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Causes and influence of indiscipline on the academic achievement of undergraduates in Nigeria: Lecturers and students perception

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Abstract

This study examines the causes and influence of indiscipline on the academic achievement of undergraduate university students in Nigeria. Specifically, the study examined lecturers' and students' perceptions of the causes and influence of indiscipline on the academic achievement of undergraduate university students in south western Nigeria. It was decided to use a descriptive survey approach for this research. To choose a sample of participants, a simple random sampling technique was employed to select 1446 respondents (1171 undergraduates and 275 lecturers) from both public and private universities in south western Nigeria. One research instrument (the University Undergraduate Students-Lecturer Questionnaire (UUSLQ)) was developed and used for the study. UUSLQ statements were rated on 4-Point Likert scales and gave a reliability coefficient of 0.732. The data gathered from the instrument were analyzed using both descriptive and inferential statistics. To answer the research questions, descriptive statistics such as frequency counts and percentages as well as mean and standard deviation were employed. At the same time, the hypotheses were tested using a t-test at 0.05 level of significance. The study's findings revealed common forms of indiscipline among undergraduate university students caused by some factors. However, different forms of indiscipline were found to influence the academic achievement of undergraduate university students. It was revealed that there is no significant difference in the perception of lecturers and undergraduate students on the causes of indiscipline among undergraduate university students ($t = 0.876$; $df = 1444$; $P > 0.05$). It was also found that there is no significant difference in lecturers' and undergraduate students' perceptions of the influence of indiscipline on undergraduate students' academic achievement ($t = 1.311$; $df = 1444$; $P > 0.05$). It was recommended from the study, among others, that government and university authorities should provide adequate and conducive classrooms for learning as this will make classroom organization and management easier for the lecturer. University undergraduates should be disciplined and not compromise good moral behaviour due to peer pressure. Lecturers should be disciplined and firm on a decision taken without showing partiality to some students. This will enable the undergraduates to learn from them and adjust their behaviours.

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Introduction

Maintaining discipline at school and in the classroom is essential for creating a safe and pleasant learning environment for all students. When a teacher cannot maintain discipline and order in the classroom, there is a possibility of having an overwhelming sense of anarchy. Students may get dissatisfied with their academic performance as a result of this situation. According to Porhola, Karhunen & Rainivaara (2006) ^[14], school discipline may be triggered by various factors, including sloth, ineptitude, social class tyranny, and female flirting, among other things. When some teachers put their colleagues in front of students, they are not acting professionally; this may lead to teachers' indiscipline. Discipline is defined as the capacity and willingness to carry

out one's responsibilities without the influence of others. As a result, discipline may be defined as something that exists inside a person and is dependent on the individual's state of consciousness. The individual is willing to conform to a code of behavior that has been created. They must exercise control over themselves, limit their actions, respect one's person, and show respect for others to do so (Ngwokabuenui, 2015) ^[9].

According to Otu (2006) ^[13], discipline in education can be used in two ways:

1. Academic discipline, which means a branch of learning or study at university level and;
2. Behavioural discipline is a submission to legitimate authority and high ideas.

Some scholars see discipline as a knowledge branch, instruction in self-control, character, orderliness or effectiveness, rigorous monitoring to compel compliance, control or disciplinary procedure, as well as a system of rules (Chen 2008; Cole, D. & Espinoza 2008) ^[5, 6].

According to Onwuchekwa (2018) ^[12], indiscipline may be defined as any behavior that is deemed inappropriate and not commonly accepted in a particular setting or within a specific cultural context. According to the researcher, indiscipline is a fundamental component of the educational system that plays a critical role in preserving students' moral standards and ideals of the individual school. Indiscipline can be attributed to a variety of factors, including parental pressure, fractured families, single parenthood, parental ill-health, visible use of alcoholic beverages or misuse (including steroid use) by family members, racism, tribalism, favoritism, corruption, frightening parents, and a host of other factors. The lack of discipline in children is exacerbated by parents who put their teachers first before their children. Teachers attempting to discipline learners are subjected to physical attacks by some parents who go to school. This creates a negative precedent and encourages school officials to behave disrespectfully (Monroe, 2005) ^[8].

According to Adesina (1980:108) ^[11], School discipline is intended to teach students proper etiquette, such as working with university officials, complying with school policies, and maintaining a level of conduct when school policies and regulations are not observed. This is a kind of behaviour that the federal government has recognized as an act of delinquency. Indiscipline of all kinds prevails in universities in today's academic atmosphere, especially for undergraduate students. According to Okuma as mentioned in Onwuchekwa (2018) ^[12], indiscipline may be described as a student's reluctance to cooperate, comply with the rules and regulations of the schools, and maintain a level of teaching and learning that is crucial to the effective administration of the school to meet its educational objectives

As defined by Dada, Isiaka, and Salmon individual or group indiscipline is defined as actions or conduct that does not conform to generally recognized standard norms of society and does not subject to legally established authority, as mentioned in Onwuchekwa by Onwuchekwa (2018) ^[12]. Furthermore, according to the researcher, school indiscipline is defined as any behavior, actions, or conduct that varies from previously approved and developed school rules and regulations and is acceptable to the broader social and cultural code of conduct, action, standards, and ethics. For example, when a student does not get what they desire, the student becomes uncontrollable and may cause significant disruption in the school environment; a disciplined student

will not do this (Asiyai, 2012) ^[2].

Literature Review

Forms of Indiscipline

According to Ngwokabuenui (2015) ^[9], in the last few years, students have become uncontrolled and very contemptuous of themselves and their tutors, school officials, parents, and society in general. Ngwokabuenui (2015) ^[9] identify the following acts of indiscipline as displayed by students: boycotting lessons, watching and practicing pornography, lying, violence, dishonesty, being disobedient to teachers, prefects, and school administration, raping school/classmates, drinking alcohol in school, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, drug use, and raping school/classmates. Ofori, Tordzro, Asamoah, & Achiaa (2018) ^[10] described the different acts of indiscipline behaviors such as tardiness to school, truancy, pollution of the school complex and classrooms, and social vices such as sexual misbehavior, theft of friends' belongings, and consumption of alcoholic beverages are all prohibited. Students who consume alcohol are more prone to break school rules and regulations and disrespect school officials' authority. Disruption of school programs and classes is also caused by students' actions such as assaults on colleagues, damage of school property, and flouting of school regulations. These behaviors make school and class administration more complicated, and they do not promote an atmosphere that is favorable to learning. According to Rosen (1997) ^[15], the United States Department of Education 1993:1 recognizes that sustaining a disciplined atmosphere conducive to learning requires an ethics of care that affects the relationships between faculty and students. Students' violence at high truancy schools is rampant in Chicago, New York, Washington, and Detroit, with incidents like school-based robberies, vandalism, extortion, and contempt for teachers being among the most common. Absenteeism, vandalism, and delinquency are all much higher than the national norm in the United Kingdom. Zones with a high prevalence of drug and drug-related offenses are referred to as 'no-go areas' in some areas of the United Kingdom (Ken Reid 2000 in Ngwokabuenui, 2015) ^[9].

Causes of indiscipline

According to Mahadeo (2008) ^[7], school indiscipline may be caused by a wide variety of socioeconomic variables. Therefore, the responsibility for indiscipline, particularly among children of school age, should be shared by all parties involved (parents/guardians, teachers, and role models for people in society), and there should be consequences for those responsible.

As cited in Boh (2019) ^[4], presents eleven likely causes of indiscipline in schools and which include:

1. Ineffective teaching: The lesson of an ineffective and incompetent teacher is always uninteresting to students. Very often, boredom makes students misbehave, even when the lesson is going on. Thus, boredom may be a result of a teacher's method of teaching.

2. Harsh school rules and regulations: Uncomfortable rules and regulations can also bring about tension and frustration among students.

3. Large students population: The National Policy on Education has stipulated a teacher/student ratio of 1:40, i.e., a teacher is supposed to teach 40 students in a class. But one can find up to 80 students in a class, thereby making the

classes overcrowded; this leads to rowdiness and indiscipline among students.

4. Poor home training: Charity, they say, begins at home but does not end there. Insufficient home training is extended into the school area, thereby breaking indiscipline in the school system. Conditions of school compound and buildings: Poor academic environment can cause indiscipline among the students. For example, the sight of dilapidated buildings, rough floors, cracked walls, bushes paths, overgrown flowers, broken chairs and desks, dirty toilets and lavatories, and broken chalkboards causes indiscipline among students.

5. Lack of facilities and equipment: Inadequate instructional materials in the school can cause indiscipline among students; for instance, if 70 students are made for sharing materials meant for 30 students, there is bound to be a problem of who uses them first.

6. Authoritarian administration methods: When students are not involved in decision-making, especially on matters concerning them, they are bound to be frustrated, leading to indiscipline.

7. Lack of sufficient moral and religious instructions: When students are not adequately guided morally or religiously, they may deviate from the norms of society. So there should be regular moral instructions to instill sound moral character in them.

8. Lack of proper communication among principals, staff and students: Necessary information should flow freely between school authority and the students without distortion. This is because the communication gap can bring about indiscipline among students.

9. Lack of sincerity and devotion to duty: Some teachers cheat students regarding their work. For instance, a bad teacher can use 10 minutes to teach instead of the 40 minutes allotted. In addition, when he is not in the class, the students are bound to make noise, causing indiscipline.

10. Poor attitude to learning: When students do not show interest in a particular subject, they exhibit bad character even when the teacher is in the classroom.

11. Inadequate teaching staff: Inadequate teaching staff for all subjects offered in the school could lead to many free periods, affecting learning.

Ofori, Tordzro, Asamoah, & Achiaa (2018) ^[10] classified the causes of indiscipline among students under two factors; the home and school factors. When it comes to the home factors, they identified broken homes, watching violent/pornographic movies, lack of ability of parents to dedicate quality time forwards, and incapability of parents to meet financial obligations of wards, while when it comes to the school factors, they identified peer pressure, overcrowded classrooms, schools' inability to enforce rules and regulations, teachers' truancy, teachers' immoral relationship with young girls, and poor attitude to work.

Impacts of indiscipline

According to Ofori, Tordzro, Asamoah, & Achiaa (2018) ^[10], indiscipline was found to affect students' academic performance. They revealed that inability to focus in class, the loss of materials taught as a result of absence or tardiness, being a dropout, disruption of classes, the use of part of contact hours to resolve disputes, and teacher feeling insecure in the classroom are various effects of students' indiscipline in school.

According to Ayertey (2002) ^[3], aberrant behavior contributes to the collapse of law and order and the creation

of insecurity. He explained that students' indiscipline behavior results in disrespect for the rules and regulations and order in the educational environment. Students who lack discipline are contemptuous of the law and authority; they could go to the length of damaging property and disrupt the orderly flow of life in the school or classroom (Ayertey, 2002) ^[3].

According to Sekyere an educational institution with many indiscipline students is more likely to have its code of discipline violated and thrown into chaos. This means that indiscipline can disrupt learning and could cause severe distractions in class. Therefore, having a school that is in a condition of complete chaos does not promote learning. Consequently, students' performance and academic achievement suffer due to this (Onwuchekwa, 2018) ^[12].

Furthermore, indiscipline behavior causes fear and a feeling of vulnerability among students and teachers in the school. The majority of the act of indiscipline are responsible for crimes such as theft, property damage, violence, assaults, rape, and armed robbery in our society (Onwuchekwa, 2018) ^[12]. Therefore, students and teachers at the school may become anxious and fearful due to the act of indiscipline. Most of their time would be spent worrying about their safety in the classroom setting, which would detract from their ability to provide the best instruction possible (Ofori, Tordzro, Asamoah, & Achiaa, 2018) ^[10]. Therefore, subject to the reasons mentioned above, indiscipline could be held responsible for poor teaching and learning in schools.

Statement of the Problem

It has been observed that students' indiscipline among university undergraduate students has become stained in the fabric of their moral upbringing. When there is a discipline in schools settings, rules and regulations are obeyed, and therefore, the environment tends to be conducive for learning. When genuine and reasonable efforts are made, it is not difficult to maintain discipline among lecturers and students. Professionally trained lecturers always appreciate the value of discipline; they will be required to follow specific rules and regulations relating to their work and the school in which they work. Discipline is holistic, and it should be demonstrated by both the lecturers and students in the universities to achieve the desired goals and objectives of education. In our university institutions today, most lecturers sometimes become too familiar with students of the opposite sex, becoming too loose in terms of leadership; laissez-faire attitude in the discharge of their responsibilities. This is demonstrated in their absence from school, presentation of ill-prepared lessons, failure to exercise discipline in the classroom, and lack of professional work ethic.

Truancy is the order of the day among university undergraduate students. Some students sometimes leave school premises without permission. They frequently come to school without writing materials like books, pencils and pens, and other vital school materials used for teaching and learning. Onwuchekwa (2018) ^[12] believes that indiscipline violates the norms and regulations of the institutions and is said to display indiscipline in those who are voluntarily or voluntarily violating the rules set down by an educational institution that prevents the smooth functioning of the institution. The researcher also said that there might be many forms of indiscipline, including demonstration, unrest, mass disobedience, deliberate contravention of the rules of schooling, drug use, drunkenness, stealing, truancy, absenteeism, lateness, bullying, lazing, and indiscipline. Indiscipline in schools leads to poor education and learning, is

widespread, unstable, and a climate of insecurity and dissatisfaction. In addition, Student-student (peer-group) interactions affect the discipline of students. The achievement of the university education aims and objectives relies heavily on the positive will of students to work in academia and on professors' education performance. For the teacher and the student to enforce discipline in the educational system, the integrity of the teaching profession in Nigerian universities has to be supported since discipline is termed discipline. For some years now, various people and groups have been concerned about deteriorating the quality of education in universities. Lack of self-discipline among students and some lecturers moved the researcher to examine the causes and influence of indiscipline on the academic achievement of undergraduate university students in Nigeria. This research aimed explicitly to investigate the causes and influence of indiscipline on Nigerian university undergraduate students' academic performance.

Purpose of the Study

The purpose of the study was to examine the causes and influence of indiscipline on the academic achievement of undergraduate university students in Nigeria. Specifically, the study sought to:

1. Find out the forms of indiscipline prevalent among university undergraduate students;
2. Examine causes of indiscipline among university undergraduate students;
3. Examine the influence of indiscipline among university undergraduate students' academic achievement.

Research Questions

The research questions for this study are as follows:

1. What are the common forms of indiscipline prevalent among undergraduate university students?
2. What are the causes of indiscipline among undergraduate university students?
3. What are the influences of indiscipline among undergraduate students' academic achievement in Nigerian universities?

Hypotheses

1. There is no significant difference in lecturers' and undergraduate students' perceptions of the causes of indiscipline among undergraduate university students.
2. There is no significant difference in lecturers' and undergraduate students' perceptions of the influence of indiscipline on undergraduate students' academic achievement.

Methodology

This study adopted the descriptive survey research design. It

surveyed university undergraduate students and lecturer perceptions on the causes and influence of indiscipline on the academic achievement of undergraduate university students in Nigeria. The population consists of all university undergraduate students in the southwestern part of Nigeria. The sample consists of 1446 respondents selected across the southwestern part of Nigeria. The samples were selected using a simple random sampling technique.

One research instrument was developed and used for the study; the University Undergraduate Students-Lecturer Questionnaire (UUSLQ), consisting of electronic (https://docs.google.com/forms/d/e/1FAIpQLSf23n9tJcNUcXkGHaKnK5PO-B1rh9oN_78gu6ZiaxjOI-5Y7w/viewform?usp=sf_link) and hardcopy versions. UUSLQ consisted of two sections; the first section sought students'/Lecturers' personal information, while the second section consisted of 27-item questions on undergraduate students' and lecturers' perceptions on the causes and influence of indiscipline on the academic achievement of undergraduate university students in Nigeria. UUSLQ statements were rated on 4-Point Likert scales. Ten of the items were questions based on the perceived common forms of indiscipline found among university undergraduates. Eight items focus on the causes of indiscipline among the undergraduates, while nine items seek an opinion on the influence of the perceived forms of indiscipline on undergraduate students' academic achievement. The 27 items expected response was rated on Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The face and content validity of the instruments was ensured. UUSLQ was administered to 40 undergraduates for the reliability test of the instruments. The data gathered from the instrument were analyzed using the Cronbach Alpha formula for getting the reliability coefficient for the test of internal consistency of the instrument. A reliability coefficient of 0.732 was obtained.

The electronic version of the instrument was administered to the respondents via the internet, and the hardcopy was administered through the help of research assistants. UUSLQ was administered to 1446 respondents (1171 undergraduates and 275 lecturers). The data gathered from the retrieved questionnaires were analyzed. Percentage, Mean and standard deviations of measured quantities were determined, and a t-test was used for hypothesis testing.

Results

Research Question 1: What are the common forms of indiscipline prevalent among undergraduate university students?

Table 1: Mean and standard deviation of common forms of indiscipline prevalent among undergraduates

SN	Item	SA		A		D		SD		X	S.D	Decision
		N	%	N	%	N	%	N	%			
1	Opening and pressing phone during lecture hours	472	32.6	751	51.9	197	13.6	26	1.8	3.15	0.71	Agreed
2	Lateness to class	278	19.2	759	52.5	381	26.3	28	1.9	2.89	0.72	Agreed
3	Students come late to class and still sneak into the classroom	25	1.7	236	16.3	759	52.5	426	29.5	1.90	0.72	Disagreed
4	boycotting lectures and only appearing for test or examinations	582	40.2	836	57.8	8	0.6	20	1.4	3.36	0.57	Agreed
5	discussing with one another during lectures	468	32.4	202	14.0	533	36.9	243	16.8	2.62	1.10	Agreed
6	Disrespecting lecturers or school authority	651	45.0	746	51.6	14	1.0	35	2.4	3.39	0.64	Agreed
7	Freely smoking hemp or cigarette	40	2.8	399	27.6	972	67.2	35	2.4	2.31	0.56	Disagreed
8	Examination malpractices	123	8.5	1081	74.8	202	14.0	40	2.8	2.89	0.57	Agreed
9	Fighting	20	1.4	244	16.9	986	68.2	196	13.6	2.06	0.60	Disagreed
10	Indecent dressing	325	22.5	128	8.9	953	65.9	40	2.8	2.51	0.87	Agreed
Grand Mean										2.71		

Source: Field Survey, 2021

Table 1 shows the number, percentage, mean scores, and standard deviation of the responses to the perceived common forms of indiscipline identified by the lecturer and undergraduates in the study. The table shows that items 1, 2, 4, 5, 6, 8, and 10 were all common among undergraduate university students, while items 3, 7 and 9 were perceived not to be common among university undergraduate students. In addition, the sectional average mean was revealed to be 2.71 on the table. This is an indication that the perceived common form of indiscipline among university undergraduate students as identified by both the lecturers and the undergraduates are;

opening and pressing phone during lecture hours, lateness to class, boycotting lectures and only appearing for test or examinations, discussing with one another during lectures, disrespecting lecturers or school authority, examination malpractices, and indecent dressing while students coming late to class and still sneak into the classroom, freely smoking hemp or cigarette, and Fighting were perceived not to be common among the university undergraduate students.

Research Question 2: What are the causes of indiscipline among undergraduate university students?

Table 2: Mean and standard deviation of causes of indiscipline among undergraduates

SN	Item	SA		A		D		SD		X	S.D	Decision
		N	%	N	%	N	%	N	%			
11	overcrowded classroom	463	32.0	587	40.6	371	25.7	25	1.7	3.03	0.80	Agreed
12	peer group pressure	705	48.8	124	8.6	587	40.6	30	2.1	3.04	0.99	Agreed
13	inadequate teaching and learning facilities in school	982	67.9	387	26.8	22	1.5	55	3.8	3.59	0.71	Agreed
14	defective school policies	755	52.2	125	8.6	551	38.1	15	1.0	3.12	0.96	Agreed
15	lack of sufficient moral instructions or orientation	853	59.0	538	37.2	45	3.1	10	0.7	3.55	0.59	Agreed
16	parental neglect	765	52.9	127	8.8	544	37.6	10	0.7	3.14	0.96	Agreed
17	lecturer favoritism	444	30.7	239	16.5	743	51.4	20	1.4	2.77	0.91	Agreed
18	lack of respect for lecturer	79	5.5	1325	91.6	12	0.8	30	2.1	3.00	0.38	Agreed
Grand Mean										3.16		

Source: Field Survey, 2021

Table 2 reveals the number, percentage, mean scores and standard deviation of responses to perceived causes of indiscipline among undergraduate university students as identified by lecturers and undergraduates in the study. All the items were perceived to be causes of indiscipline among undergraduate university students. The grand mean average was 3.16, as indicated on the table. This indicated that overcrowded classrooms, peer group pressure, inadequate teaching and learning facilities in school, defective school

policies, lack of sufficient moral instructions or orientation, parental neglect, lecturer favoritism, and lack of respect for lecturers are the perceived causes of indiscipline among university undergraduate students as identified by both the lecturers and the undergraduates.

Research Question 3: What is the influence of indiscipline on undergraduate students' academic achievement in Nigerian universities?

Table 3: Mean and standard deviation of the influences of indiscipline among undergraduate students' academic achievement

SN	Item	SA		A		D		SD		X	S.D	Decision
		N	%	N	%	N	%	N	%			
19	using phones during lecture hours	278	19.2	750	51.9	403	27.9	15	1.0	2.89	0.71	Agreed
20	lateness to class	315	21.8	1082	74.8	14	1.0	35	2.4	3.16	0.55	Agreed
21	boycotting lectures or truancy	41	2.8	961	66.5	404	27.9	40	2.8	2.69	0.57	Agreed
22	noise making	811	56.1	168	11.6	447	30.9	20	1.4	3.22	0.94	Agreed
23	disrespecting authorities	41	2.8	482	33.3	2	0.1	921	63.7	1.75	1.01	Disagreed
24	smoking	813	56.2	167	11.5	441	30.5	25	1.7	3.22	0.94	Agreed
25	examination malpractices	339	23.4	1030	71.2	22	1.5	55	3.8	3.14	0.62	Agreed
26	fighting	243	16.8	122	8.4	676	46.7	405	28.0	2.14	1.01	Disagreed
27	indecent dressing	21	1.5	236	16.3	987	68.3	202	14.0	2.05	0.60	Disagreed
Grand Mean										2.74		

Source: Field Survey, 2021

Table 3 discloses the number, percentage, mean scores and standard deviation of responses to the influences of indiscipline on the undergraduate students' academic achievement in Nigerian universities as identified by lecturers and undergraduates. Items 19, 20, 21, 22, 24 and 25 were perceived to be the form of indiscipline that influences the academic achievement of undergraduate university students. The grand mean average was 2.74, as indicated on the table. This indicated that using phones during lecture hours, lateness to class, boycotting lectures or truancy, noise making, smoking, and examination malpractices were perceived forms of

Indiscipline that influence the academic achievement of university undergraduate students while disrespecting authorities, fighting, and the indecent dressing were perceived not to influence the academic achievement of university undergraduate students.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the perception of lecturers and undergraduate students on the causes of indiscipline among undergraduate university students.

Table 4: t-test comparison of the perception of lecturers and undergraduate students on the causes of indiscipline among undergraduate university students

Status	N	Mean	SD	Df	t-cal	P	Decision
Undergraduate	1171	3.184	.322	1444	.876	.381	NS
Lecturer	275	3.164	.414				

Table 4 shows that the undergraduates have a mean score of 3.184 and standard deviation of 0.322 as against a mean score of 3.164 and a standard deviation of 0.414 for the lecturers. This gives t-value calculated as 0.876 at 0.05 significant level ($t = 0.876$; $df = 1444$; $P > 0.05$). Hypothesis 1 is therefore not rejected. This shows that there was no significant difference in the perception of lecturers and undergraduate students on the causes of indiscipline among undergraduate university students.

Hypothesis 2: There is no significant difference in lecturers' and undergraduate students' perceptions of the influence of indiscipline on undergraduate students' academic achievement.

Table 5: t-test comparison of the lecturers' and undergraduate students' perceptions of the influence of indiscipline on undergraduate students' academic achievement

Status	N	Mean	SD	Df	t-cal	P	Decision
Undergraduate	1171	2.6924	.47832	1444	1.311	.190	NS
Lecturer	275	2.7338	.44186				

Table 5 shows the mean score of 2.692 and standard deviation of 0.478 for undergraduates, while a mean score of 2.734 and a standard deviation of 0.441 for the lecturers. This reveals t-value of 1.311 at 0.05 significant level ($t = 1.311$; $df = 1444$; $P > 0.05$). Hence, hypothesis 2 is not rejected. This shows that there was no significant difference in lecturers' and undergraduate students' perceptions of the influence of indiscipline on undergraduate students' academic achievement.

Discussion

The finding of the study revealed that opening and pressing phone during lecture hours, lateness to class, boycotting lectures and only appearing for tests or examinations, discussing with one another during lectures, disrespecting lecturers or school authority, examination malpractices, and indecent dressing are forms of indiscipline perceived to be common among university undergraduate students by both the lecturers and the undergraduates while students coming late to class and still sneak into the classroom, freely smoking hemp or cigarette, and Fighting were perceived not to be common among them. This finding concurs with Ngwokabuenui (2015) [9], who revealed that boycotting lessons, watching erotic videos, lying, violence, fraudulence, being disobedient, raping classmates, drinking alcohol in school, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, and drug use as a form of indiscipline found among students.

The finding of the study also revealed that overcrowded classrooms, peer group pressure, inadequate teaching and learning facilities in school, defective school policies, lack of sufficient moral instructions or orientation, parental neglect, lecturer favoritism, and lack of respect for lecturer are the perceived causes of indiscipline among university undergraduate students. This is supported by the finding of as cited in Boh (2019) [4], who identified harsh school rules and regulations, large students population, poor home training, lack of facilities and equipment, lack of sufficient moral and

religious instructions, and poor attitude to learning among others as the cause of indiscipline among students.

The study further revealed that among the identified forms of indiscipline among university undergraduate students, using phones during lecture hours, lateness to class, boycotting lectures or truancy, noise-making, smoking, and examination malpractices were perceived to influence their academic achievement. Also, forms of indiscipline such as disrespecting authorities, fighting, and indecent dressing were perceived not to influence the academic achievement of university undergraduate students. The finding is supported by the findings of Ofori, Tordzro, Asamoah & Achiaa (2018) [10], who concluded that indiscipline militates against students' performance and leads to subsequent school dropout.

The study's finding also revealed no significant difference in the perception of lecturers and undergraduate students on the causes of indiscipline among undergraduate university students. It also revealed no significant differences in lecturers' and undergraduate students' perceptions of the influence of indiscipline on undergraduate students' academic achievement.

Conclusion

The study examined lecturers' and students' perceptions of the causes and influence of indiscipline on the academic achievement of undergraduate university students in Nigeria. Indiscipline, which is common among university undergraduates, can negatively influence students' academic achievement. Different acts of indiscipline have the potential to influence undergraduates' academic achievement significantly, and if left unchecked, they may lead to students dropping out of university.

Recommendations

Based on the results of the research, the following recommendations have been made:

1. Government and university authorities should provide adequate and conducive classrooms for learning, making the lecturer's classroom organization and management easier.
2. University undergraduates should be disciplined and not compromise good moral behaviour due to peer pressure.
3. Government and university authorities should provide adequate teaching and learning facilities such as a public address system for large classes, interactive boards, and internet facilities for effective teaching and learning.
4. Regular and adequate orientation programs should be provided for undergraduates to keep them informed about school rules, regulations, and punishment.
5. Lecturers should take it upon themselves to regularly utilize few minutes of their lecture time for teaching morals.
6. Parents/guardians should regularly visit their children/wards in the university without prior notice. They should also follow up on their academic progress.
7. Lecturers should be disciplined and firm on the decision taken without showing partiality to some students. This will enable the undergraduates to learn from them and adjust their behaviours.
8. The university counseling unit should provide information on the poster, flyer or billboard to educate undergraduates on self-discipline.

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