. (2014) asserts that acts of indiscipline occasioned by students' misconduct involving violent and criminal behavior defeat the goals of education. Challenges such as late coming, vandalism, disrespect for educators, alcohol abuse, truancy and other related issues are also adding into indiscipline in the area of study. The study focused on the impact of indiscipline on the performance of science students in the area of study.

Although many studies have been conducted regarding indiscipline within the school environment, so far the problem still persists among many learners regarding indiscipline. Indiscipline is a problematic issue to all stakeholders within the education system, since it hinders the productivity of both learners and educators and adversely affects the education system at large. Science students were chosen because they were the ones who were always having cases of indiscipline in the area of the study. Subsequently they engage themselves in criminal activities. The reason for researching this indiscipline is to try to assist policy makers, learners, parents, educators, schools managers and circuit managers to instill discipline in area of the study so that teaching and learning becomes effective and profitable and to promote the existence of adequate counseling services. Learning and teaching cannot take place in the absence of discipline. In other words, discipline is paramount for any teaching; it is vitally important for peace and harmony to be present in any learning environment: peace between students, teachers and administration. According to Tungata (2006), students in schools affected by unrest find it difficult to perform well, after the unrest. The maintenance of sound discipline, safety, and security in schools follows partnership between parents, learners, the state and educators (Smit,2010).

Research Questions

The following research questions were raised to guide this study:

- (i) What is the causes of indiscipline perceived by teachers and students to be responsible for poor performance in science subjects?
- (ii) What is the adverse effects of indiscipline on the academic performance of science students in Bosso Local Government Area Of Niger state?
- (iii) What is the perceptions of teachers and students on the role of counseling activities in curbing the causes of indiscipline among science students in Bosso local Government Area of Niger State?

Methodology

Descriptive statistics of mean and standard deviation were used to answer the research questions, a mean criterion of 2.50 and above was accepted while a mean below 2.50 criterions was rejected. The study was carried out in Bosso Local Government Area of Niger State. Bosso Local Government has 8 Secondary Schools offering Science subjects with approximately 1,400 science students. The target population refers to the group of people to whom the results of a research should apply In this study, the population comprised 1,400 science students and 75 science teachers in public secondary schools in Bosso Local Government Area of Niger State Senior secondary (SS 1-3) was used for this study, out of the eight public secondary schools that offer sciences in Bosso Local Government Area of Niger State five schools were selected by simple random sampling. From the selected schools, 250 students and 20 teachers were selected by proportionate stratified random

sampling with stratification based on gender (i.e., boys and girls). The questionnaire used contain nine sections, the first section contains information on the Respondent and the remaining eight section contains three items on each section Four points' questionnaire scales were used to collect data on the perception of teachers and students on the causes of indiscipline, its effects on academic performance and the role of counseling activities in curbing the cause of indiscipline on the selected students.. Meanwhile, all the data collected through the questionnaire were analyzed, summarized and interpreted using simple percentage .The responses from the questionnaires were measured with a four-point scale namely, strongly agrees as four point, agree as three point, disagree as two point and strongly disagree as one point. This is used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgment. Reliability refers to the consistency or stability of a measuring instrument (Jackson, 2011). The instrument was validated by Experts in Measurement and Evaluation in the faculty of Education, who ascertained the face and content validity. The reliability of the instrument was determined through test-re-test method, using Pearson"s Product Moment Correlation Coefficient statistical tool. A reliability coefficient of 0.92 was obtained for the study. The questionnaire was administered by direct visit to the selected schools before the lock down on covid-19 pandemic and 270(100%) of the questionnaire distributed was returned for analysis.

Results

Research Question One: What are the causes of indiscipline perceived by teachers and students to be responsible for poor performance in science subjects?

Table 1: Indiscipline among students is caused by peer pressure

Scale	Respondent	Percentage (%)
Strongly agree	145	53.7
Agree	105	38.8
Disagree	15	5.6
Strongly disagree	5	1.9
Total	270	100

Table 1 shows that 145 (53.7%) of the respondents strongly agree, while 105 (38.8%) of the respondents agreed that indiscipline is caused by peer pressure 15 (5.6%) disagreed while 5 (1.9%) strongly disagreed. Obviously, majority of the respondents believed that peer pressure is a major cause of indiscipline among science students' in Bosso Local Government of Niger State. See

Table 2: Indiscipline among students is caused by lack of parental guide

Scale	Respondent	Percentage (%)
Strongly agree	155	57.4
Agree	110	40.7
Disagree	3	1.1
Strongly disagree	2	0.8
Total	270	100

Table 2 shows that 155 (57.4%) of the respondents strongly agree that poor parental guide is responsible for indiscipline among science students in Bosso local Government Area of Niger State, while 110 (40.7%) of the respondents agreed to the factor, 3 (1.1%) disagreed while 2 (0.8%) strongly disagreed. Obviously, majority of the respondents believed that poor parental guide is a major cause of indiscipline among science students' in Bosso Local Government of Niger State.

Table 3: Indiscipline among students is caused by moral decay

Scale	Respondent	Percentage (%)
Strongly agree	180	66.7
Agree	82	30.4
Disagree	5	1.8
Strongly disagree	3	1.1
Total	270	100

Table 3 shows that 180 (66.7%) of the respondents strongly agree that moral decay is responsible for indiscipline among science students in Bosso local Government Area of Niger State, while 82 (30.4%) of the respondents agreed to the factor, 5 (1.8%) disagreed while 3 (1.1%) strongly disagreed. Obviously, majority of the respondents believed that moral decay is a strong cause of indiscipline among science students' in Bosso Local Government of Niger State.

Research Question Two: What is the adverse effects of indiscipline on the academic performance of science students in Bosso Local Government Area of Niger state?

Table 4: Indiscipline results in poor academic performance

Scale	Respondent	Percentage (%)
Strongly agree	200	74.1
Agree	66	24.4
Disagree	4	1.5
Strongly disagree	0	0.0
Total	270	100

Table 4 indicates that 200 (74.1%) of the respondents strongly agree that indiscipline results in poor academic performance is among science students in Bosso local Government Area of Niger State, while 66 (24.4%) of the respondents agreed that indiscipline is responsible for poor academic performance among science students in Bosso, 4 (1.5%) disagreed while no respondent was found strongly disagreed. Obviously, majority of the respondents are of strong opinion that indiscipline is responsible for poor academic performance among science students in Bosso Local Government of Niger State.

Table 5: Indiscipline results in decline in level of intelligence of science students

Scale	Respondent	Percentage (%)
Strongly agree	98	36.3
Agree	102	37.8
Disagree	63	23.3
Strongly disagree	7	2.6
Total	270	100

Table 5 clearly revealed that 102 (37.8%) of the Respondents agreed that indiscipline results in decline in level of intelligence of science students in Bosso Local Government Area of Niger State while 98 Respondents which is 36.3% strongly agreed to the factor, on the other hand, 63 (23.3%) of the Respondent disagreed with the opinion while 7 (2.6%) strongly disagreed. The result clearly shows that a larger percentage of the Respondents agreed that indiscipline among science students can result in the decline of intelligence

Research Question Three: What are the perceptions of teachers and students on the role of counseling activities in curbing the causes of indiscipline among science students in Bosso local Government Area of Niger State?

Table 6: Counseling helps to check the adverse influence of peer pressure among science students in Bosso Local Government area of Niger State

Scale	Respondent	Percentage (%)
Strongly agree	133	49.3
Agree	107	39.6
Disagree	19	7.0
Strongly disagree	11	4.1
Total	270	100

Table 6 shows that counseling can actually help to curb the adverse effects of peer pressure on science students in Bosso Local Government Area of Niger state as 133 (49.3%) of the respondents strongly agreed to these facts, 107 (39.6%) also agreed to the opinion. On the other hand 19 (7.0%) of the Respondents disagree with the opinion while 11 (4.1%) strongly disagree with the opinion.

Table 7: Counseling helps bridge the gap created by the adverse effects caused by lack of parental guide responsible for indiscipline among science students in Bosso Local Government area of Niger State

Scale	Respondent	Percentage (%)
Strongly agree	167	61.9
Agree	89	33.0
Disagree	10	3.7
Strongly disagree	4	1.4
Total	270	100

Table 7 shows that counseling can actually help to bridge the gap created by the adverse effects of indiscipline due to poor parental guidance on science students in Bosso Local Government Area of Niger state as 167 (61.9%) of the respondents strongly agreed to these facts, 89 (33.0%) also agreed to the opinion. On the other hand 10 (3.7%) of the Respondents disagree with the opinion while 4 (1.4%) strongly disagree with the opinion.

Table 8: With availability of Counselors' in the school, moral decay among students can be checked

Scale	Respondent	Percentage (%)
Strongly agree	124	45.9
Agree	93	34.4
Disagree	21	7.8
Strongly disagree	32	11.9
Total	270	100

Table 8 clearly shows that 124 (45.9%) of the Respondent strongly believed in the capacity of the counselor's availability in schools to help curb the prevalent of moral decay among science students in Bosso Local Government Area of Niger State. This percentage of the Respondent actually proves that there is need for schools to adopt the full activities of

Guidance counselors in order to overcome the challenges posed by moral decay. This is owing to the fact that 93 (34.4%) of the Respondent also agreed to the opinion. On the other hand 21 (7.8%) and 32 (11.9%) disagreed and strongly disagreed respectively.

Descriptive Analysis of Research Questions

The three questions earlier raised in the study were answered descriptively as follows:

Research Question one: What are the causes of indiscipline perceived by teachers and students to be responsible for poor performance in science subjects?

Table 9: Mean and Standard Deviation results of the perceived causes of indiscipline by students and teachers among science students in Bosso Local Government area of Niger State

S/N	Statement	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
1	Indiscipline among students is caused by peer pressure	145	105	15	5	3.07	1.01	Agreed
2	Indiscipline among students is caused by lack of parental guide	155	110	3	2	2.90	1.03	Agreed
3	Indiscipline among students is caused by moral decay	180	82	5	3	4.94	1.84	Agreed
Cluster Mean						3.64	1.29	Agreed

Scale Mean 2.50

Table 9 showed the mean and standard deviation rating showing the perceived causes of indiscipline by students and teachers among science students in Bosso Local Government area of Niger State. The table revealed that item 1 has the mean value of 3.07 and standard deviation of 1.01, item 2 has the mean value of 2.90 and standard deviation of 1.03, item 3 has the mean value of 4.94 and standard deviation of 1.84. Since the cluster mean value of 3.64 is greater than the scale mean of 2.50, therefore, this means that teachers and students are on the same page with the perceived causes of indiscipline among students in Bosso Local Government Area of Niger State.

Research Question two: What is the adverse effects of indiscipline on the academic performance of science students in Bosso Local Government Area Of Niger state?

Table 10: Mean and Standard Deviation Analysis Showing the adverse effects of indiscipline on the academic performance of science students in Bosso Local Government Area of Niger state

S/N	Statement	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
4.	indiscipline results in poor academic performance	200	66	4	0	3.27	0.84	Agreed
5	indiscipline results in decline in level of intelligence of science students	98	102	63	7	3.43	0.67	Agreed
Cluster Mean						3.34	0.76	Agreed

Scale Mean 2.50

Table 10 showed the mean and standard deviation rating on the adverse effects of indiscipline on the academic performance of science students in Bosso Local Government Area of Niger state. The table revealed that item 4 has the mean value of 3.27 and standard deviation of 0.84, item 5 has the mean value of 3.43 and standard deviation of 0.67. Since the cluster mean value of 3.34 is greater than the scale mean of 2.50, therefore, this implies that indiscipline has adverse effects on the academic performance of science students in Bosso Local Government Area of Niger state.

Research Question Three: What are the perceptions of teachers and students on the role of counseling activities in curbing the causes of indiscipline among science students in Bosso local Government Area of Niger State?

Table 11: Mean and Standard Deviation Analysis Showing the perceived role of counseling activities in curbing the causes of indiscipline among science students in Bosso Local Government of Niger State

S/N	Statement	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
7.	Counseling helps to check the adverse influence of peer pressure among science students	133	107	19	11	3.17	1.11	Agreed
8	Counseling helps bridge the gap created by the adverse effects caused by lack of parental guide responsible for indiscipline among science students	167	89	10	4	2.88	1.13	Agreed
9	with availability of Counselors' in the school, moral decay among students can be checked	124	93	21	32	4.54	1.14	Agreed
Cluster Mean						3.53	1.21	Agreed
<i>Scale Mean 2.50</i>								

Table 11 showed the mean and standard deviation rating for the perceived role of counseling activities in curbing the causes of indiscipline among science students in Bosso Local Government of Niger State. The table revealed that item 7 has the mean value of 3.17 and standard deviation of 1.11, item 8 has the mean value of 2.88 and standard deviation of 1.13, item 9 has the mean value of 3.34 and standard deviation of 0.82, item 9 has the mean value of 4.54 and standard deviation of 1.14. Since the cluster mean value of 3.53 is greater than the scale mean of 2.50, therefore, this implies that Counselors' presence in schools has great impact on the issues of indiscipline raised among science students in Bosso Local Government Area of Niger State.

Discussion

The study revealed that both students and teachers agreed that the major causes of indiscipline in schools in Bosso Local Area of Niger State among many is Peer Pressure, Poor parental guide and Moral Decay. This agrees with the findings of Missingi (2017). Though, Peer pressure and poor parental guide seems to be the weightier reason why many students engaged in indiscipline. More so, the school sampled is not taking advantage of the positive impact guidance and counseling services can render in curbing the adverse effect of indiscipline in the school as the activities and awareness on the need of counselors is at its

lowest ebb. The results also show that the effects of indiscipline on students' indiscipline results to poor academic performance, indiscipline among secondary school students causes decline in the level of intelligence among the sampled population, nonchalant attitude among secondary school indiscipline. The result showed that the presence of counselors will help to reduce to the barest minimum the negative impact of indiscipline.

Recommendations

From the findings by the researchers, the following recommendations was provided

- (i) Teachers and school administrators should be given proper training on how to manage the students and staff alike.
- (ii) Government and stake holders in the academic cycle should ensure the availability of guidance and counseling unit in all schools. Indiscipline as identified in this study should be taken seriously.
- (iii) The Government should try to give more attention to schools by providing all the basic amenities, social facilities and incentives for teachers to motivate them to give their passion and experience to the teaching profession and for the good of the students, school, government and the entire society.

Conclusion

In conclusion, it is clear from the findings that, peer pressure, moral decay and poor parental guide are major causes of indiscipline in the study area and that counselors are greatly needed to help curb the negative impact of indiscipline on academic performance. It was also discovered that indiscipline results in decline in level of students intelligence, which can be solve with adequate counseling approach.

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