

Lecturers' Perception on Forms and Causes of Indiscipline among Students in Public Colleges of Education in Osun State

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Abstract

This study examined lecturers' perception on forms and causes of indiscipline among students in public Colleges of Education in Osun State. Two research questions were raised while two hypotheses were generated. It utilised descriptive research design of survey type, purposively selected the two public Colleges of Education in the state. Three hundred and sixty-five lecturers constituted the population, while 187 lecturers were proportionately selected out of the 365 in the two institutions. 'Lecturers' Perception on Forms and Causes of Indiscipline among Students Questionnaire' was used to gather data. Three experts, who specialised in Educational Management validated the instrument. Reliability test on Forms and Causes of indiscipline through the use of Cronbach's Alpha yielded 0.86 and 0.80 respectively; while the overall coefficient was 0.83. Research questions were answered using mean and standard deviation while t-test was used for hypotheses testing at 0.05 level of significance. The findings of the study revealed that the forms of indiscipline among students were cybercrime, prostitution, gambling, pre-marital sex, drug abuse, theft, drug trafficking, indecent dressing, examination malpractice and cultism. The causes of indiscipline included peer influence, social media influence, lecturer influence, parental imitation and nonchalant attitude of parents or guardians towards children or wards. Among other things, it recommended that parents should properly provide the needs of their children and adequately monitor their movement by checking the kind of friends they move along with both in their institutions and at homes, so to as prevent peer influence which could lead them to indiscipline acts.

Key words: Lecturers, Perception, Forms, Causes, Indiscipline

Introduction

Discipline is expected to be at its peak in Colleges of Education in Nigeria because graduates from the institutions are expected to properly shape behaviour of the children at the cradle of formal education, that is, basic education. However, it is discouraging that the opposite of discipline, which is indiscipline, is at alarming rate in public Colleges of Education in Osun State. According to Olayinka et al. (2023), discipline is the willingness and ability of an individual to perform his or her responsibilities without being influenced to do so. Hence, discipline connotes something that happens inside an individual and is reliant on his or her state of consciousness. Contrarily, as explained by Odebode (2018), indiscipline means the opposite form of discipline; a behaviour that goes in dissonance to the established rules and regulations of

educational institutions. Onwuchekwa (2018) saw indiscipline as any behaviour that is considered unsuitable and not generally recognised in a particular environment or within a certain cultural milieu.

Indiscipline refers to the situation in which rules and regulations established by educational institutions are not adhered to by students. Bekomson et al. (2023) emphasised that indiscipline incorporates a varied array of offensive behaviours that can negatively affect students' academic success. To solve this problem, there is need for the services and intervention of professionals such as counsellors and security agents. Abang and Amalu (2018) opined that indiscipline refers to all the students' activities that contradict the principle of decency and order established by educational institutions. Kamara et al. (2024) believed that

indiscipline means absence of discipline or inability to abide by the established rules, regulations, or attitudinal standards. It comprises behaviours or actions that swerves from acknowledged standards, thereby resulting to misconduct, obedience or disorder. Indiscipline could be exhibited in not only educational institutions but also homes and societies. Atunde (2019) elucidated indiscipline as any behaviour that is not in agreement with socially acceptable values and norms and run afoul of school rules and regulations, incidentally affecting smooth operation of institutions of learning. Ofori et al. (2018) identified indiscipline acts among students as truancy, alcoholic substance consumption, stealing of properties belonged to others, sexual harassment and other related acts which are forbidden in schools. The study conducted by Ngwokabuenui (2015) found that violence, lessons boycotting, raping of classmates, fraudulence, erotic videos watching, lying, cultism, drug use, drinking of alcoholic substances and vandalism were indiscipline practices among students. Creswell (2019) stated that truancy, indecent dressing, use of profanity words, disrespect of school authority, disturbance of classroom during lessons, theft and school property vandalisation and drug abuse are indiscipline acts which are common among students. Aibinuomo and Imasuen (2021) asserted that indiscipline acts which are exhibited by students in educational institutions in Nigeria include dishonesty, vandalisation of school property, armed robbery, abortion, lessons boycotting, lying, disobedience to teachers, watching of pornography and violence.

There are various types of indiscipline acts among students. Gyapong and Subbey (2021) explained that different types of indiscipline attitudes among students are physical aggression, disturbance of others, noncompliance with teacher directives, leaving school grounds without permission and inappropriate use of school materials. James (2023) stressed that that satanic acts such as cybercrime, gambling, cultism, robbery, stealing, kidnapping, prostitution and the likes have been very prevalent among tertiary institutions in Nigeria and this could be blamed on influence of peer pressure. Alaba (2021) lamented that occurrence of deviant behaviours such as cybercrime, prostitution, drug abuse, examination malpractice, gambling, bullying and drug trafficking has been very high among tertiary institution students in Nigeria; hence, this needs serious attention to prevent further escalation. Kamara et al. (2024) asserted that generally, student, governmental, parental, societal, and institutional

factors contribute to indiscipline in schools. Specifically, socio-economic challenges, peer pressure, poor parenting, ineffective discipline or issues within the school environment play great roles in the prevalence of the problem. The findings of Odebode (2018) revealed that government factor, school factor parental factor, societal factor, and student factor were responsible for indiscipline among students. Gyapong and Subbey (2021) found that the indiscipline among students were caused by were factors such as family, students, school size, ethnicity, peer and societal pressures. Ngwokabuenui (2015) emphasised that factors responsible for indiscipline are divided into three, viz: school-based, society-based and student-based factors.

Indiscipline in higher institutions of learning are caused by some factors. Salaudeen et al. (2021) asserted that the factors causing indiscipline among students in secondary schools include political, home, social, economic, emotional, teacher or educator and gender influences. Mushaandja (2018) submitted that society, incorrect values, injustice, educational institutions, indolence among students, ineffective leadership, poor home training and lack of practical standards contribute to indiscipline among students. As found by the findings of Okpara (2020), the students' indiscipline was caused by peer influence, poor implementation of school rules and regulations, poor upbringing, drugs influence, environmental influence, over-crowded classrooms and mass media. Oladipupo (2020) submitted that there has been display of high level of indiscipline among higher institutions of learning students in Nigeria and this could be blamed on peer influence, economic hardship, weak school management, social media influence, poor homes and the likes.

Students of Colleges of Education are expected to be the well-behaved among tertiary institution students in Nigeria. The reason is that they are trained to handle the foundational level of education. As such, they are supposed to lead by example for the incoming generation to emulate. However, as witnessed by the researchers, in addition to the information gathered from some lecturers and students in public Colleges of Education in Osun State, indiscipline acts such as stealing, robbery, drug abuse, examination malpractice, cultism, cybercrime, hooliganism, indecent dressing, gambling, raping, assault of lecturers and fellow students, truancy, prostitution and drug trafficking are common in the institutions. This is awful and abysmal because with the antisocial behaviours which some

students are immersed in, after graduation, why won't they corrupt the little children they will teach?

Some researchers have carried out studies which were associated to this study. For example, Olayinka et al. (2023) investigated causes and influence of indiscipline on undergraduate students' academic achievement in Nigeria: Students and Lecturers' perception. Alaba (2021) examined impacts of deviant behaviours on polytechnic students' academic performance in Lagos State. Oladipupo (2020) investigated impacts of indiscipline on polytechnic students' academic performance in Rivers State, Nigeria. Opara (2020) conducted a study on the menace of students' indiscipline and its effects on academic performance in junior secondary schools in Bwari Area Council of the Federal Capital Territory, Abuja. However, none of the studies identified above focused on lecturers' perception on forms and causes of indiscipline among students in public Colleges of Education in Osun State and this constituted the academic lacuna filled by this study. The study: examined lecturers' perception on forms of indiscipline among students; investigated lecturers' perception on causes of indiscipline among students; found out the difference in lecturers' perception on forms of indiscipline among students based on gender; and determined the difference in lecturers' perception on causes of indiscipline among students based on gender.

Research Questions

1. What are the lecturers' perception on forms of indiscipline among students?
2. What are the lecturers' perception on causes of indiscipline among students?

Research Hypotheses

H₀₁: There is no significant difference in lecturers' perception on forms of indiscipline among students based on gender.

H₀₁: There is no significant difference in lecturers' perception on causes of indiscipline among students based on gender.

Methodology

The study utilised descriptive research design of survey type. Purposively, the two public Colleges of Education (Osun State College of Education, Ila-Orangun and Federal Colleges of Education, Iwo) in Osun State were selected. This is because they were the only public Colleges of Education in the state. Three hundred and sixty-five lecturers in the two teacher producing institutions formed the study population. Out of the 118 lecturers in Federal Colleges of Education, Iwo, 60 were selected; and among the 247 in Osun State College of Education, Ila-Orangun, 147 were sampled proportionately to arrive at 187 respondents, using Krejcie and Morgan (1970) table for extracting sample from population. Self-designed questionnaire captioned, 'Lecturers' Perception on Forms and Causes of Indiscipline among Students Questionnaire' was used for data gathering. The questionnaire was segmented into three parts: A, B and C. Part A captured respondents' demographic information, while B and C with 10 items each focused on lecturers' perception on forms and the causes of indiscipline among students respectively. In scoring items on the instrument, Likert's response option of Strongly Agree tagged 4, Agree rated 3, Disagree assigned 2 and Strongly Disagree adjudged 1 was used. Three lecturers from the Department of Educational Management, University of Ilorin, Ilorin were engaged for the validation of instrument. To ascertain reliability of the instrument designed and used for the study, 30 copies were administered to 30 lecturers in Kwara State College of Education, Ilorin using split-half technique. Cronbach's Alpha was utilised for analysing the gathered data and reliability coefficient of 0.86 was realised for 'Forms of Indiscipline', 0.80 was derived for 'Causes of Indiscipline' while overall coefficient of 0.83 was got for the instrument. The study used descriptive statistics of standard deviation and mean to answer research questions and tested hypotheses with inferential statistic of t-test at 0.05 level of significance. One hundred and seventy-nine copies of the questionnaire retrieved were used for analysis, out of the 187 copies distributed. The benchmark for making the decision was scheduled as follows: Any mean score not up to 2.50 was considered as 'Disagree', while from 2.50 and above was regarded as 'Agree'. Any p-value less than 0.05 was considered 'Reject' while above 0.05 was adjudged 'Accept'.

Results

Table 1

Lecturers' Perception on Forms of Indiscipline among Students

S/N	Items	\bar{X}	SD	Decision
1.	Cybercrime	4.01	1.63	Agree
2.	Prostitution	3.76	1.24	Agree
3.	Gambling	3.97	1.30	Agree
4.	Premarital sex	4.31	1.75	Agree
5.	Drug abuse	3.84	1.20	Agree
6.	Theft	2.71	.63	Agree
7.	Drug trafficking	3.88	1.24	Agree
8.	Indecent dressing	3.91	1.44	Agree
9.	Examination malpractice	3.52	1.11	Agree
10.	Cultism	2.95	.84	Agree

Mean scores:

< 2.50 signify 'Disagree'

≥ 2.50 mean 'Agree'

Table 1 presented the lecturers' perception on forms of indiscipline among students in public Colleges of Education in Osun State. As shown on the table, items 1 to 5 (cybercrime, prostitution, gambling, pre-marital sex and drug abuse) had mean scores of: 4.01, 3.76,

3.97, 4.31 and 3.84 respectively and as such declared 'Agree'. Also, items 6 to 10 (theft, drug trafficking, indecent dressing, examination malpractice and cultism) had mean scores: 2.71, 3.88, 3.91, 3.52 and 2.95 and as such adjudged 'Agree'.

Table 2

Lecturers' Perception on Forms of Indiscipline among Students Based on Gender

Gender	N	\bar{X}	SD	p-value	Decision
Male	113	3.78	1.29		
				.061	Accepted
Female	66	3.60	.87		

Table 2 presented the p-value of 0.61 which is greater than 0.05 benchmarked as the significance level. Hence, hypothesis one was accepted. This showed that

significant difference did not exist in lecturers' perception on forms of indiscipline among students based on gender.

Table 3

Lecturers' Perception on Causes of Indiscipline among Students

S/N	Items	\bar{X}	SD	Decision
1.	Nonchalant attitude of parents or guardians towards children or wards	3.96	1.45	Agree
2.	Economic hardship	3.51	1.21	Agree
3.	Peer influence	4.22	1.54	Agree
4.	Social media influence	4.01	1.37	Agree
5.	Lecturer influence	2.96	.80	Agree
6.	Parental imitation	3.04	.92	Agree
7.	Desire for quick money syndrome	3.53	1.28	Agree
8.	Political influence	2.75	.61	Agree
9.	Low self-esteem	3.44	1.09	Agree
10.	Ineffective implementation of the College rules and regulations	2.71	.56	Agree

Mean scores:

< 2.50 signify 'Disagree'

≥ 2.50 mean 'Agree'

Table 3 presented the lecturers' perception on causes of indiscipline among students in public Colleges of Education in Osun State. As shown on the table, items 1 to 5 (nonchalant attitude of parents or guardians towards children or wards, economic hardship, peer influence, social media influence and lecturer influence) had mean scores of: 3.96, 3.51, 4.22,

4.01 and 2.96 respectively and as such declared 'Agree'. Also, items 6 to 10 (parental imitation, desire for quick money syndrome, political influence, low self-esteem and ineffective implementation of school rules and regulations) had mean scores: 3.04, 3.53, 2.75, 3.44 and 2.71 and as such adjudged 'Agree'.

Table 4

Lecturers' Perception on Causes of Indiscipline among Students Based on Gender

Institution	N	\bar{X}	SD	p-value	Decision
Male	113	3.54	1.09		
				.065	Accepted
Female	66	3.28	0.90		

Table 4 showed 0.65, the p-value which is greater than 0.05 tagged as the significance level. Therefore, the decision taken on hypothesis two was 'accepted'. This showed that significant difference did not reflect in lecturers' perception on causes of indiscipline among students based on gender.

Discussion of Findings

As derived from the findings of the study, forms of indiscipline among students in public Colleges

of Education in Osun State were cybercrime, prostitution, gambling, pre-marital sex, drug abuse, theft, drug trafficking, indecent dressing, examination malpractice and cultism. The reason for the finding was that the lecturers were convinced that all the forms of indiscipline examined in the study were common among students. This finding is in consonance with the finding of Oladipupo (2020) which revealed that forms of indiscipline among students in Polytechnics in Rivers State were cybercrime, drug abuse, cyberbullying,

prostitution, assault on lecturers or students, stealing of institutions' or other students' properties and cultism. This finding agrees with the finding of Monday (2021) which found that indiscipline acts which were prevalent in universities in Lagos State were drug abuse, internet fraud, robbery, prostitution and theft. The findings of the study showed that significant difference did not exist in lecturers' perception on forms of indiscipline among students based on gender. The reason for the finding was that both male and female lecturers believed that all the forms of indiscipline investigated by the study actually existed among students. This finding corroborates the finding of Abolade (2020) which revealed that male and female lecturers were not significantly different in their opinions on the forms of deviant behaviour among higher institution students in Nigeria.

The findings of the study showed that indiscipline among students were caused by nonchalant attitude of parents or guardians towards children or wards, economic hardship, peer influence, social media influence and lecturer influence, parental imitation, desire for quick money syndrome, political influence, low self-esteem and ineffective implementation of the College rules and regulations. The reason for the finding was that the lecturers were sure that all the causes of indiscipline investigated in the study actually contributed to the menace. This finding is in congruence of what Abolade (2020) found in his study that: peer pressure, weak homes, economic challenges, political influence and social media influence were the causes of deviant behaviour among students. This finding supports the finding of the study carried out by Salaudeen et al. (2021) which found that the factors responsible for indiscipline among students were teacher or educator and gender influences, political, home, social, economic and emotional factors. The findings of this study showed that lecturers were not significantly different in their perception on the causes of indiscipline among students based on gender. The reason for the finding was that both male and female lecturers were convinced that the factors investigated by the study were actually responsible for indiscipline among students. This finding supports the finding of Oladipupo (2020) which revealed that male and female lecturers were not significantly different in their opinions on the causes of indiscipline among polytechnic students in Rivers State.

Conclusion

The study concluded that the forms of indiscipline among students were cybercrime, prostitution, gambling, pre-marital sex, drug abuse, theft, drug trafficking, indecent dressing, examination malpractice and cultism were forms of indiscipline among students. Nonchalant attitude of parents or guardians towards children or wards, economic hardship, peer influence, social media influence and lecturer influence, parental imitation, desire for quick money syndrome, political influence, low self-esteem and ineffective implementation of school rules and regulations were causes of indiscipline among students. Gender did not cause any difference in the lecturers' perception on forms and causes of indiscipline among students.

Recommendations

The study recommended that:

- i. parents should properly provide the needs of their children and adequately monitor their movement by checking the kind of friends they move along with both in their institutions and at homes, so to as prevent peer influence which could lead them to indiscipline acts;
- ii. students should be contented with what they are provided by their parents, refrain from using social media to watch videos or visit sites that could train or motivate them to engage in any act of indiscipline;
- iii. government and managements of the institutions should mete out serious punishment to any student caught or any lecturer linked to aiding any act of indiscipline, to serve as a deterrent to others;
- iv. politicians and lecturers should refrain from engaging students in activities which could entice or lure them into perpetrating any indiscipline act.

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