Perceived Influence of students’ Indiscipline on Academic Performance in Senior Secondary Schools in Rivers State

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ABSTRACT
The study investigated the perceived influence of students’ indiscipline on academic performance in senior secondary schools in Rivers State. The study adopted descriptive survey design, five research questions and five hypotheses were formulated for the study. The population of the study was 2,094 teachers from thirty-three (33) senior secondary schools in Port Harcourt Metropolis of Rivers State. A total of 336 teachers were adopted as the sample size using Taro Yamane formula. The findings of the study revealed that truancy and examination malpractice influence students’ academic performance in senior secondary schools in Rivers State. It was concluded that the acts of truancy, bullying, examination malpractice, lateness to school and noisemaking influence students’ academic performance in secondary schools. It was recommended that principals and teachers should checkmate bullying by disciplining any student who intentionally or incidentally engages in these dastardly acts. That law on examination malpractice should be strictly implemented because it is highly detrimental to learning attitude of the students.

Keywords: Indiscipline, academic performance, students

INTRODUCTION
Historically, all kinds of societies have regarded human beings as moral creatures. Within the State, some behaviors are unacceptable while standards differ from place to place. No society is without moral standards. Each has its codes, rules, laws, & ethical understandings. When individuals choose to live immoral lives, they do so to their own detriment & not only to the harm of the society. Laolu (2005) defined school in sociological context as the place where the culture of the people is transferred from one generation to another. Members of the wider society, including the operations of the educational system are governed by norms & laws that direct the affairs of an individual member. It goes to say that such laws are meant to compel the entire members of the society to exhibit character that will conform to the societal laws & order.

School and classroom rules exist in every school & function like miniature constitutions or codes of law (Jackson, 2010; Boostrom & Hansen 1993 as cited in Thornberg 2008). Boostrom 1991 as cited in Thornberge (2008) defines classroom rules as “dos & don'ts of the classroom, all those guidelines for action for the evaluation of action that the teacher expresses or implies through word or deed”. School rules are a wider concept than classroom rules & are here defined as prescriptions, legitimized by teachers, about how to behave in school situations. Such desirable character include, honesty, obedience to school rules and regulations, loyalty, simple courtesies, consideration for others, respect for elders & constituted authorities, habits of cleanliness, self-discipline & so on. In order to ensure peaceful coexistence in schools, the authorities often make rules & regulations that guide and control the behavior.
of their students with a view of setting high standards of discipline. The infringement by any student on such established rules & regulations constitute offences which are subject to appropriate punishment. Schools are social system established by law to impact desirable & acceptable social values. They exist in order to make the individual a useful & functional member of the society. The school like other social organizations has laid down rules & regulations guiding the conduct of its members. Schools had features of both rational & natural systems & also have strong relationships with their external environment that stems from the dependence on resources & accountability (Hoy & Miskel as cited in Bozkus 2014). Therefore school indiscipline is often seen as an important impediment in the process in which children are enabled to function in the society. Living in a society entitles living in association with certain agreed rules, which govern one’s behavior.

Discipline involves self-respect, control & self-restraint against immoral behavior. This behavior is guided by moral & social norms which force such individuals to do what is good at all times. It is a factor, which restrains an individual from doing certain things, which are deemed to be disruptive for the group objectives. Thus, discipline can be seen as an attitude of the mind, a product of culture & a particular environment which promotes an individual to willingly co-operate in the observance of the rules of the organization to which he belongs. In other words, indiscipline, to a novice is the opposite of discipline, but in comprehensive form indiscipline refers to improper behavior exhibited by individual or group of people within the school or society. Olusegun (2005) defined indiscipline as the proper training of the mind and body which cannot produce desired control necessary for an individual to perform positive roles required for the achievement of organization, societal goals and aspirations. Zubaidia (2009) pointed out that indiscipline manifests in various ways such as disorderliness, examination malpractice, bullying, truancy, noise making, assault, loitering, wrong dressing, lateness to school, sexual immorality, forgery, fighting, riot, absenteeism, disobedience, dishonesty & many more anti-social behaviors.

Statement of the Problem
There is no doubt that students’ indiscipline generally militate against quality teaching & learning & the production of useful & acceptable members of the society. Indiscipline behavior brings about disorder, destruction & anxiety among the students. Indiscipline behaviors therefore do not create conducive environment for learning but leads to poor academic work. The abolishment of the old system of corporal punishment & control by school authorities caused principals & teachers to lose grip of students’ discipline. As a result, indiscipline among school children has become a universal challenge facing the society.

There seem to be a high incidence of students roaming about the street, going late to school, wearing wrong form of uniforms, willfully destroying school properties & growing agitation by students. The current wave of indiscipline & the resultant effects on academic performance in secondary schools in Rivers State shows that these problems require immediate attention to salvage the society from going into ruin.

Recently, stakeholders in education have complained of students’ poor academic performance in internal & external examinations. Studies have shown that lack of provision of instructional facilities & teachers could be the reason. It is also possible that students’ indiscipline would contribute to the poor performance of students. Studies have been carried out on the aspect of students’ academic performance while aspects of indiscipline on students’ academic performance has been overlooked. It is against this backdrop, that the researcher investigated the influence of students’ indiscipline on academic performance in senior secondary schools in Rivers State.

Purpose of the Study
The purpose of this study is to examine the perceived influence of students’ indiscipline on academic performance in senior secondary schools in Rivers State. Specifically the objectives of the study are to:

1. Determine the perceived influence of truancy on students’ academic performance in senior secondary school in Rivers State.
2. Determine the perceived influence of examination malpractice on students’ academic performance in senior secondary in Rivers State.

Research Questions
1. What is the perceived influence of truancy on academic performance of students’ in senior secondary schools in Rivers State?
2. How does examination malpractice influence academic performance of students’ in Rivers State?

Hypotheses
1. There is no significant difference in the mean responses of male & female teachers on the perceived influence of truancy on academic performance of students in senior secondary schools in Rivers State.
2. There is no significant difference in the mean responses of male & female teachers on the perceived influence of examination malpractice on academic performance of students in senior secondary schools in Rivers State.

Significance of the Study
The result of this study would be useful to ministry of education in Rivers State to gain useful insight into the influence of indiscipline in the schools. It will lead to the arrest of the menace of poor academic performance in senior secondary schools. It would be of immense benefit to the regulatory bodies such as ministry of education in its quest to lift the standard of education for better global academic competition and reward. This study will proffer solutions to influence of indiscipline on academic performance.

The findings of this study will be beneficial to educational planner, guidance and counselors, managers of secondary education and stakeholders in secondary education. The study will highlight the proper guideline on how to tackle the problem of students’ indiscipline. They will also be kept abreast with the current situations as regards students’ indiscipline and its impact on students’ academic performance. It will highlight some of the best practices that promote discipline and academic performance in senior secondary schools. It will also guide in effective formulation and implementation of educational policies and laws that will enhance academic achievement. It will provide useful information on activities relevant to academic performance & enhancement.

REVIEW OF RELATED LITERATURE

Concept of Discipline
At school level, Johnson 2010 as cited in Zubiadia (2006) opined that, discipline is defined as the ability of the students & the teachers to obey school rules & regulations necessary for the smooth running of teaching & learning process. Dare (2004) as cited in Zubaidia (2006) defined discipline in school as, a respect for school laws & regulations & the maintenance of established standard of behavior & implies self-control, restraints, respect for oneself & others. Smith (2016) remarked that discipline is the willingness & obedience to orders, respect for authority, self-reliance & teamwork within school group. In furtherance of his views he maintained that discipline requires the willingness on the part of individuals to participate in the control of orders & accept social checks imposed by them.

Similarly, Nnabuo, Okone, Agabi, & Igwe 2004 as cited in Chinko (2014) reported that the schools exist primarily for teaching & learning and discipline is a key in school administration. Pupils & students must be disciplined to benefit from the effort of the teachers and the school. Also, Chinko (2014) opined that, discipline is a system of guiding the individual to make reasonable & responsible decisions, as it concerns teaching & learning relationship. Nakpodia (2010) in his opinion he stated that, school discipline refers to regulation of children and the maintenance of order and rules in schools. The purpose of discipline among students is for proper behavior & control in classroom or any other place where learning takes place, so that they will benefit adequately from the efforts of the teacher. A disciplined person exhibits it in the society after they have been a part of the individual.

Concept of Academic performance
Dimbisso (2009) defined academic performance to mean the manner in which students deal with their studies & cope with or accomplish different assignments given to them by their teachers within a period
of time. Kobalan & Musek 2001 as cited in Kuh, Power, Blane & Bartley (2004) conceptualized academic performance objectively & subjectively. They defined the concept objectively as a students’ knowledge & his degree of adaptation to academic work, expressed in numerical achievement. This is the students’ attitude toward his performance & himself, as well as, the attitude of others such as parents, teachers and others toward success. This definition is more objective because it deals with numerical scores of the students. It measures the degree to which students’ adapt to schoolwork & to educational system. The second definition tends to be more or less subjective or psychological. It holds that what establishes academic success is dependent upon the students’ attitude toward their academic performance & themselves as well as their studies.

Truancy is considered any planned & intentional unlawful & illegal absence from compulsory schooling. It may also refer to those students who attend school but do not take their classes. Truancy is regarded as irregular & non-school attendance behaviour and also considered as a delinquent & anti-social behaviour.

Truancy
Truancy is the act of purposely staying away from school without permission. A child who is fond of committing this offence is called a truant. Some students are seen perambulating the streets during school hours, some for the fear of being confronted change to mufti that they already have inside their bags. Agoda (2007) defined truancy also as skipping school. He stated further that all states in United State of America define truancy as an unexcused absence from school without the knowledge of the parent or guardian. Baker as cited in Agoda (2002) defined truancy as any unexcused absence; where unexcused means the student has left school properly without parental or school permission. Truancy is an international unauthorized absence from school. In some schools, truancy may results in an ineligibility to graduate or to receive credits for class attended, until time lost in truancy is gained. Truancy is a common practice in secondary schools & it poses a lot of problem for the teachers, students, schools & society. Internationally, truancy is defined as unjustified absence from school. Truancy is defined as an unexcused absence from school & it also applies to students who are chronically late. Reid (2006) explicitly identifies attendance as the single most critical variable in measuring students’ academic achievement level; therefore, it is imperative that corrective measures be taken against chronic absentee immediately.

Truancy may also refer to students who attend school but are absent in class, or are in school but in another class other than his class. Truancy is when a child fails to attend classes without due permission or awareness of parents or school authority when the child is believed to be in school. Eastman, Cooney, O’Connor & Small (2007) stated that truancy also has immediate & long-term consequences for communities in terms of public safety. Truant youth have been found to be involved in criminal acts such as burglary, auto theft and vandalism. Communities with high rates of truancy are likely to have correspondingly high rates of daytime criminal activity.

Tenibiaje 2006 as cited in Ukang 2018) in his opinion stated that the impact of truancy is very obvious & usually a negative one on the truant students, parent and the society at large. Truancy results in loss of intellectual development and lack of improvement of individual. Staying in school is the first step to a good education in order to achieve academic excellence, the students are mandated by the school laws to attend school daily but due to some factors, most students absent themselves from formal school activities hence engaging in truancy. When children attend schools on a regular basis, they take on important step towards reaching their full potentials, & are given the greatest opportunity to learn new things & develop their skills. The more time they spend around other children whether in the classroom or as part of a school team or club, the more chance they have of making lots of friends & feeling included, boosting social skills, confidence and self-esteem. Acknowledging the severity of the truancy problems, educators are exploring creative techniques to increase class attendance, such as innovative teaching methods & better equipped classroom.

Truancy is an issue that affects many people, because truancy has been associated with various criminal behaviors such as vandalism, burglary, drug use, gangsters, shop lifting, cultism, raping & armed robbery.
According to Echebiwe 2009 as cited in Ukang (2018), Children who engage in truancy might have found life in classroom dull, boring & uninteresting. Also, they must have found greatest pleasure & interest in activities outside the school and the classroom environment. Davodoss & Foltz 1996 as cited in Ukang (2018) opined that in terms of self concept, the truant feels that his parents & other adults have little regards or sympathy for him, & as a result he manifest ego defense of truants who are “poor students” who have achieved little success in their academic work. Such children usually leave their homes giving everybody the impression that they have gone to school, but stopped on the way side to participate in what they like to enjoy most. Some others are caught playing round the street with other truants, engaging in gambling & strolling round the school premises. This they do until it is time for school dismissal & they return home. Ukang (2018) went further to explained that clearly, this is an important finding since it confirms that a good & professional teacher can make a significant difference, not only by increasing class attendance but also by stimulating students to underst& the subject matter & improve the participation.

The beginning of their dislike for the school can usually be traced to the first or second grade where they had difficulty in attaining even a degree of success. Slow progress in reading, slower progress in arithmetic & inadequate achievement in other subjects & activities, is the usual early school history of the truant. Ukang (2018) revealed that truancy appears to have in itself, on the negative side, a hierarchy of patterns of behavior that have resulted as outright reactions to role expectations. These deviations in the role expectations arise mainly because of the increasing gap or incompatibility between external objects of orientation, on the one h& & need dispo

Bullying

Bullying is a form of aggressive behavior designed to hurt another. There is no universal agreement on the definition of bullying, but there is some consensus that it is an aggressive behavior which satisfies two additional criteria; repetition & there is a power imbalance such that it is difficult for the victim to defend himself or her-self (Olweus & Limber 2010 as cited in smith (2016). Bullying is an aggressive behavior which is an abuse of power by an individual or group of individuals against others. Bullying is a repeated act of unprovoked aggression that is damaging psychologically or physically for the victim & where the strength of the aggressor or aggressors & the victim is unequal (Jankauskiene, Kardelis, Sukys & Kardeliene 2008). Bullying also occurred when a student is teased frequently in a way the students does not like. Bullying is a form of aggression in which there is no balance of power between the bully & the victim that occurs mostly in peer group context (Mishna 2003). Bullying is referred to frequent aggressive behavior made by one bully or bullies. Smith & Sharp (1994) defined bullying as a systematic abuse of power. These norms are sometimes challenged as regards cyber bullying (Smith 2016), or bullying in other contexts such as prisons. Bullying can occur in many contexts, in childhood and adult life.

Bauman 2006 as cited in Smith (2016) indicates that bullying phenomenon has three components: there must be intent to harm, it is necessary that it happens many times & finally, there needs to be no balance of power between perpetrator and the victim. It may be physical, verbal or psychologically, & it’s usually deliberate or repeated. Bullying can be racist, sexual or relational in nature & those targeted often find it difficult to defend themselves against it. According to Malike, Asogwara & Ibu (2009), bullying is considered a common form of violence in schools. Bullying is violent attack from a stronger person or persons on a weaker person or persons, intending to harm, intimidate or scare the weaker person or persons.

Examination Malpractice

According to the Longman Dictionary of Contemporary English (5th ed.), education is a process of teaching & learning. Akaranga & Ongong 2013 as cited in Oyibe, Uma & Ibina (2015) says that education is a necessary process through which young adults are equipped to lead productive lives according to their talents and interests. Also, people pursue education for its own sake to satisfy innate curiosity, out of interest in a specific subject or skill, or for overall personal development. Education
could be formal or informal. Formal education occurs in a structured environment whose explicit purpose is teaching of students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Whilst informal learning occurs in a variety of places, such as out of school time, in youth programs at community centers & even village squares.

Oyibe, etal (2015) notes that examination is a yardstick against which students or candidates’ competence & progress tested formally, also through which students are measured & appraised in the education sector. According to Emaikwu 2012 as cited in Chinko (2014), examination as part of evaluation in education is aimed at determining a learner’s level of skill acquisition or intellectual competence & understanding after a given training. Evaluation usually enables the teacher to be effectively ready for further teaching as this forms a feedback. Ayanniyi & Anya (2018) cited that examination is a form of evaluation where the learner is tested in all areas covered in the process of teaching at the end of a semester for proper placement & certification. It has a time table & a time frame. It always has an external body or examination committee to moderate.

Malpractice refers to all illegal means adopted by students in passing examination either within or outside the examination hall. It can be taking to mean cheating or fraud (Ayanniyi et al, 2018). Malpractice therefore, is the use of unconventional behavior or methods before, during and after examination to aid, assist & attain desired success in examination. Ayanniyi & Anya (2018) defined it as an improper practice carried out before, during or after any examination by an examinee or examinees or others with a view to obtaining good results. Malami (2013) states that, malpractice is defined as any deliberate act of wrong doing contrary to the rules of examinations designed to give a candidate an unfair advantage.

METHODOLOGY
The study adopted the descriptive survey design. The population of the study consisted of 2,094 teachers from thirty three (33) public senior secondary schools in Rivers State. The sample size consists of 336 teachers spread across seven public Senior Secondary School in Rivers State. Taro Yamane formula was used for sampling technique. 336 copies of the questionnaires were administered and 331 were retrieved for the study. The data collected were analyzed using mean and standard deviation to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

RESULTS
Research Question 1: What is the perceived influence of truancy on academic performance of students’ in senior secondary schools objective in Rivers State?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Male Teachers (N=204)</th>
<th>Female Teachers (N=127)</th>
<th>Remarks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy makes students repeat classes</td>
<td>3.17 0.79</td>
<td>3.11 0.75</td>
<td>Agreed</td>
<td>Agreed</td>
</tr>
<tr>
<td>Truancy does not affect performance in class</td>
<td>1.39 0.51</td>
<td>1.43 0.50</td>
<td>Disagreed</td>
<td></td>
</tr>
<tr>
<td>Truancy causes students to miss lessons</td>
<td>3.38 0.69</td>
<td>2.00 0.71</td>
<td>Disagreed</td>
<td></td>
</tr>
<tr>
<td>Truancy leads to lack of concentration</td>
<td>3.31 0.71</td>
<td>3.31 0.73</td>
<td>Agreed</td>
<td></td>
</tr>
<tr>
<td>As a result of so many lesson missed students drop out of schools</td>
<td>3.25 0.79</td>
<td>3.22 0.74</td>
<td>Agreed</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.9 0.7</td>
<td>2.6 0.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The data revealed that truancy influence academic performance of senior secondary school in Rivers State. Truancy makes students repeat classes, truancy does not affect performance in class activities; causes students to miss lessons; leads to lack of concentration and drop out of school. Thus it was generally agreed that truancy influence students’ academic performance with the average mean of (3.0).

**Research Question 2: How does examination malpractice influence academic performance of students’ in senior secondary schools objective in Rivers State?**

**Table 2: Perceived Influence of Examination Malpractice on Students’ Academic Performance in Rivers State**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Male Teachers N=204</th>
<th>Female Teachers N=127</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become lazy to study as a result of examination malpractice</td>
<td>3.23 7.55 Agreed</td>
<td>3.30 0.79 Agreed</td>
</tr>
<tr>
<td>Examination malpractice discourages serious students from studying hard</td>
<td>3.29 0.71 Agreed</td>
<td>3.26 0.77 Agreed</td>
</tr>
<tr>
<td>Students are unable to gain relevant knowledge &amp; skills because of examination malpractice</td>
<td>3.22 0.77 Agreed</td>
<td>3.28 0.68 Agreed</td>
</tr>
<tr>
<td>Students find it difficult to gain admission into higher institutions as a result of examination malpractice</td>
<td>1.41 0.49 Disagreed</td>
<td>1.46 0.50 Disagreed</td>
</tr>
<tr>
<td>Examination malpractice frustrates students intention to study hard</td>
<td>3.26 0.73 Agreed</td>
<td>3.21 0.75 Agreed</td>
</tr>
<tr>
<td>Total</td>
<td>2.9 0.7</td>
<td>2.9 0.7</td>
</tr>
</tbody>
</table>

The findings affirmed that students become lazy to study as a result of examination malpractice, discourages serious students from studying hard, unable to gain relevant knowledge and skills were agreed while students find it difficult to gain admission into higher institutions as a result of examination malpractice, was not accepted. Generally, it was agreed that examination malpractice affect students’ academic performance with the average mean score of (2.9).
Hypotheses 1: There is no significant difference in the mean responses of male & female teachers on the perceived influence of truancy on academic performance of students in senior secondary schools in Rivers State.

Table 4.3 Z-Test Analysis of Responses of Teachers on the Perceived Influence of Truancy on Academic Performance of Students

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>Df</th>
<th>Z-Cal</th>
<th>Z-Crit</th>
<th>Level of Sign</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female teachers</td>
<td>127</td>
<td>2.90</td>
<td>0.7</td>
<td>329</td>
<td>0.59</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Male teachers</td>
<td>204</td>
<td>2.61</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result indicated that the calculated z-calculated value (0.59) was less than the z-critical value (1.96) at the degree of freedom (259) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the opinions of male & female teachers’ perception on how truancy influence students’ academic performance was accepted.

Hypotheses 2: There is no significant difference in the mean responses of male & female teachers on the perceived influence of examination malpractice on academic performance of students in senior secondary schools in Rivers State.

Table 4: Z-Test Analysis of the Responses of Teachers on the Perceived Influence of Examination Malpractice on Academic Performance of Students

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>Df</th>
<th>Z-Cal</th>
<th>Z-Crit</th>
<th>Level of Sign</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female teachers</td>
<td>127</td>
<td>2.88</td>
<td>0.7</td>
<td>329</td>
<td>0.92</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Male teachers</td>
<td>204</td>
<td>2.90</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result indicated that the calculated z-calculated value (0.92) was less than the z-critical value (1.96) at the degree of freedom (259) & 0.05 significant levels. Hence, the null hypothesis of no significant difference in the opinions of male & female teachers’ perception on how examination malpractice influence students’ academic performance was accepted.

DISCUSSION OF FINDINGS
The result indicated that truancy leads to repeating of classes, affects students’ performance in class, leads to lack of concentration, makes students to miss lessons & drop out of school. Hypothetically, there is no significant difference in the opinions of male & female teachers’ perception on how truancy influence students’ academic performance. In supporting the findings, Geo-opah (2003) in his research discovered that truants, due to their absence from school usually repeat classes & even when they are repeating, they do not do well. Though some truants manage to finish school, majority of them usually drop out of school. Most truants tend to view schooling as a form of punishment, while other attends classes just to please their parents & guardians. Students’ who skip school will most likely be unable to meet up with their scheme of work set for them by education authority.
In the same vein, Musa (2014) notes, that truancy is presently the highest problem facing our schools & it have a damaging effect on students’ academic performance. Oyebanji as cited in Musa (2014) agrees that any child who stays away from school will miss so many lessons that he will as a result of that fall behind in their academic work. She also stressed that the impact on each individual concerned & their academic...
performance has to be viewed seriously. Owen as cited in Musa (2014) says truancy can lead to drug abuse, which will eventually lead to low intelligent quotient (IQ) & such student will perform poorly academically.

Further findings revealed that students become lazy to study as examination malpractice discourages serious students from studying hard, inability to gain relevant knowledge & skill, students find it difficult to gain admission into higher institutions & frustrates students’ intention to study hard. The result of the hypothesis revealed that no significant difference exists in the opinions of male & female teachers’ perception on how examination malpractice influence students’ academic performance.

In collaboration with the above assertion, Onyibe, etal (2015) cited that examination malpractice discourages students from hard work & certificate racketeering among others. Examination malpractice discourages hard working students from putting in their best in their study. It increases students’ frustration to an extent that they are certified as unfit & marked for withdrawal on academic grounds. Students who have cheated in secondary school examination find it difficult to gain admission into higher institution except they have formed the habit of studying hard or they have to cheat their way into higher institution.

CONCLUSION
Based on the findings of the study, the researcher concluded that students’ indiscipline influence academic performance in senior secondary schools in Rivers State, such as truancy, bullying, examination malpractice, lateness to school & noise making as perceived by teachers. Other factors that influence indiscipline include school location, difference in students physical characteristics, students’ negative attitude towards learning, parents socio-economic background & parents desire to please their children in lucrative jobs.

RECOMMENDATIONS
1. School administrators & teachers should ensure that school policies on truancy be strictly followed to avert the possibility of truancy among the students by the school management.
2. The principals & teachers should checkmate bullying by subjecting any student who intentionally or incidentally engaged in such dastardly act.

REFERENCES


