

Impact of Training on Teachers' Productivity in Alimosho Local Government Secondary Schools, Lagos State

ALAO, Busayo Oluwabukola (Ph.D)

+2348038552339

busayo.alao@kwasu.edu.ng

Department of Educational Management

Kwara State University, Malete

OBAFEMI, Oyemade Mark

+2348036384275

oyemademark2@gmail.com

Economics Education Department

Kwara State University, Malete

Grandplus College of Education, Ilorin

Abstract

The importance of training on the productivity of teachers cannot be over emphasized and the need for improved productivity in every organisation has become universally accepted which depends on the effectiveness of the training given to the teachers. Being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning which makes him the one in charge of helping students learn and benefit or suffer from the quality of his teaching. However, the teacher and the quality of his/her teaching are always under discussion and receive prevalent importance in education. In today's changing commercial environment and rapid globalization, it is obvious that secondary schools are increasingly concerned with competitive edge, exceptional performance and sustainable profits. It is also believed that without healthy, engaged and productive teachers, it is very tough to achieve the aims and objectives of the school.

Teachers' professional training and professional development is a necessary ingredient to support innovative and beneficial teaching. The aim of this paper is to highlight the importance of training given to teachers' training in improving and boosting the quality of education in the Nigerian context. However, teacher training is one of the important management topics that has received significant research attentions from several scholars and considered as a primary mechanism to enhance the success in the school.

Keywords: Training, Teacher training, Secondary school teachers, Teaching, Teachers' productivity

Introduction

The teachers in every school are the main assets, which makes teachers one of the important factors in determining the future of any school. However, the impact of administrators' training on productivity in any school cannot be overemphasized. The way an organization trains its staff can influence its

efficiency (Iqbal, Ahmad & Javaid, 2014; Padamanaban & Shakeel-Ul-Rehman, 2013; Elnaga & Imran, 2013). Several training practices can be used to enhance the productivity of teachers, which helps to improve the performance of the students as well as the school as a whole. Thus, training practices can be the main factor for the success of a school, which justifies their evaluation. Influence of administrators' management and training practices on organizational performance has been an important topic of research recently (Manning, 2015; Jayakumar & Sulthan, 2014; Treven, Treven & Zizek, 2015). Training is considered to be a critical human resource management practice since it increases intellectual capital of the company and contributes to gaining a sustainable competitive advantage.

In Nigeria, schools are faced with fierce challenges due to the impact of globalization and economic uncertainty. To adapt to the knowledge driven economy, these schools need changes in the educational culture which are vital to their survival or expansion. It is common knowledge that many educational systems rely heavily on training and development of their human resource, which are the teachers, which makes a well-trained and well-developed staff part of a schools' competitive advantage. Training is a learning experience which seeks a relatively permanent change in the individual that will improve his/her ability to perform on the job. Every education system need to have well trained, experienced and adjusted teacher to perform their duties efficiently. Training can involve the changing of skills, knowledge, attitudes, or behavior. It may mean changing what the teachers know, how they work, their attitudes toward their work, or their interaction with their fellow teachers or principal.

According to Wardale (2009), training and development is one of the most important activities in Human Resources Management of any progressive company. The aim of the programme is to help employees become more aware of the planned structural change in the organization and train them on new skills in specialized fields like communication, information technology literacy, customer service, marketing diversity, and quality initiatives Hucker, (2010). Training has implications for productivity, health and safety at work and personal development. The main internal driver of change is the desire of an organization to become more competitive and high performing in satisfying customers' needs. Several training practices can be used in order to enhance teachers' productivity, which results in improving the performance of the school as a whole. Thus, training practices can be the main factor for the success of any educational system, which justifies their evaluation (Maaly, Abedallah & Mohammed Omer, 2015).

Today, teacher training is seen as central mechanism for the improvement of teachers' content knowledge and their teaching skills and practices in order to meet high educational standards (Darling-Hammond & McLaughlin, in Boudersa, 2016). Often, demands for quality in teaching and learning increase in secondary schools to meet academic standards, and this calls for attention to be directed to the provision of effective professional development on the part of teachers, researchers, educational institutions, and so forth. According to Rahman, Jumani, Akhter, Christhi and Ajmal (2011), Regular training programs for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for a smooth career of a teacher. it was further stated that, the personality of the teachers is reshaped, their attitudes are properly shaped, their working habits are reformed and their personality is built only through training programs. As such, for any organisation, institution or government to succeed, it must equip its manpower and development sector/department with effective training and retraining (Etim, 2016).

Khan and Abdullah (2019) posited that training given by leaders to subordinates has always been a driving force for enhancing the teachers' productivity and performance. A training and development program provided by the employer is a sincere effort to provide opportunities to the employees to be acquainted with the variety of skills, information, attitude and conduct. With the ever-growing needs of modern education system, the education industry has to become more techno savvy, dynamic and updated. There is always requirement of skillful and talented manpower to take up this education industry to the heights of international standards.

Teacher Training in Nigerian Secondary schools.

Training in secondary schools can be used directly to increase the job skills of an individual or a group of individuals by teaching them to perform their tasks more efficiently and effectively. For training to operate efficiently and effectively as an input/output mediator, it must be focused on the individual and the situation as the need arises. Teachers are trained for more skills acquisition for better service delivery (Ogunrinu in Shamaki, 2015). Educational training in schools can apply to work ethics, human relations and safety. Moreso, not all of these are actually found or occur in the educational system. The training given to teachers are usually those given to teachers on the job and might be a requirement that is disclosed when they are first employed or want to apply for a higher level of service from the ministry of education. Other educational and training options can be those that are professionally beneficial and can give the teacher an added boost in the educational world. There may also be education and training options that become necessary due to certain circumstances.

More so, training is a function of human resource management concerned with organisational activity aimed at bettering the performance of individuals and groups in organisational settings especially in the school. It has been given several names, such as human resource development, human capital development and learning and development. These descriptions are viewed within the context of organisational learning rather than other contexts, like personal context of training and development (Elim, 2016). Going forward, this research therefore posits that training of teachers in secondary schools update their knowledge and make abreast innovations in education. Training also equips the teachers to face challenges of teaching-learning process and enhances their professional growth. According to Agwu in Shamaki, 2015, teachers' training is necessary in order to facilitate upward movement and update professional competence for increased level of productivity. Therefore, training and development is very essential at all teachers' level, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Nishtha & Amit, 2010).

Training is known as the process of improving the existing skills, knowledge, and abilities in an employee. According to Saleem, Mehwish and Naseem in Friday and Edeli (2019), training is an organized increase from the basic skills needed for staff members to execute efficiently to operate the business. Another scholar, Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities, and outlook of the employees that result in the effective performance of the employees. It is observed that training and development make employees feel that they are part of the school's family to improve professional skills. Training creates a sense of belonging in all employees. It creates professional development and enhances the employee's skills that help them to work more efficiently. Adams (2002) said that training and development makes a knowledgeable workforce with fewer mistakes. Through training

and development help to avoid the mistakes during performing the jobs. Essentially, it can improve the efficiencies in processes and financial gain, raise the ability to obtain new technologies, develop the innovation in the school.

Teachers' Training and Productivity in Secondary Schools in Nigeria

Training is one of the main pillars of human resource management functions. It plays a significant role in promoting key skills and competence of an employee for better performance in the schools. A researcher, Olaniyan and Ojo (2015) stated that the training given to an employee is important because it increases productiveness, enhance the good quality of work; improves skills, knowledge, job satisfaction, and develops their attitude. Likewise, it can help to identify the potential for further development in order to groom new leaders and promote succession planning. It also brings the employee the level of effectiveness that they need to perform the job to positively improve productivity.

Globally, teacher training is seen as central mechanism for the improvement of teachers' content knowledge, their teaching skills and practices in order to meet high educational standards (Darling-Hammond & McLaughlin, in Boudersa, 2016). Most times, demands for quality in teaching and learning increase in secondary schools to meet academic standards, and this calls for attention to be directed to the provision of effective professional development on the part of teachers, researchers, educational institutions, and so forth. According to Rahman, Jumani, Akhter, Christhi and Ajmal (2011), Regular training programmes for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for their smooth career. It was further stated that, for teachers to be productive on the job, their personality must be shaped, their attitudes must be properly shaped, their working habits must be reformed and their personality must be built only through training programmes.

Teachers' Productivity in Nigerian Secondary School.

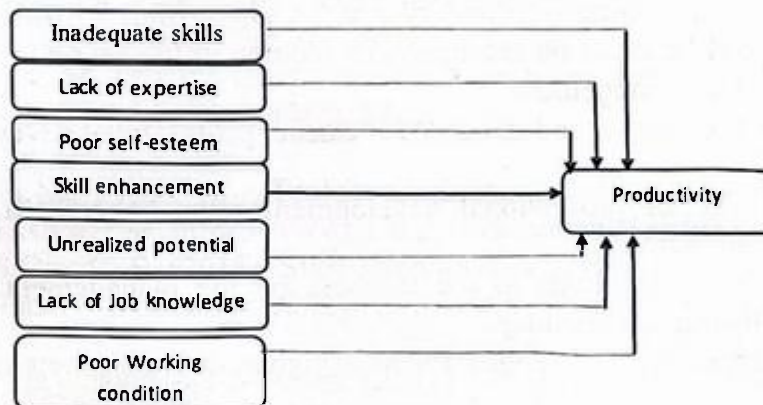
According to Jalal (2016), one of the key issues that most organizations face nowadays is the need to improve staff productivity. Staff productivity is an assessment of the efficiency of a worker or group of workers. The teacher is undoubtedly the most important factor for achieving a profitable learning outcome in every school system. The future of any nation, to a very large extent, is contingent upon the quality of its teachers. Therefore, those to be recruited as teachers should be people who have demonstrated some measure of competence in knowledge and skills as well as possess a healthy attitude for the achievement of the schooling objectives. As the population of school-age children grows, the problem of increased demand for teachers (both qualified and not qualified) also persists, thus, making the teaching profession the largest employment in the world (Babalola, 2011).

Nevertheless, in spite of the growing number of teachers in employment, school productivity seemed not to have satisfactorily improved as expected. The cause of this unsatisfactory state of affairs had been linked to many factors, among which is the low level of teachers' productivity which in itself is due to lack of basic knowledge and skills that could improve teachers' performance in their service delivery. Thus, there seems to be a positive relationship between the teachers' level of professional development and their performance in the classrooms (Emunemu & Isuku, 2011).

Rationales for Low Teacher Productivity in Secondary Schools

There are several factors responsible for low productivity of teachers in secondary schools as shown on the diagram in figure 1.

Figure 1: Reasons for Low Teacher Productivity in Alimosho LGA Secondary Schools



Researcher Design: 2022

Generally, the research exploring teacher motivational issues in Nigeria shows that teachers are poorly motivated and are dissatisfied with their living and working conditions. The key reasons for this are as follows:

- Low wages when compared with other professionals
- Low status in the society
- Lack of career advancement opportunities
- High student-teacher ratio
- Poor work environment
- Inadequate fringe benefits
- Irregular payment of teachers' salaries.

According to Emunemu and Isuku (2011), these conditions are responsible for low teachers' morale and productivity and the difficulty in attracting and retaining quality personnel into the teaching profession. This has not always been the case. A broad consensus is that, prior to independence, teaching was considered by almost all sections of society as a highly respected profession. Teachers played key leadership roles in local communities and acted as role models.

However, after independence, when the demand for educated labour grew rapidly, many teachers left the profession to take up jobs elsewhere in the public and private sector.

Importance of Training on Teachers' Productivity in Secondary Schools

According to Munonye in Santos (2021), the principals of every school are saddled with the responsibilities of:

- matching the employees' abilities with the job requirements and organizational needs
- removing performance deficiency.
- enhancing organizational viability and the transformation process, to cope with the new technological advancement.
- improving quality and quantity of work; to improve productivity and efficiency.
- helping staff cope with increased organizational complexity resulting from increased mechanization automation. Training, sometimes, may be undertaken

to enhance employees' self-esteem.

- f. boosting staff morale and thereby improving organisational climate, especially, in the school.

Recommendations to Improve Teacher Training for Productivity Enhancement.

To improve teacher training in secondary schools, suggestions are made as follows:

- a) There should be focus on teachers' low income in the secondary schools for proper work encouragement.
- b) Measures, application and standard for teacher professional development must be made
- c) Opportunities for professional development must be created to promote teachers' collaboration.
- d) Support should be given to the teachers by the management in order to successfully transfer learning.
- e) The ministry of education should invest in high qualified teachers more often.

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Factors Influencing Indiscipline Among Secondary School Students In Ilishan Remo Ogun State, Nigeria

OGUNJI, James ¹
Ogunji.ja@yahoo.com

ECHEFU, Sylvia²
^{1,2}Department of Education
Babcock University, Ogun state, Nigeria

Abstract

Secondary education should be a vehicle for shaping students into responsible citizens, however, empirical evidence show that indiscipline has become the order of the day in most public secondary schools. As such this study investigates factors influencing indiscipline among secondary school students in Ogun State, Nigeria. This research employed the survey research design. A structured questionnaire tagged, "Factors Influencing Indiscipline" was used to elicit information from the respondents. The factors included parental influence, economic factors, peer pressure and school environment. The two public schools in Ilishan, Ishanbi Comprehensive High School and Ilishan High School were used for this study. The population for this study comprised of senior secondary school class 2 (SS2) students in public secondary school in Ilishan. Total enumeration was used to select two hundred and sixty-eight students from the sample population of 268. Descriptive statistics were used in answering the research questions while simple linear regression was employed to test the hypotheses at the 0.05 alpha level of significance. The study revealed that parental factors, peer pressure, economic factors and school environmental factors have a positive and significant influence on indiscipline among secondary schools' students. The study recommends that parents, the school and religious bodies that are charged with moral training of the children should ensure that sound moral education is given to children.

Keywords: parental influence, peer pressure, school environment, economic factors and indiscipline

Introduction and Background

The problem of indiscipline has in recent times become a national concern. Indiscipline is a term used to explain a situation where a student violates the rules and regulations set by parents, teachers, or adults in charge of the setting he or she lives. It is actions considered to be wrong and not accepted as proper conduct in a society. Indiscipline manifests itself in several sphere of both school and society. Indiscipline in school includes unwanted acts like sexual abuse, smoking drug abuse, examination malpractice, fighting, and noise making in the classrooms. drunkenness, carelessness attitude, rudeness/insubordination, truancy refused to do the assignment, lateness to school, drug abuse, bullying, cheating in examination, sexual immorality, and lots of other social vices (Isa, Mudassir, Bello, Nafi, Adamu & Muhammad, 2021). Students have become uncontrollable and highly disrespectful to: themselves, teachers, school administrators, parents and to the society at large. Based on the research data collected by Ndubuisi, (2018) and Enefu, Obaka, Okafor & Haruna (2019), acts of indiscipline in schools can lead to failure. Odebode (2019) asserted that indiscipline among students in Nigerian schools remained a source of great concern to stakeholders as it had caused a lot

of mental, emotional and physical damage in the society.

Literature is diverse on the factors responsible for student's indiscipline both from the students and teachers perspective. According to Krowale (2017), most disciplinary problems experienced were due to influence from environment and their homes, namely, mobile phones, televisions, alcoholism, cigarette smoking, theft, drug abuse, disobedience, truancy, lack of punctuality and improper school uniforms. The study by Isa, Mudassir, Bello, Nafi, Adamu & Muhammad (2021) found that the causes of students' indiscipline in the institutions were lack of parental counseling, mixed nature of the institutions, and ineffective management strategies. Morongwa (2010) identified eight factors that fuel indiscipline such as parental/ home influence, teachers/ educators, political, social, and economic factors, the learner with emotional problems, head teacher/ principal factors, the influence of gender and race, and public schools versus private schools. Odehede (2019) investigated the causes of indiscipline among students in Nigeria and identified that the societal, governmental, parental, school and students' factors are causes of indiscipline. Findings of some studies revealed differences between students and teachers views on acts that constitute disciplinary behaviours. (Ofori, 2018; Adeniyi & Adedotun 2019; Ngwokabuemui, 2015; Fatoki & Kobiowa, 2020; Ndubuisi, 2018, and Oladimeji, 2019). While indiscipline among students in secondary schools have become a cankerworm and a source of great concern to stakeholders as it had caused a lot of mental, emotional and physical damage in the society. Literature seem to be diverse on the factors responsible for student's indiscipline. It is generally believed that indiscipline in schools is precipitated by factors emanating from the home, peer groups, from teachers and background of students. Is that the case in Ilesha Remo Ogun state? Hence this study designed to investigate "Factors Influencing Indiscipline among Secondary School Students in Ilesha Remo Ogun State.

Research Questions

1. What is the level of indiscipline among secondary school students in Ilesha Remo Ogun State.
2. What are the factors responsible for indiscipline among secondary school students in Ilesha Remo Ogun State.
3. Do parenting factors, peer pressure, school environment, and economic factors influence indiscipline among secondary school students in Ilesha Remo Ogun State.

Hypotheses

1. H_0 : Parenting factors will not significantly influence indiscipline among secondary school students.
2. H_0 : Peer pressure will not significantly influence indiscipline among secondary school students.
3. H_0 : School environment will not significantly influence indiscipline among secondary school students.
4. H_0 : Economic factors will not significantly influence indiscipline among secondary school students.

Methodology

This study adopted a survey research design which enables collection of information from a representative sample of the population to describe existing situations. The population of this study comprised of senior secondary school two (SS2) students from public secondary schools in Ilishan Remo Ogun State. These schools are Ishanbi comprehensive high School, Ilishan High School. Total enumeration sampling technique was used due to the size and homogeneity of the population. All the 268 in SS2 formed part of the study.

The survey instrument was a structured questionnaire. The instrument had three sections. Section A elicited the demographic details of the respondents such as age, gender, class, and school. Section B. measured the opinion of respondents on the level of indiscipline among secondary school students. Section C. measured the factors responsible for indiscipline among the students.

The internal consistency of the items in the instrument for the study was done using Cronbach's Alpha from the data collected from the pilot study. An analysis of the scores obtained revealed test-retest reliability coefficient of the questionnaire to be; 0.825 for Parental influence, 0.969 for Economic factors, 0.87 for Peer pressure and 0.934 for School environment. The result showed that the measuring instrument was appropriate for this study since values of 0.7 or higher indicate acceptable internal consistency.

The demographic data of participants were analysed by means of descriptive statistical techniques. The hypothesis were analysed with means of multiple regression analysis at an alpha level of 0.05 level of significance.

Results

Demographic Characteristics of Respondents

Table 1: Profile of Respondents

Variable	Classification	Frequency	Percentage
Name of School	Ishanbi Comprehensive High School	155	67.1
	Ilishan High School	76	32.9
Gender	Male	139	60.2
	Female	92	39.8
Age	10 – 15	129	55.8
	16 – 20	91	39.4
	21 – 25	6	2.6
	26 years and above	5	2.2
Subject	Arts	97	42.0
	Science	44	19.0
	Commercial	90	39.0

Source: field survey, 2021

Table 1 presents the analysis of demographic characteristics of respondents of the study. It can be seen that 155(67.1%) of the respondents were from Ishanbi Comprehensive High School and 76(32.9%) were from Ilishan High School. Also, 139(60.2%) are male and 92(39.8%) are female. The analysis based on age revealed that 129(55.8%) were between the age bracket of 10– 15 years, 91(39.4%) were between the age bracket of 16 – 20 years, 6(2.6%) were between the age bracket of 21–25 years and 5(2.2%) were 26 years and above. Furthermore, 97(42.0%) were offering arts subject, 44(19.0%) were

offering science subject and 90(39.0%) were offering commercial subject.

Table 2: Respondents Opinion on Level of indiscipline in secondary schools

	Mean (\bar{X})	Std. Deviation	Remark
Disobedience to school authority	3.63	.739	Very high
Stealing	3.59	.766	Very high
Absenteeism	3.51	.818	Very high
Mass protest	3.62	.798	Very high
Wearing dirty uniform	3.26	.935	High
Cultism	3.58	.824	Very high
Fighting	2.38	1.199	Low
Vandalism	3.09	1.036	High
Drug abusive	3.45	.853	High
Examination malpractice	3.31	.931	High
Chewing gum in class	3.50	.848	Very high
Indecent dressing	3.51	.818	Very high
Bullying	2.12	.991	Low
Lateness to school	3.39	.883	High
Truancy	3.60	.745	Very high
Grand mean	3.30		High

2.50 to 3.49 was rated High, 1.50 to 2.49 was rated low and 0 to 1.49 was rated very low.

Table 2 present the analysis of respondent's opinion on level of indiscipline in the selected secondary schools. From the result of the analysis, it can be seen that there is very high level of disobedience to school authority ($\bar{X}=3.63$) stealing ($\bar{X}=3.59$), absenteeism ($\bar{X}=3.51$), mass protest ($\bar{X}=3.62$), cultism ($\bar{X}=3.58$), chewing gum in class ($\bar{X}=3.50$), indecent dressing ($\bar{X}=3.51$) and truancy ($\bar{X}=3.60$). Also, the result of the analysis revealed that there is high level of wearing dirty uniform ($\bar{X}=3.26$), vandalism ($\bar{X}=3.09$), drug abuse ($\bar{X}=3.45$), examination malpractice ($\bar{X}=3.31$) and lateness to school ($\bar{X}=3.39$). Furthermore, it was found that there is low level of fighting ($\bar{X}=2.38$) and bullying ($\bar{X}=2.12$) among the students in the selected schools. The grand mean of 3.30 indicates that there is high level of indiscipline in the selected schools under study. The study had revealed that there is high level of indiscipline among secondary school students in Ilishan Remo Ogun State, Nigeria.

Table 3: Students' Opinion on factors that lead to indiscipline in school

Table 3a: Respondents Opinion on parental Influence and students' indiscipline in schools			Table 3b: Respondents opinion on Peer pressure responsible for indiscipline in schools		
	Mean	Std. Dev.		Mean	Std. Dev.
Neglecting a child contributes to indiscipline in school	3.51	.818	Negative peer pressure in school contribute to indiscipline in the school	3.64	.775
Poor home training contributes to indiscipline	3.57	.886	Maltreatment of students by seniors contribute to indiscipline the school	3.57	.886
monitoring children in, school activities leads to indiscipline	2.05	1.016	To maintain belongingness in student groups contributes to indiscipline in school	3.68	.722
Not punishing children for bad behavior at home leads to indiscipline in school	3.72	.675	Joining gangs in school contribute to indiscipline	3.73	.651

Parental separation or divorce contributes to students' indiscipline in school	3.32	.919	Search for recognition among peers contribute to indiscipline in schools	3.39	.962
Grand mean	3.23		Grand mean	3.60	
Table 3c: Respondents' opinion on economic factors responsible for indiscipline in school			Table 3d: Respondents opinion on school environment responsible for indiscipline in schools		
The lack of pocket money contributes to indiscipline	2.50	1.208	Inability of school administrators to hold student accountable for their actions is the cause of indiscipline in school	3.63	.739
The lack of money in the family contributes to bad behavior of students in school	3.51	.818	Unconducive learning environment lead to indiscipline in schools	3.51	.818
Coming to school without eating contributes to indiscipline	2.70	1.191	Poor classroom management by teachers is the cause of indiscipline in schools	3.62	.798
Not having money to buy and sew school uniforms contributes to indiscipline in school	2.31	1.193	Not showing good example by teachers is the cause of indiscipline in schools	3.50	.848
Irregular payment of school fees contributes to bad behavior in school	3.59	.764	Teachers absenteeism to school ontributes to indiscipline in schools	3.51	.818
Grand mean	2.92		Grand mean	3.55	

Source: Field survey, 2021. Items with mean score from 3.50 to 4.0 were rated Strongly Agree, 2.50 to 3.49 was rated Agree, 1.50 to 2.49 was rated Disagree and 0 to 1.49 was rated Strongly Disagree.

Table 3a. presents the respondents' opinion on parental influence on students' indiscipline. The respondents strongly agreed that parents neglecting their children; poor home training, not punishing children for bad behavior at home, parental separation or divorce contributes to students' indiscipline in school. However, the respondents disagreed that not monitoring children in school activities leads to indiscipline. The grand mean of 3.23 indicates that the respondents agreed that parental factors influence students' indiscipline in schools.

Table 3b. presents the respondents' opinion on peer pressure and indiscipline in school. The respondents strongly agreed that negative peer pressure in school; maltreatment of students by seniors; maintaining belongingness in student groups and joining gangs in school are the peer pressure responsible for indiscipline in schools. Also, the respondents agreed that search for recognition among peers contribute to indiscipline in schools. The grand mean of 3.60 indicates that the respondents strongly agreed that peer pressure contribute to indiscipline in schools.

Table 3c. present the result of data analysis of respondents' opinion on economic factors responsible for indiscipline in the selected schools. The respondents strongly agreed that lack of money in the family and irregular payment of school fees contributes to bad behavior in schools. Also, the respondents agreed that lack of pocket money contributes to indiscipline and coming to school without eating contributes to indiscipline. However, the respondents disagreed that not having money to buy and sew school uniforms contributes to indiscipline in school. The grand mean of 2.92 indicate that the respondents agreed that economic factors contribute to indiscipline in schools.

Table 3d. presents the result of analysis of respondents' opinion on school environmental factors responsible for indiscipline in schools. The respondents strongly agreed that inability of school administrators to hold student accountable for their actions; unproductive learning environment; poor classroom management by teachers; not showing good example by teachers' absenteeism to school contributes to indiscipline in schools. The grand mean of 3.55 indicates that the respondents strongly agreed that school environmental factors contributes to indiscipline in secondary schools.

Table 4: Influence of parenting factors on indiscipline among secondary school students

Coefficients of the multiple Regression									
Analysis									
Model summary of test statistics									
Null Hypothesis	N	X	R	R- square	Std. Error	F	T		
Parenting factors will not significantly influence indiscipline among students	23	3.23	0.798	0.637	0.258	401.09	20.027		

a. Dependent Variable: Level of indiscipline

The standardized coefficient (correlation coefficient-R) of parental influence is 0.798, implying that identified parental factors have a strong relationship with indiscipline. This also means that an increase in identified parenting factors will significantly lead to increase in indiscipline. The R-square value which is 0.637, indicates that parental influence accounted for 63.7% of the variation in indiscipline among secondary school students. The probability value of parental influence in the model is $p < 0.05$, implying that parental factors have significant influence on indiscipline. Thus, the alternative hypothesis is accepted that parenting factors significantly influence indiscipline among secondary school students.

Table 5: Influence of Peer pressure on indiscipline among secondary school students

Coefficients of the multiple Regression									
Analysis									
Model summary of test statistics									
Null Hypothesis	N	X	R	R- square	Std. Error	F	T		
Peer pressure will not significantly influence indiscipline among students	230	3.6	0.764	0.583	0.27607	320.120	17.892		

a. Dependent Variable: Level of indiscipline

The standardized coefficient (correlation coefficient-R) of peer pressure in relation to indiscipline is 0.764, which means that peer pressure has positive and strong relationship with indiscipline. The study found that peer pressure accounted for 58.3% of the variation in indiscipline among secondary school students. The coefficient of determination in the model is 0.583 implying that peer pressure accounted for 58.3% of the variation in indiscipline among secondary school students. The probability value of peer pressure is $p < 0.05$ which provide evidence to reject the null hypothesis. Hence, it was concluded that peer pressure significantly influences indiscipline among secondary

school students in Ilishan Remo Ogun State, Nigeria.

Table 6: Influence of School environment on indiscipline among secondary school students.

Null Hypothesis		Coefficients of the multiple Regression Analysis							
		Model summary of test statistics					T	p-value	
		N	X	R	R-square	Std. Error			
3	School environment will not significantly influence indiscipline among students	230	3.55	0.896 ^a	0.803	0.1899	932.20	30.53	.000 ^b

a. Dependent Variable: Level of Indiscipline

Furthermore, it was found that school environmental factors have a very strong relationship with indiscipline among secondary school students taking cognizant of correlation coefficient (R) of 0.896. The R-square value of 0.803 in model indicates that the identified school environmental factors accounted for 80.3% of the variation in indiscipline among secondary schools' students. The probability value of $p < 0.05$ provide evidence to reject the null hypothesis. Hence, it was concluded that school environment factors significantly influence indiscipline among secondary school students.

Table 7: Influence of Economic factors on indiscipline among secondary school students

Null Hypothesis		Coefficients of the multiple Regression Analysis							
		Model summary of test statistics					T	p-value	
		N	X	R	R-square	Std. Error			
4.	Economic factors will not significantly influence indiscipline among students	230	2.92	0.516	0.267	0.3661	83.22	24.12	0.000

a. Dependent Variable: Level of Indiscipline

The table above shows a moderate and positive relationship between economic factors and indiscipline among secondary schools' students taking cognizant of $R = 0.516$. The R-square value of 0.267, $p < 0.05$ suggest that economic factors significantly accounted for 26.7% of the variation observed in indiscipline among secondary schools' students. Hence, it was concluded that economic factors significantly influence indiscipline among secondary school students.

Discussion

This study had revealed that there is high level of indiscipline among secondary school students in Ilishan Remo Ogun State, Nigeria. The study revealed very high level of disobedience to school authority, stealing, absenteeism, mass protest, cultism, chewing gum in class, indecent dressing and truancy. This support previous study by Ali et al, (2014) who reported that indiscipline in schools is any mode of behaviour or conduct that deviates from the established rules and regulations of a school and the

acceptable code of behaviour. A behaviour that is not accepted or conform to permitted standards are considered as acts of indiscipline. It also confirms the concern of Odebode (2019) who asserted that indiscipline among students in Nigerian schools remained a source of great concern to stakeholders as it had caused a lot of mental, emotional and physical damage in the society.

The study also revealed that parental, factors, peer pressure and school environmental factors are responsible for indiscipline among secondary school students in Illshan Remo Ogun State, Nigeria. The study revealed that parental factors positively influence indiscipline among secondary schools and accounted for 63.7% of indiscipline among the students. This support previous studies by Ngwokabuenui (2015, that reported that parental factors contributed to indiscipline among secondary schools' students. Bowman (2004) also opine that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Parents are regarded as very important in training of students. Lack of parental involvement can be a major cause of indiscipline. No wonder Alidizulwi (2000) emphasized that many parents are not involved in the education of their children, causing poor results, high drop out rates and the absence of discipline in schools. This study also confirms the finding of Isa, Mudassir, Bello, Nafi, Adamu & Muhammad (2021) that the causes of students' indiscipline in the institutions were lack of parental counseling among others.

Also, peer pressure factors accounted for 58.3% of the variation in indiscipline among the students. According to Ndubisi (2013), poor peer relationship is associated with social cognitive skill deficit which has extraordinary influence on the child conduct in school. Peer group influences what a child values, knows, wears, eats, and learns and can lead to discipline problems.

The study also found that school environmental factors positively influenced indiscipline among secondary school students. It explained up to 80.3% of the variation in indiscipline among the students. This confirms the position of Bolu-Steve, (2020) that school is a major and important environment where a child develops during the formative period. It agrees with Kiwale (2017), that most disciplinary problems experienced in schools were due to influence from environment and their homes, among others. This finding is consistent with previous study by Engenti, (2020) who explains that physical facilities in most secondary schools interfere with the all-round development of students. The lack of classrooms and laboratories interfere with the academic performance and this can finally lead to indiscipline. Kiwale (2017) opined that overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations are factors that can contribute to school indiscipline.

The study also revealed that economic factors were found to be positively significant in contributing to indiscipline among secondary schools' students in the study area. Economic factor accounted for 26.7% of the variation in indiscipline among secondary's schools' students. This means that as economic factors worsen indiscipline worsens. This findings agree with Morongwa (2010) who identified economic factors as one of the eight factors that fuel indiscipline in schools. In the same way it agrees with Odebode (2019) who investigated the causes of indiscipline among students in Nigeria and identified that the societal, governmental, parental, school and students' factors are causes of indiscipline.

Conclusion

Arising from the findings this study concludes that there is high level of indiscipline

among secondary school students. Parental influence, peer pressure, economic factors and school environmental factors are responsible for indiscipline among secondary school students in the selected schools.

Based on the findings of this study, teachers should provide assistance to children as they learn to assume greater responsibility for themselves and gain more control over their behaviour. School administrators, teachers and parents should reduce indiscipline through increased supervision. The school should involve parents more in the teaching and learning process. The government should ensure that schools are provided with adequate facilities for teaching and learning, sports and games. School curriculum should emphasize moral education for good character training.

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