Education

# Effect of indiscipline and teachers' attitudes on students' academic performance in selected public secondary schools in Niger state

**Abdulmumini Bello**

Department of Educational Management, Faculty of Education, Federal University of Education, Kontagora, Nigeria

Corresponding author: Abdulmumini Bello

Received 10 Sep 2026; Accepted 17 Oct 2026; Published 2 Nov 2026

DOI: https://doi.org/10.64171/JAES.6.6.14-17

**Abstract**

This research examined the effect of indiscipline and teachers' attitudes on students' academic performance in public secondary school Niger state. The researcher adopted survey research design for this study. The population of the study stood at 6,687 comprising of administrators (220), parents (560), teachers (320) and students (2,170) with the following samples 22, 56, 32 and 217 respectively. A questionnaire was used to collect data for the research. One way analysis of variance (ANOVA) was used as the method for statistical analysis. The hypotheses were tested at 0.05 level of significant, where all the four hypotheses were rejected. The academic performance of student was negatively affected by teacher's lateness to work, bad character exemplary, poor dressing, and nonchalant attitude to work and disrespect to school head. It was recommended that curriculum review is highly needed in the area of moral values, teachers found guilty of immoral acts should be punish to serve as a deterrent to others, there should be discipline in school without fear or favour, training and re-training of teachers should be practice to enhanced competence, and teachers with outstanding performance should be rewarded accordingly.

**Keywords:** Indiscipline, Teacher's attitude, Academic performance, Public secondary school, Students

## Introduction

Indiscipline is the act of having no discipline. Discipline is the oilment that softens the success of any activity in human behavior. In school situation, it is believed that the rate at which a student obeys school rules and regulations, and learning rules determines his success or otherwise. Students that are bright are mostly found organized and strict in time management to achieve their goals. Meanwhile, indiscipline students engage in activities such as drug abuse, stealing, examination malpractices to mention but a few. On the other hand, teachers' attitudes play a significant role in molding the behavior of a student for better or otherwise, which in the end affects his disposition and academic performance. A teacher is always a role model to students. In fact, students copy teachers blindly. It is believed that teacher's attitudes influence students' behavior significantly. Therefore, teachers are expected to behave and dress decently at all times, so that good behavior among students prevails.

## Indices of teacher discipline and teacher indiscipline

Ijaiya (2021) [6] reported from his study that both males and female teachers are rated on the prevalence of teacher discipline problems among secondary school teachers hierarchically as follows: lateness to lessons, absence from duty with permission, absence from duty without permission, quarreling among teachers, laziness in record keeping, selling things during school hours, rudeness to higher authority, cruelty to students, immoral behavior with students (boys or girls), embezzlement of school money and covering examination malpractice.

Considering teacher discipline problem by gender, Ijaiya (2021) [6] reported that both males and females rated equal (6$^{th}$ out of 11 factors) on laziness ion record keeping but differed greatly on the other indices of teacher discipline problems. Hierarchically, males rate high on the following: Embezzlement of school money, covering examination malpractice, rudeness to higher authority. Absence from duty without permission, immoral behavior with students (boys or girls), absence from duty with permission, lateness to lessons, quarreling among teachers, cruelty to students and selling things during school hours.

Nearly the opposite of these is the rating of discipline problems among female teachers on the indices. Hierarchically, females' discipline problems are: selling things during school hours, quarreling among teachers, lateness to lessons, absence from duty with permission and cruelty to students, immoral behavior with students (boys or girls), absence from duty without permission, rudeness to higher authority, covering examination malpractice and embezzlement of school money.

Patrick (2022) [9] explain that in schools absenteeism occurs among teachers and students alike and reported that there is evidence of a correlation between high teacher absenteeism and high students absenteeism leading to low student's achievement. He explained that absenteeism occur on the increase because teachers in Nigeria are almost never fired, despite high absenteeism rate. Another case of teacher indiscipline behavior is in the area of examination malpractice. Jimoh (2023) [7] reported that accusing fingers have been pointed at teachers, school heads, parents, students, examination officials and even security agents as those responsible for examination malpractice in the school system.

It can be said without doubt that students schooling under teachers with such kind of discipline problems are most likely to develop discipline problems such as cheating, disrespect for teachers and authority, bribery, laziness to study and other works and also perform poorly in schools. It is against this background that this study focused on identification of the indices of teachers' indiscipline as it affects the teaching learning activities as well as the relationship between teachers and student and the teachers themselves.

**Discipline**

Discipline in schools and family setting refers to training given to children and adolescents in order to mould their character and behaviour (Grusec & Goodnow, 2023): In Developmental Psychology, Discipline refers to the methods of modelling character and teaching of acceptable behaviours. School discipline, according to Bello (2000) [3], refers to regulation of children and the maintenance of rules and regulations in schools.

This means that the rules and regulations that are made by each school mostly bother on standards of clothing, the use of uniforms, personal appearance, student-student and student-teacher relationships, use or mis-use of school property, time keeping, social behaviour and study ethics. In order to provide peaceful and healthy school environment and maintain law and order, principals of schools formulate rules and regulations to guide the activities of members of the school.

Students' discipline is a prerequisite to almost everything a school has to offer to students. Discipline and academic achievement are interdependent. The doctrine of school discipline is based on the concept of 'loco parents' which allows school authorities full responsibility for children's upbringing. Teachers therefore by law have the right to punish students who contravene school laws. Teachers, principals and prefects in schools use various disciplinary approaches such as corporal punishment, suspension and expulsion, beating, kneeling Slapping etc. to correct students who have broken school rules. According to Baum rind (2021) [2], parents use three major parenting styles in modelling the behaviour of children. These are authoritarian, authoritative, permissive and democratic styles.

Authoritarian parents, according to him, use strict methods in moulding the behaviour of their children in accordance with set standard and conduct. This means that children have no right of their own. They are expected to obey all the rules and regulations without question. They are supposed to be seen not heard in matters that concern them. Baumrind (2021) [2] reported that this type of parenting style is ineffective in moulding children's behaviour. Campbell (2021) [4] affirmed that use of authoritative parenting is to mould the character of children by making them see the good reason for every correction made. The child is given the opportunity to express his feelings about the situation and whenever he did something wrong, he is allowed to give explanations for behaving that way. The parents or teachers make him to accept that he is wrong and should be aggrieved by serving an appropriate punishment.

Democratic or permissive parenting does not insist on a specific type of behaviour and avoids having to be in control. The parent uses reasons and manipulation in order to get what he wants. If he fails to get what he wants, he leaves the child to do what he likes (Baumrind, 2021) [2]. Forms of discipline parents and teachers use to train their children range from physical punishment as canning, beating, slapping, flogging, spanking and withdrawal of privileges, love, and scolding.

Corporal punishment is frequently used in schools in order to inflict pain on the student for an offense committed.

Corporal punishments are harmful to students because they lead to changes in personality and depression (Adeshina, 2022) [1]. Victims of corporal punishment are often left with physical evidence of abuse such as destruction of children's eardrums as a result of being boxed, bruises and swellings, large cuts, broken fingers, broken wrists, and collar bones, internal injuries and even death (Straus, 2023) [10].

Discipline is perceived differently by students, teachers and parents. Many adolescents come into serious conflicts with parents, teachers and other significant others in matters concerning their discipline. Many of them challenge adults when disciplinary measures are employed to correct their behaviours. This study therefore attempts to examine adolescents' perception of their parents' and teachers' mode of discipline they often used to mould their behaviour.

**Methodology**

The research design adopted for this study is descriptive survey. This is because the study aims at collecting data on; and describing in a systematic manner, the characteristics, features or facts about a given population. Furthermore, it is only interested in describing certain variable in relation to the population.

The target population of this study consisted of all the public secondary schools in Niger State representing 6,687. Sample of the population was purposively selected representing 10% as recommended by Krejcie and Morgan (2023) [8] which stood at 687. Six hundred and eighty-seven (687) copies of the questionnaire. A questionnaire tagged IATAOSAP was adopted as the instrument for data collection with 5 likert scale. The instrument was administered by the researchers with the help of the schools guidance counselors and retrieved on the spot.

The instrument was given to two educational administration and planning experts, in the department of Educational Foundations and Management, Federal University of Education, Kontagora and the validity index obtained was 0.79. The result obtained for reliability test was .78 at .05 level of significance. One way analysis of variance (ANOVA) was adopted to test the hypotheses due to the heterogeneity nature of the respondents.

**Hypotheses testing**

Here, the hypotheses states the significance difference in the opinion of parents, students, principals and teachers on the effect of indiscipline and teachers' attitude on school students academic performance in public secondary schools in Niger

State. ANOVA was used at .05 level of significance to test the hypotheses 1-5 as follows:

**HO$_1$:** There is no significant difference in the opinion of respondents in the effect of teacher's lateness to work on student academic performance

**Table 1:** One way analysis of variance on the opinion of respondents in the effect of teacher's lateness to work on student academic performance among Niger State public secondary schools

| Source | Sum of squares | Df | Mean square | F |
|---|---|---|---|---|
| Between group | 316.24 | 3 | 105.41 | 7.36 |
| Within group | 4530.92 | 321 | 14.12 | |
| Total | 4847.16 | 324 | - | |

From table 1 above, the calculated t-value ratio stood at 7.36. The critical t-crit is 2.60. The calculated t-cal is greater than the t-critical by 4.76. Therefore, the null hypothesis ($H_0$) is hereby rejected. It means that there is significant difference in the opinions of the respondents on the effect of teacher's lateness to work on students' academic performance in Niger State public secondary schools.

**H0$_2$:** There is no significant difference in the opinion of respondents in the teacher's bad character exemplary on student academic performance.

**Table 2:** One way analysis of variance on the opinion of respondents in the teacher's bad character exemplary on student academic performance among Niger State public secondary schools

| Source | Sum of squares | Df | Mean square | F |
|---|---|---|---|---|
| Between group | 316.24 | 3 | 105.41 | 7.47 |
| Within group | 4530.92 | 321 | 14.12 | |
| Total | 4847.16 | 324 | - | |

From table 2 above, the calculated t-value ratio was 7.47 while the critical value stood at 2.60. The calculated t-cal is greater than the t-critical by 4.87. Therefore, the null hypothesis ($H_0$) is hereby rejected. This means that there is significant difference in the opinions of the respondents on the effect of teacher's bad character on students' academic performance in Niger State public secondary schools.

**H0$_3$:** There is no significant difference in the opinion of respondents in the teacher's poor dressing on student academic performance.

**Table 3:** One way analysis of variance on the opinion of respondents in the teacher's poor dressing on student academic performance among Niger State public secondary schools

| Source | Sum of squares | Df | Mean square | F |
|---|---|---|---|---|
| Between group | 316.24 | 3 | 105.41 | 7.28 |
| Within group | 4530.92 | 321 | 14.12 | |
| Total | 4847.16 | 324 | - | |

From table 3 above, the calculated t-value ratio was 7.28 while the critical value stood at 2.60. The calculated t-value ratio is greater than the t-critical value by 4.68. This means that there is significant difference in the opinions of the respondents on the effect of teacher's poor dressing on students' academic performance in Niger State public secondary schools.

**H0$_4$:** There is no significant difference in the opinion of respondents in the teacher's attitude to work on student academic performance.

**Table 4:** One way analysis of variance on the opinion of respondents in the teacher's nonchalant attitude on student academic performance among Niger State public secondary schools

| Source | Sum of squares | Df | Mean square | F |
|---|---|---|---|---|
| Between group | 316.24 | 3 | 105.41 | 6.86 |
| Within group | 4530.92 | 321 | 14.12 | |
| Total | 4847.16 | 324 | - | |

From table 4 above, the calculated t-value ratio was 6.86 while the critical value stood at 2.60. The calculated t-value ratio is greater than the t-critical value by 4.26 This implies that there is significant difference in the opinions of the respondents on the effect of teacher's nonchalant attitude to work on students' academic performance among public secondary schools, Niger State.

**H0$_5$:** There is no significant difference in the opinion of respondents in the teacher's attitude to work on student academic performance.

**Table 5:** One way analysis of variance on the opinion of respondents in the teacher's disrespect to school head on student academic performance among Niger State public secondary schools

| Source | Sum of squares | Df | Mean square | F |
|---|---|---|---|---|
| Between group | 316.24 | 3 | 105.41 | 7.47 |
| Within group | 4530.92 | 321 | 14.12 | |
| Total | 4847.16 | 324 | - | |

From table 5 above, the calculated t-value ratio was 7.47 while the critical value stood at 2.60. The calculated t-value is greater than the t-critical value by 4.42. This means that the hull hypothesis ($H_0$) is rejected and this explain that there is significant difference in the effect of opinions of the respondents on teacher's disrespect to school head on students' academic performance in Niger State public secondary schools.

## Summary of findings

- That, negative attitude of teachers such drunkenness, lying, girls harassment, lack or inadequate attendance checking, disrespect to school head, inadequate compliance to school rules and regulations affects the entire activities of teachers and influence the students attitudes performance and discipline.
- That, significant number of teacher are corrupt, thereby influencing the students attitude towards learning. Students see this act as a short way of making money without tears.
- That, inability of teachers to disseminate good example before their students such as smoking.
- That teacher's inadequate preparation to teach lead to poor performance of students in academics.
- That, illegal strike and disrespect to school head are factors responsible to poor performance of students Niger state public secondary schools.

## Conclusion

It is the belief of the researchers that, proliferation of indiscipline in schools are signs of inability of the school leadership and failure of parents to function as it is expected. However, it must be made clear, that indiscipline does not only affect the "indiscipline person" alone but it affects others, therefore if not checked on egg, destroys many eggs. Sacrifice must be made to do away with one for the benefit of many.

Teachers must recognize their status in the society as the models. Failure of the society is the failure of the school, teacher and the parents. Therefore, all hands must be in check with the view of restoring the glorious values of our fore-fathers.

## Recommendations

- Government should introduce/review moral teaching in the curriculum in order to address the current challenges facing the society in the aspect of moral values.
- School heads must awake/reawake in showing and maintaining discipline in schools without fear or favour. This must be through showing self good example.
- If teachers found guilty of any in disciplinary act(s) should be convicted and be made as deterrent to others.
- A continues training and retraining should exist at all levels of secondary schools in Zinder, this should include subject mastery, morality, and also human relation and students management.

## References

1. Adeshina S. Educational management. Fourth Dimension Press Nig. Ltd., 2022.
2. Baumrind EA. Violence in post primary schools in Nigeria continuating education perspectives. Journal of Education Studies. 2021;7(1):96.
3. Bello YS. Groundwork of teaching strategies in Nigeria. Feb. Ameh Ltd., 2000.
4. Campbell RF. Administrative behaviour in education. 4th ed. Alien and Becon, 2021.
5. Grusee K, Godwin U. Among delinquent and non-delinquent students of secondary schools in Kaduna metropolis. Journal of Education Studies, 2023.
6. Ijaiya NYS. Secondary school administration in Nigeria. Starling Publishers Ltd., 2021.
7. Jimoh A. Economics of education. Olatunji and Publishing Press, 2023.
8. Krijcie P, Morgan O. Determinant sample size on research activities. Educational Psychological Measurement, 2023, 30.
9. Patrick OO. Procedures in educational research. Hanijam Publications, 2022.
10. Straus CG. Teachers perspective of behavioural problems of primary school children. Journal of the Nigerian Society for Educational Psychologist, 2023;2(1):108–119.