



## Influence of Students' Indiscipline on Administration of Secondary Schools in North-East Zone, Nigeria

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### ABSTRACT

*This study investigated the impact of indiscipline on both academic and extracurricular activities in administering secondary schools in the North East Zone of Nigeria. The research set seven objectives, including examining the effects of late coming to class and bullying on students' academic and extracurricular engagements. Research questions and hypotheses were formulated based on these objectives. A descriptive survey research design was employed, utilizing self-constructed questionnaires validated by experts in test and measurement and Educational Administration and Planning. The study's population consisted of 38,003 teachers, 1,620 principals, and 1,185 Ministry of Education officials. Stratification was applied to the 1,620 schools across the six states of the North East Zone, with three states purposively selected. The sample size of 869 stakeholders, including 331 teachers, 297 principals, and 241 Ministry of Education officials, was determined using the research advisor table. Reliability testing yielded a coefficient of 0.79 through the Test-Re-Test Method via SPSS. Data collected were analyzed through frequency counts, simple percentages, and standard deviation. Hypotheses were tested using Analysis of Variance at a significance level of 0.05. The findings revealed that students' drug abuse and involvement in cultism negatively impact their academic and extracurricular activities in secondary schools in the North-East Zone of Nigeria. The study recommends proactive measures, such as mobilization efforts by governmental and non-governmental authorities to prompt parents and stakeholders to send their children promptly to secondary schools in the North-East Zone. Additionally, students should be educated about the risks associated with misconduct, including cultism, emphasizing the impact on their participation in academic and extracurricular activities in these schools.*

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### INTRODUCTION

Indiscipline in schools has become a cause for concern not only to the school authority but even to the policy makers and of course to the larger society which makes it become a social problem. Ali et al (2014) supported that school indiscipline has been over time an issue

of concern for educators, policy makers and public opinion in general owing to outbreak of aggressiveness among peers, violence within teachers- student relationship and vandalism etc. Indiscipline has degenerated into a menacing activity most especially by school going age youths. It has become multi-dimensional and on

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a variety of facets of life. Ali et al (2014) agreed to this assertion and stated that indiscipline is a multifaceted phenomenon regarding the displays and causes as well as meanings and functions in the social, psychosocial and pedagogical fields. The involvements of students into indiscipline acts transformed most of them into bad boys. Ali et al (2014) believed that, the major situations are framed in what they point out as the first level of indiscipline and which are those incidents of disruptive nature whose disturbance affects the good classroom functioning”.

Students are involved in a variety of indiscipline activities or bad behaviours which may disrupt their attention to class activities. The indiscipline activities ranges from simple stealing at home, to robbery, rape and even armed robbery brings negative tendencies to classroom activities. Ali et al (2014) pointed out that, “students’ involvement in armed robbery, rape, cultism, examination fraud and much other unruly behaviours which make headlines in our print and electronic and social media”. There are various indisciplinary activities among secondary students such as; truancy vandalism, stealing, sex abuse, cheating cultism and drug abuse. This assertion is supported by Ponfua (2015). In the light of the above, Stellamaris (2014) found out that, young people who persistently abuse substances often experience a variety of problems, which among others includes academic difficulties, health-related problems, poor peer relationships and involvement with the juvenile justice system. In addition, the participation in academic and extra-curricular activities will not necessarily be possible

Taking drugs or substance has become the order of the day in our secondary schools. When students are high, the tendency for concentration may be less and insignificant. This is not limited to their studies but affected other social life outside the school. Although sometimes the intent of the student being initiated into taking drugs or substance may not necessarily be to harm anybody but lured into it to gain academic excellence. For instance, a student may be told that when he took drugs or substance his brain will open to allow intake and

understanding of all his lessons as well as any written information he might have read. .

Taking drugs abuse may adversely affect the life of the youth these days; this is not limited to those taking it but even their peers that don’t take the drugs. Cognitive and behavioural problems experienced by alcohol-and Drug-using youth may interfere with their academic and extra-curricular activities and also present obstacles to learning for their classmates (Stellamaris, 2014). The mindset of a person under the influence of drugs may be unstable; the unstable mind may not allow concentration and proper receptiveness of information or ideas. In other words, the student in such mood cannot participate in any activity optimally, hence his acquisition of skills through academic and extra-curricular activities are threatened. Muusya (2015) added that, in United State of America about 25% of students experience difficulty in academics due to drug use. Such difficulties include earning low grades, doing poorly on test, missing class and falling behind in academically. Missing class is synonymous to absenteeism which may happen due to the intake of drugs. Even students who don’t use drugs may suffer academically as a result of their peers taking drugs. The so called secondary effects of drugs include taking care of friends on drugs and being victims of assault which can affect class work of students who don’t use drugs”.

The cultism that pervades the school may instill fear in the minds of the students which will result to lack of concentration on their studies as well as other scholarly engagements. The above assertion by Ajayi, Hasstrup and Osulesi (2010) may not be different in secondary schools must especially the boarding schools. The lack of concentration being experienced may lead to low intake or transfer of knowledge as their mind is unstable to capture the necessary details of the learning activities.

The activities of the cultist may also a times result in loss of life of their victims be it staff or students, as such this culminates improper conduct of examinations because of some threat to the staff or student’s life. Augustine (2015) asserted that, cultist are the kind of students who

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disrupt university examination, carry guns or acid to examination halls and threaten lecturers in order to obtain good grades. This singular act questions the integrity of Nigeria education system and certificates in the international community.

### Statement of the Problem

The act of indiscipline among secondary school students in North Eastern States of Nigeria has been an issue of concern for quite a long time. The act ranges from cultism, drug abuse and smoking, late coming to school, truancy, bullying, and absenteeism, examination malpractice and so on. Late comers usually get misinformed during lessons, for they came to class while lessons have already begun, they also disturb other students already in the class and many at times disrupt lessons. School as a system operates in interconnection and interrelatedness within and also with the community (the home) (Maina, Jumare and Vera, 2013). Based on these, it become imperative to find out what are the opinions of stakeholders about whether indisciplinary cases of drug abuse and cultism contribute to students' participations in their academic and extra-curricular activities or otherwise with a view to proffer possible solutions on the issues identified.

### Objectives of Study

For the study to meet the needed outcome, the following objectives were set to:

1. assess the effects of students' drugs abuse on administration of secondary schools in North East, Nigeria;
2. examine the effects of students' cultism on administration of secondary schools in North East, Nigeria;

### Research Questions

The following research questions were asked:

1. What are the effects of students' drugs abuse on administration of secondary schools in North East, Nigeria;
2. How does students' cultism affects the administration of secondary schools in North East, Nigeria;

### Research Hypotheses

The researcher hypothesized that:

1. There is no significant difference in the opinions of teachers, principals and Ministry of Education officials on the effects of students' drug abuse on administration of secondary schools' in North East, Nigeria;
2. There is no significant difference in the opinions of respondents on the effects of students' cultism on administration of secondary schools in North East, Nigeria;

### METHODOLOGY

Descriptive survey research design was employed for the study to collect data using self-constructed questionnaire which was validated by experts in test and measurement and Educational Administration and Planning. The population of the study was made up of 38003 teachers, 1620 principals and 1185 Ministry of Education officials. The whole 1620 schools were stratified according to the six states of the North East Zone, in which three states were purposively selected on the basis of accessibility. The research advisor table was used to select the sample size consisting of 331 teachers, 297 principals and 241 M.O.E. officials from the sampled schools. This comprised the sample size of 869 stakeholders. The reliability coefficient was obtained at 0.79 using Test-Re-Test Method of reliability test through SPSS package. The data collected were described, presented and discussed in frequency counts, simple percentages and standard deviation. The formulated hypotheses of the study were tested using Analysis of Variance at 0.05 level of significance.



**Research Question 1:** What are the Effects of students' Indiscipline on Administration of Secondary Schools in North East Zone, Nigeria?

**Table 1:** Opinions of Respondents on the Effects of Students' Drug Abuse on Administration of Secondary Schools in North East Zone, Nigeria

S/N	Item Statement	RESPONSES Category of Stakeholders	Agreed						Total	
			Agreed		Undecided		Disagreed		Mean	Std. Dev.
			F	%	F	%	F	%		
1	Student's inability to read at home makes them come to class late in this school	Teachers,	125	43	22	8	147	50	1.9252	.96058
		Principals	105	42	22	9	125	50	2.0675	.96524
		MOE Officials	100	47	11	5	104	48	1.9814	.97618
2	Student's inability to carry out assignment/homework makes them come to class late in this school	Teachers,	131	45	19	7	144	40	1.9558	.96778
		Principals	126	50	17	7	109	43	2.0913	.97560
		MOE Officials	102	47	14	7	99	46	2.0140	.96905
3	Student's inability to attend lessons makes them come to class late in this school	Teachers,	132	45	15	5	147	50	1.9490	.97448
		Principals	132	52	11	4	109	43	2.1389	.96583
		MOE Officials	113	53	7	3	95	44	2.0837	.98230
4	Student's inability to write tests makes them to come late to class in this school	Teachers,	141	48	16	5	137	47	2.0136	.97397
		Principals	137	54	13	5	102	41	2.1468	.97287
		MOE Officials	114	53	11	5	90	42	2.1116	.96992
5	Student's inability to write examinations makes them to come to class late in this school.	Teachers,	145	46	10	3	139	47	2.0204	.98431
		Principals	140	56	9	4	103	41	2.1389	.97404
		MOE Officials	116	54	4	2	95	44	2.0977	.98813
6	Student's inability to participate in group discussion makes them come to class late in this school.	Teachers,	150	51	10	3	134	46	2.0544	.98301
		Principals	139	55	9	4	104	41	2.0791	.98507
		MOE Officials	113	53	6	3	96	45	2.0791	.98507
7	Student's inability to participate in quiz competitions makes them come to class late in this school.	Teachers,	146	50	13	4	135	46	2.0374	.97859
		Principals	146	58	7	3	99	39	2.1865	.97014
		MOE Officials	110	51	12	6	93	43	2.0791	.97073
8	Student's inability to participate in debate competitions makes them come to class late in this school.	Teachers,	129	44	14	5	151	31	1.9252	.97469
		Principals	124	49	13	5	115	46	2.0357	.97515
		MOE Officials	94	44	11	5	110	51	1.9256	.97350
9	Student's inability to participate in class work makes them come	Teachers,	141	48	22	8	131	42	2.0340	.96289
		Principals	123	49	17	7	112	44	2.0437	.96661

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	to class late in this school	MOE Officials	105	49	14	7	96	45	2.0419	.96824
10	Student's inability to participate in drama competition makes them to come to class late in this school	Teachers,	157	53	14	5	123	42	2.1156	.97068
		Principals	140	56	15	6	97	39	2.1706	.95655
		MOE Officials	124	58	10	5	81	38	2.2000	.95800

**Key:** Teachers = 294, Principals = 252, MOE Officials = 215. (Cumulative Mean 2.17 > 2.00)

From the table above, the high mean scores of teachers, principals and Ministry of Education officials at 2.9286, 2.986 and 2.9442 as well as lower ratio of standard deviation at .81627, .85819 and .79317 indicated their agreement on the effects of students' drug abuse on their academic and extra-curricular activities in North East Zone, Nigeria. Also, the total

cumulative mean of 2.93 for effects of students' drug abuse on the administration of secondary schools is higher than the decision mean of 2.00 accordingly. From the response, it is evidently clear that, students' drug abuse affects the administration of secondary schools in North East Zone, Nigeria.

**Research Question 2:** How does Students' Cultism Affect the Administration of Secondary Schools in North East, Nigeria?

**Table 2:** Opinions of Respondents on the Effects of Students' Cultism on Administration of Secondary Schools in North East Zone, Nigeria

S/ N	Item Statement	RESPONSES Category of Stakeholders	Agreed		Undecided		Disagreed		Total	
			F	%	F	%	F	%	Mean	Std. Dev.
31	Student's inability to read at home makes them to engage into cultism in this school	Teachers,	95	66	19	75	80	27	2.3912	.88603
		Principals	64	65	13	5	75	30	2.3532	.90937
		MOE Officials	62	62	13	6	68	32	2.3070	.92155
32	Student's inability to carry out assignments/tests makes them to engage into cultism in this school	Teachers,	06	70	14	5	74	25	2.4490	.86796
		Principals	79	71	12	5	61	24	2.4683	.85793
		MOE Officials	46	68	11	5	58	27	2.4093	.88598
33	Student's inability to attend lessons makes them to engage into cultism in this school	Teachers,	00	68	18	6	76	26	2.4218	.87378
		Principals	81	72	10	4	61	24	2.4762	.85819
		MOE Officials	52	71	9	4	54	25	2.4558	.86826
34	Student's inability to write tests makes them to engage into cultism in this school	Teachers,	10	71	14	5	70	24	2.4762	.85329
		Principals	89	75	10	4	53	21	2.4762	.85819
		MOE Officials	64	76	10	5	41	19	2.5721	.79317
35	Student's inability to write examinations makes them to engage into cultism in this school	Teachers,	87	64	15	5	92	31	2.3231	.92057
		Principals	65	66	8	3	79	31	2.5397	.81959
		MOE Officials	39	65	9	4	67	31	2.3349	.92192

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36	Student's inability to participate in group discussions makes them to engage into cultism in this school	Teachers,	180	61	24	8	90	31	2.3061	.90965
		Principals	156	62	26	10	70	28	2.3413	.92476
		MOE	132	61	20	9	63	29	2.3209	.89874
		Officials								
37	Student's inability to participate in quiz competitions makes them to engage into cultism in this school	Teachers,	185	62	29	10	80	27	2.3571	.88116
		Principals	153	61	29	12	70	28	2.3413	.88514
		MOE	142	66	16	7	57	27	2.3953	.87913
		Officials								
38	Student's inability to participate in debate competitions makes them to engage into cultism in this school	Teachers,	173	59	34	12	87	30	2.2925	.89527
		Principals	149	59	30	12	73	29	2.3294	.88291
		MOE	130	61	21	10	64	30	2.3070	.90104
		Officials								
39	Student's inability to participate in class work makes them to engage into cultism in this school	Teachers,	180	61	26	9	88	30	2.3129	.90356
		Principals	153	61	25	10	74	29	2.3016	.89059
		MOE	139	65	14	7	62	29	2.3581	.90022
		Officials								
40	Student's inability to participate in drama competition makes them to engage into cultism in this school	Teachers,	171	74	16	5	61	21	2.5306	.81627
		Principals	172	68	17	7	63	25	2.3135	.89762
		MOE	155	72	10	5	50	23	2.4884	.84754
		Officials								

**Key:** Teachers = 294, Principals = 252, MOE Officials = 215. (Cumulative Mean 2.52 > 2.00)

From the table above the higher mean scores of teachers, principals and Ministry of Education officials at 2.5306, 2.4762 and 2.5721 as well as lower ratio of standard deviation at .81627, .85819 and .79317 indicated that students' engagement into cultism has effects on their academic activities in secondary schools in North East Zone, Nigeria. Henceforth, the total cumulative mean of 2.52 for effects of students' cultism on secondary schools administration is higher than the decision mean of 2.00. Thus, it is evident that, students' cultism affects the administration secondary schools in North East Zone, Nigeria. This might be due to the effects of covid -19 where students were left at home for a long time which made them to associate with bad friends.

### Hypotheses Testing

This section presents summary of hypotheses testing in accordance with raised objectives of the study. The parametric statistics of Analysis of Variance (ANOVA) was used to test the seven null hypotheses of significant differences among the teachers, principals and Ministry of Education officials at 0.05 significant levels. Hypotheses were accepted as the probability values were higher than 0.05 level of significance. These hypotheses were based on the data collected from items related to the effects of indiscipline cases such as drug abuse, cultism and so on as they affect students' participation in academic activities in the administration of secondary schools in North East Zone, Nigeria. Details of these are as follows:

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**Table 3:** Summary of Analysis of Variance on the Effects of Students' Drug Abuse on Administration of Secondary Schools in North East, Nigeria

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	227.390	2	113.695	16.701	.283	2.38
Within Groups	5160.192	758	6.808			
<b>Total</b>	<b>5387.582</b>	<b>760</b>				

P. value .283 > 0.05 sig. level: accepted.

From Table 3, statistical results of hypothesis testing was presented. The computed result of the f-ratio value 16.701 and 2 df 758 at 0.05 significant level is higher than the critical value 2.38. The observed probability value P (.283) is also higher than 0.05 level of significance. Thus, the null hypothesis is hereby accepted and concluded that there is no significant difference in the opinions of teachers, principals and Ministry of Education Officials on the effects of students' drug abuse on administration of Secondary Schools in North East, Nigeria.

**Hypothesis 2:** There is no Significant Difference in the Opinions of Respondents on the Effects of Students Cultism on their Administration Secondary Schools in North East Zone, Nigeria

The One Way Analysis of Variance was used to determine the significant difference or otherwise in the opinions of Stakeholders on the data collected for items of the questionnaire. As such, all items related to the hypothesis were analyzed and presented in Table 4.

**Table 4:** Summary of Analysis of Variance on the Effects of Students' Cultism on Administration of Secondary Schools in North East, Nigeria

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	942.334	2	471.167	13.965	.986	2.38
Within Groups	25573.671	758	33.738			
<b>Total</b>	<b>26516.005</b>	<b>760</b>				

P. value .986 > 0.05 sig. level: Accepted.

From table 14, statistical results of hypothesis testing was presented. The computed result of the f-ratio value 13.965 and 2 df 758 at 0.05 significant level is higher than the critical value 2.38. The observed probability value P (.986) is also higher than 0.05 level of significance. Thus, the null hypothesis is hereby accepted and concluded that there is no significant difference in the opinions of teachers, principals and Ministry of Education Officials on the Effects of cultism among Student's on the Administration of Activities of Secondary Schools in North East, Nigeria.

## DISCUSSIONS OF THE FINDINGS

The study assessed the Effects of Students' Indiscipline on Administration of Secondary Schools in North East Zone, Nigeria. Based on the findings of this study which were gathered from opinions of teachers, principals and Ministry of Education officials, it was found that students' drug abuse have effects on the administration of secondary schools in North East Zone, Nigeria. For instance, With regard to effects of students' drug abuse on the administration of secondary schools in North East Zone, Nigeria, the views of teachers,

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principals and Ministry of Education officials had clearly ascertained that students' drug abuse have effects on the administration of secondary schools in North East Zone, Nigeria. From the majority of the responses, it is evident that, students in secondary schools in Nigeria, particularly North East Zone were merely exposed to the use of drugs which have devastating effects on the participation of students in academic activities. There is a popular slogan among students "chack to understand but not to confuse" used in initiating unsuspecting victims into taking of Indian hemp. This means that a student that took marijuana understands better than those that don't take it. Unfortunately, the students that are engaged into it may not have control of themselves due to the influence of the drugs and cannot contribute to group or activities even if available.

Going by the responses of the majority in this section shows that, students' involvements in cultism have effects on the administration of secondary schools in North East Zone, Nigeria. The students usually operate in a group with a view to deal with students and staff that are against their activities or they have issues with whether personal or academics. These pose a challenge to peaceful coexistence in the schools and hence, have effects on the administration of secondary schools in North East Zone, Nigeria. That is why; the high mean scores of majority of the stakeholders indicated their unanimous agreement on effects of students' cultism on the administration of secondary schools in study area. The issue may pose a problem not only to participation of students in their academic activities but the issue of the school management as this act is a threat to quality education. Based on the fact that, students may not utilise their time for fear of the appearance of the cultists' group deliberations may be undertaken haphazardly, which may be inexhaustible and may lack the needed digestions for proper understanding of ideas on the issue under discussion..

Based on that, data gathered from the stakeholders enable the researcher to resolve that, students' cultism have effects on their

academic activities in secondary schools in North East Zone, Nigeria. This calls for concerted efforts of schools administrators and students leaders to crept into the perpetrators with a view to reduce their activities for a peaceful coexistence that will bring about effective participations of students into academic activities for a proficiency in all the academic programmes in the schools.

## CONCLUSIONS

The research assessed the perceptions stakeholders on students' indiscipline on the administration of secondary schools in North East Zone, Nigeria. Based on the findings, it was concluded that:

1. Students' Drug abuse have effects on the administration secondary schools in North East Zone, Nigeria;
2. Students' Cultism behaviors have effects on administration of secondary schools in North East Zone, Nigeria;

## RECOMMENDATIONS

Based on the research findings and conclusions, the researcher recommended that:

1. Both parents, students, the school authority as well as the Ministry of Education should find a veritable means of curving away drug abuse from our secondary schools in North East Zone and Nigeria at large as it poses problem for administration to implement decisions effectively;
2. The Federal Government, State and Local Governments should make laws and enforce same with a view to stop the menace of cultism in secondary schools in North East Zone, Nigeria;

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