

INTRODUCTION

1.1 Background of Study

One of the most pressing problems the classroom teacher faces is indiscipline. Indiscipline is the act of being disobedient to the rules and regulation of a school, community, family, or nation.

Indiscipline has become so rampant that the president of Federal republic of Nigeria, Doctor Goodluck Ebele Jonathan, declared it to be a matter of national emergency in 2012. The former president of Federal republic of Nigeria, Chief Olusegun Obasanjo, declared it to also be a matter of national emergency in 2001.

One of the objectives of the national policy on education (2004) is “the inculcation of the right types of values and attitudes for the survival of the individual and the Nigeria society”. In spite of the awareness, it appears that school authorities are losing the battle to combat indiscipline in the schools. The manifestation of indiscipline in the school system and absence of carryover values of discipline either at the higher level of education or public life in general is the indication that the war against indiscipline at the school level is far from being won.

The world “discipline” like many other abstract psychological and sociological terms lack precise and universal meaning. There is no consensus of opinion as to what discipline is and what actually constitute discipline. According to Dictionary of Psychology (2009) the term discipline is the control of conduct either by an external authority or by the individual. In Educational system indiscipline of students leads to poor performances, examination malpractice, corruption, and robbery. These acts make students to fail their examinations such as **WAEC, SSCE, NECO** and also causes havoc in the society and nation at large.

Pat (1968) define indiscipline as disobeying or going contrary to rules and regulations guiding a given organization, thereby causing problems and suffering to people within the organization. Adesina (1980) define discipline as readiness or ability to respect authority and observe conventional or established laws of the society or any other organization. It implies self control, self restraint, respect for self and others; it also calls for sacrifice, perseverance, tolerance and recognition of human dignity.

Most schools have a code of regulation which consist of the rules and regulation governing the pupils and students at the beginning of the school year. Teachers are to look out for those who break any of the specified rules. The types of control techniques used in punishing any pupil or student that disobey the rules and regulations are standing up, kneeling down, closing of eyes, hands up, uprooting grass, suspension, flogging with cane.

School authorities believe that through the rules and punishment techniques they can maintain order and discipline in schools. It has been discovered that the teacher’s disciplinary measures have been largely unsuccessful in curbing indiscipline in schools.

Most schools in Tafa Local Government are located beside market, cinema

houses, hotel, where social vices are displayed.

Students emulate them and display this behaviour in the schools which is seriously affecting their academic performance. No meaningful success in terms of school purpose and goal can be achieved in a disorderly atmosphere.

1.2 Statement of Problems

It has been observed that the problem of indiscipline is very rampant among secondary school students. Therefore, the researcher has deliberately chosen the effect of indiscipline on academic performance of students in Tafa Local Government Area Lagos State as an area of investigation focusing attention on Tafa Local Government Secondary Schools. In this study, attempt was made to provide answers to the following questions.

- a) How does the school environment contribute to disciplinary problems of the students?
- b) How do parents themselves contribute to disciplinary problems?
- c) Do students themselves share any portion of the blame for their misconduct?
- d) How does the society contribute to indiscipline among children?

1.3 Purpose of the Study

The problems of indiscipline in Tafa Local Government Secondary schools are complex and multi-stated. Hence the purpose of this study is to:

- 1) Identify the major factors causing indiscipline among secondary schools in Tafa Local Government
- 2) Highlight the acts of indiscipline among Tafa Local Government secondary schools children.
- 3) Suggest ways by which some of these problems could be solved.

1.4 Research Question

- I. What are the factors that cause indiscipline among secondary school students?
- II. What are the acts that constitute indiscipline among secondary school students in Tafa Local Government Area?
- III. What are the methods used in combating the problem of indiscipline in secondary school students?

1.5 Significant of the Study.

This study will help the researchers as well as other people to unravel the effect of indiscipline on academic performance among secondary school students.

It is hoped that the result of this study will be useful to the following:

1. **To School Administrators:** The finding of this study, will show the various effects of indiscipline and state the ways of curbing it which will serve as a vital instrument for effective school administration.

2. **To Parents:** The recommendation of this study will equally give parents an insight into effect of indiscipline on their children and at the same time, they will learn effective ways of bringing up a child.

3. The findings and recommendation of the study will also be of immense value to Graduate and undergraduate students who are studying administration in the field of education as it will give them an insight on how to handle indiscipline among students.

1.5 Scope and Limitation of the Study

This research is designed to cover secondary schools within Tafa Local Government. The sample is limited to five secondary schools one boy, one girl and three mixed schools.

THE EFFECT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF STUDENT IN SECONDARY SCHOOL

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