

**ANALYSIS OF TEACHERS' ASSESSMENT OF STUDENTS' INDISCIPLINE PRACTICES  
INFLUENCING ENGLISH LANGUAGE PERFORMANCE IN SECONDARY SCHOOLS IN KWARA  
STATE**

**BY**

**Yusuf Muraina (Ph.D.): Department of Arts and Social Sciences Education, Al-Hikmah University, Ilorin;  
E-mail: yusufimran9999@gmail.com**

**Abstract**

*Indiscipline is a global issue of great concern spanning all aspects of human endeavours. Indiscipline among students seems to have led to poor teaching-learning activities in schools, thereby bringing about poor performance of education stakeholders, especially teachers and students. This study analysed teachers' assessment of students' indiscipline practices influencing English language performance in secondary schools in Kwara State, and specifically examined the influence of teachers' gender, school type and location, qualification and experience on the subject. The study adopted descriptive survey research. All English language teachers in Kwara State constituted the population for the study. 214 of them were selected using stratified and purposive sampling techniques. A researcher-designed questionnaire was used to collect data for this study. The instrument was validated and then tested reliable with Pearson's Product Coefficient Moment with 0.74 Coefficient point. Five research hypotheses were raised and tested using t-test and ANOVA statistical tools. The findings of the study were secondary school students' indiscipline practices had a high influence on their English language performance and all the variables, except work experience, created no significant difference in the teachers' assessment. It was therefore recommended that education stakeholders such as school management, teachers and parents should instill acts of discipline in children by being discipline role models, facilitators and sustainers.*

**Keywords: Indiscipline, Performance, Assessment and Immoral conduct**

**Introduction**

Education is a very crucial tool for total human and societal development. It is an instrument par excellence for effecting national development, achieving national objectives, being relevant to the needs of the individuals, society desired, the modern world and rapid social change (The National Policy on Education, (2014). Education is regarded as human capital and it is linked to an individual well-being and opportunities for better living. Education is the process of modifying human behaviour in ways that are collectively approved by the people (Olajide & Ajidagba, 2020). It is considered as a means of ensuring balanced personal, interpersonal and socio-political, economic, civic, technological, moral, and cultural development. Education is the process of cultivating moral and ethical values for the attainment of knowledge to cope with the peculiarities of the world around us. It is a life-long process of learning that teaches one how to live, where to live, who and what to live with, and how one can apply one's knowledge for the betterment of the society (Adeniyi, 2020:191). One can state that education is purposed for self-discipline and facilitating the discipline of others for a harmonious living and all-round development in a criss-crossing human and societal phenomena. As construed by Imam Abu Hanifah, education is a process of self-discipline that involves physical, mental and spiritual training of man (Adedimeji, 2020).

It appears that the convergence point of various definitions, views and submissions about education is to make an individual a balanced person, a morally worthy son and a mentally wealthy scion, a model of a virtuous child, as the quintessence of a well-bred and well-cultured individual, a balanced product of well-rounded education (Lawal, 2019). The pinnacle of the foregoing about education is discipline. Discipline is a purposed product of education expected of a person with functional knowledge, attitude, value, belief and skills. This is why discipline is referred to as the controlled behaviour or situation which results from the training, or the practice of training people to obey rules and orders and punishing them if they do not (in an Oxford Advanced Learner's Dictionary). However, a situation or behaviour contrary to this concept is indiscipline. Indiscipline is a global

issue of great concern spanning all aspects of human endeavours and social life. Indiscipline among students seems to have led to poor instructional decision and management functioning in schools and in turn bring about poor performance of education stakeholders, especially teachers and students. As a result of students' unrest known as indiscipline, there has been destruction of property, strike and even lives have been lost, thereby causing the deterioration in academic performance. The implication of indiscipline is that the quality of education is impaired.

Indiscipline is said to be as a result of internal and external factors. Absenteeism, parenting styles as regards dysfunctional behaviour from parents, violence, lack of democratic leadership together with communication breakdown, truancy, lack of concentration, non-conducive learning environment, teacher factors such as incompetence, laziness, poor choice of teaching methods and technique and poor human relation, among others contribute to students' indiscipline. In the absence of discipline, the learning and teaching activities are hindered. Consequently, time and resources are wasted and energy is misdirected to deal with issues emanating from unrest/indiscipline (Karanja & Bowen, 2012). The forgoing may have an influence on the academic performance of students. Academic performance is the outcome of the learner's behaviour after being exposed to certain content through a well-structured, implemented and evaluated instructional decision. It has to do with how well or badly a learner does in school in general or a particular learning task in specific. Students' academic performance is still one of the most accurate parameters to assess how well the teaching and learning of a subject is carried out in a school (Yusuf, 2013). It is a good measure of the importance attached by education stakeholders such as school administrators, teachers, parents, students and the society to the study of a particular subject. They are expected to contribute effectively to educational development in order to ascertain the excellent performance of students.

Students' poor academic performance and immoral conduct appear to be basic topics of research in order to find out their causes and effects on individual, organization, community and nation at large. One of the current educational problems of public interest in Nigeria is the poor level of students' achievement especially in public examinations (Shuaibu, 2019). The persistent failure of students in many subjects including English, Mathematics, Chemistry, Biology, Yoruba among others are linked to many factors which include the language of the instruction/English, learning/study habit, poor learning environment, teacher factors, learners' poor interest and attitude, parent and government factors. It was suggested that since the Nigerian language policy recognises the use of English as the medium of instruction starting from the middle basic school level, teachers of the lower basic level should endeavour to use the learners' mother tongue or the language of the immediate environment as stipulated in the policy and teachers of upper basic and post-basic or secondary school levels should teach learners with the aid of authentic instructional materials (Lawrence, 2019). Diaz cited in Olufemi, Adediran and Oyediran (2018) reported that most studies focus on the three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors), though their influence on the academic performance varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another. The study concluded that students' factors, parental background, school factors, and teachers' factors have serious influence on students' academic performance, and it was thereby recommended that school facilities should be adequately provided and essential teaching and instructional materials for effective teaching and learning process should be employed (Olufemi, Adediran & Oyediran, 2018).

Some variables have become the subject of research especially in the fields of arts and social sciences. Such variables include gender, school location, school type, attitude, ethnicity, age and so on. Some studies found out that these variables had effects on the teaching and learning, academic performance of learners, interest and attitude of teachers and learners, availability and utilisation of instructional materials or resources, among others. However, other studies did not find these variables significant or having any effect at all, but identified the methodology of instruction, teacher's competence and situational factors as key to the achievement of the instructional objectives and students' academic performance.

### **Statement of the Problem**

Teachers are unavoidable human resources saddled with the molding of the brain, mind and soul of learners in order to make them complete and balanced individuals who are productive for their development and the development of others and the society. The teachers are more familiar with their learners' individual ability, performance and skills as they can assess the character and level of discipline of their students. Indiscipline is a hindrance to development and disruptive behaviour on the part of teachers and students manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and unwillingness to do class work; all seem to affect the academic performance. If the school management fails to instill discipline in school, the failure can lead to poor academic performance. Based on this assumption, this study was set to determine students' indiscipline practices influencing on their performance in English language as assessed by teachers. Many research studies had been conducted on students' discipline, indiscipline and academic performance using different methods and in different subject areas and locations. These studies (Akanbi, 2010; Karanja & Bowen, 2012; Simba, Agak & Kabuka, 2016; Ofori, Tordzro, Asamoah & Achiaa, 2018; Odebode, 2019) were similar to the present study in terms of performance and content, but they were different from this one because it analysed the teachers' assessment of the students' indiscipline practices influencing the English language performance of secondary school students in Ilorin, Kwara State. Hence, this was the research gap part of which this study filled.

### **Purpose of the Study**

The general purpose of this study was to analyse the teachers' assessment of the students' indiscipline practices and English language performance of secondary school students in Ilorin, Kwara State. Specifically, the study analysed:

- a. the indiscipline practices influencing the English language performance of secondary school students in Kwara State, assessed by teachers.
- b. Whether there is a difference in the teachers' assessment of indiscipline practices influencing English language performance of secondary school students in Kwara State based on gender, school type, school location, qualification and work experience.

### **Research Hypotheses**

The following null hypotheses were formulated and tested in this study:

HO<sub>1</sub>: There is no gender difference in the teachers' assessment of indiscipline practices and English language performance of secondary school students in Kwara State.

HO<sub>2</sub>: There is no difference in the teachers' assessment of indiscipline practices and English language performance of secondary school students in Kwara State based on school type.

HO<sub>3</sub>: There is no difference in the teachers' assessment of indiscipline practices and English language performance of secondary school students in Kwara State on the basis of school location.

HO<sub>4</sub>: There is no difference in the teachers' assessment of indiscipline practices and English language performance of secondary school students in Kwara State based on qualification.

HO<sub>5</sub>: There is no difference in the teachers' assessment of indiscipline practices and English language performance of secondary school students in Kwara State based on work experience.

### **Methodology**

This study adopted descriptive survey type of research for enabling the gather of data with the intention of describing existing conditions, identifying standards against which the existing conditions can be compared or determining the relationship that exists within a particular point of time. The population for this study consisted of all teachers of senior secondary schools in Kwara State. The target population was English language teachers in senior secondary schools in Kwara State. A stratified sampling technique was used to select one hundred and eighty-two senior secondary schools across the three senatorial districts in the state, based on gender, school type and school location while the purposive sampling technique was used to select English language teachers the

sampled schools. A total of two hundred and fourteen English language teachers constituted the sample for this study. A researcher-designed questionnaire titled “Teachers’ Assessment of Secondary School Students’ Indiscipline Practices Influencing the English language Performance in Kwara State” was used as an instrument for collecting data for this study. The items of the questionnaire were structured on a four-Likert scale of Very High (4), High (3), Low (2) and Very Low (1). The instrument was validated using face and content types of validity by three experts - one each from English, measurement and evaluation and psychology of Education. It was tested for reliability using test retest type of a three-week interval through which the two sets of scores got from administering the questionnaire to twenty out of the target population who were not part of the sample were analysed using Pearson’s Product Moment Correlation; a coefficient score of 0.74 was obtained, thereby confirming the reliability of the instrument for the study. The data collected were analysed using descriptive statistics of percentage, mean and standard deviation to determine the demographic data of the respondents. The inferential statistics of t-test was used to test Research Hypotheses 1, 2 and 3 while One-way ANOVA was used to test Research Hypotheses 4 and 5 - all at 0.05 level of significance.

**Results**

IBM-SPSS Statistics (Version 21 for Windows) was used for the analysis of the data. The results are presented as follows.

**Table 1: Demographic Data of Respondents**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	132	61.7
Female	82	38.3
<b>Total</b>	214	100
<b>School Type</b>		
Public	129	60.3
Private	85	39.7
<b>Total</b>	214	100
<b>School Location</b>		
Urban	131	61.2
Rural	83	38.8
<b>Total</b>	214	100
<b>Qualification</b>		
NCE/ND	27	12.6

BSc./BED	149	69.6
MASTER’S	31	14.5
Ph.D.	7	3.3
<b>Total</b>	<b>214</b>	<b>100</b>
<b>Work Experience</b>		
Less Experienced (0-5years)	57	26.6
Experienced (6-10years)	100	46.7
More Experienced (11 & Above)	57	26.6
<b>Total</b>	<b>214</b>	<b>100</b>

Table 1 shows the demographic data of the respondents based on gender, school type, school location, qualification and work experience. Thus, 214 English language teachers constituted the sample of the study. In order to draw inferences from the mean scores on the research question, the critical ranges of scores on a four-level scale were used as shown in Table 1 below.

**Table 2: Table of Inference**

Critical Range	Inferences
0.1-1.4	Very Low
1.5-2.4	Low
2.5-3.4	High
3.5-4.4	Very High

**Research Question 1:** What are the indiscipline practices influencing English language performance of secondary school students in Kwara State, assessed by teachers?

In order to answer Research Question 1, the responses of the respondents on the items were analysed and presented in the table below.

**Table 3: Teachers’ Assessment of Indiscipline Practices Influencing Secondary School Students’ English Language Performance**

S/N	Item	Mean	Std. Deviation	Rank	Inference
Students’ indiscipline practices influencing English language performance include:					
1	absenteeism.	3.12	.93	2 <sup>nd</sup>	High
2	assulting or insulting the staff member.	2.83	.72	6 <sup>th</sup>	High
3	not staying in the class	2.67	.60	8 <sup>th</sup>	High

4	playing with a handset during the lesson.	2.77	.77	7 <sup>th</sup>	High
5	fighting in the school.	2.85	.58	4 <sup>th</sup>	High
6	making a noise in the class.	3.23	.83	1 <sup>st</sup>	High
7	staying or handing out around the school.	2.90	.58	3 <sup>rd</sup>	High
8	eating during the lesson.	2.66	.68	9 <sup>th</sup>	High
9	chewing gum during the lesson.	2.67	.66	8 <sup>th</sup>	High
10	dressing indecently though in school uniform.	2.83	.89	6 <sup>th</sup>	High
11	keeping the classroom and school premises dirty.	2.84	.88	5 <sup>th</sup>	High
12	not copying note in the class.	2.33	.78	11 <sup>th</sup>	Low
13	engaging in an indecent play with the opposite sex.	2.21	.85	13 <sup>th</sup>	Low
14	running errands for prefects or staff members during the school hours.	2.30	.80	12 <sup>th</sup>	Low
15	not doing the class work and assignment.	2.65	.85	10 <sup>th</sup>	High
<b>Grand Mean</b>		2.74	.25		High

The table reveals the indiscipline practices influencing English language performance of secondary school students in Kwara State, as assessed by teachers. The mean scores of all but Items 12, 13 and 14 fell within the critical range of 2.5-3.4 which denoted “high” inference. Item 6 (making a noise in the class) was ranked 1<sup>st</sup> (for its highest mean score of 3.23) while Item 13 (engaging in an indecent play with the opposite sex) was ranked 13<sup>th</sup> (for its lowest mean score of 2.21) as students’ indiscipline practices. As shown in the table, Items 1 (absenteeism), 7 (Staying or handing out around the school) and 5 (fighting in the school) were ranked 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> respectively while others followed. Therefore, based on the grand or cumulative means of 2.74, it was inferred that the indiscipline practices influencing English language performance of secondary school students in Kwara State was high as assessed by their teachers.

The other research questions were answered through their corresponding hypotheses below.

**Table 4: t-test Analysis of Difference in the Teachers’ Assessment of Indiscipline Practices Influencing Secondary School Students’ English Language Performance Based on Gender, School Type and Location**

Variable	N	Mean	SD	Df	t-value	p-value	Decision
Male	132	2.7424	.24224	212	1.853	.175	Accepted
Female	82	2.6959	.26955				
Public	129	2.7230	.24029	212	1.686	.196	Accepted
Private	85	2.7271	.27364				
Urban	131	2.7405	.24645	212	.619	.432	Accepted
Rural	83	2.6995	.26368				

\*Insignificant at  $p > 0.05$

Table 4 shows the results ( $t_{(212)} = 1.853, p > 0.05$ ), ( $t_{(212)} = 1.686, p > 0.05$ ) and ( $t_{(212)} = .619, p > 0.05$ ) for Research Hypotheses 1, 2 and 3 respectively. Thus, since the p-values of .175, .196 and .432 obtained for Research Hypotheses 1, 2 and 3 are greater than 0.05 level of significance, the three hypotheses are accepted. Therefore, this implies that there was no difference in the teachers' assessment of indiscipline practices influencing the English language performance of secondary school students in Kwara State based on gender, school type and school location.

**Table 5: ANOVA Analysis of Difference in the Teachers' Assessment of Indiscipline Practices Influencing Secondary School Students' English Language Performance Based on Qualification and Work Experience**

Variable	Sum of Squares	df	Mean Square	f	Sig.	Decision
<b>Qualification</b>						
Between Groups	.054	3	.018	.277	.842	Accepted
Within Groups	13.628	210	.065			
Total	13.681	213				
<b>Experience</b>						
Between Groups	.590	2	.295	4.757	.010	Rejected
Within Groups	13.091	211	.062			
Total	13.681	213				

\*Insignificant at  $p > 0.05$  (Qualification)      \*Significance at  $p < 0.05$  (Work Experience)

Table 5 shows the results ( $F_{(3, 210)} = .277, p > 0.05$ ) and ( $F_{(2, 211)} = 4.757, p < 0.05$ ) for Research Hypotheses 4 and 5 respectively. For Research Hypothesis 4, the p-value of .842 is greater than 0.05 alpha level; the hypothesis was accepted. This implies that there was no difference in the teachers' assessment of indiscipline practices influencing the English language performance of secondary school students in Kwara State based on qualification. However, for Research Hypothesis 5, the p-value of .010 is less than 0.05 alpha level; the hypothesis was rejected. This implies that there was a difference in the teachers' assessment of indiscipline practices influencing the English language performance of secondary school students in Kwara State based on work experience. Hence, Duncan's Post Hoc analysis was carried out as shown in Table 6 below.

**Table 6: Duncan's Post-Hoc Analysis of the Significant Difference in the Teachers' Assessment of Indiscipline Practices Influencing the English Language Performance of Secondary School Students in Kwara State Based on Work Experience**

Work Experience	N	Subset for Alpha = 0.05	
		1	2
Less Experienced	57	2.6386	
More Experienced	57		2.7427
Experienced	100		2.7633

\*Significance @ 0.05

Table 6 shows that the mean score of 2.6386 of the less experienced teachers fell under Subset 1 while the mean scores of 2.7633 and 2.7427 of experienced and more experienced teachers respectively were in Subset 2. The result proves that there was a significant difference in their assessment as indicated by their mean scores. It can be deduced that work experience appeared to create a significant difference in the teachers' assessment of indiscipline practices influencing the English language performance of secondary school students in Kwara State, with the assessment of more experienced and experienced teachers appearing more different from that of the less experienced ones. The assessment of the experienced teachers was the most different, followed by that of the more experienced teachers and then that of the less experienced ones.

## **Discussions**

The finding of this study shows that indiscipline practices influencing English language performance of secondary school students in Kwara State were high as assessed by their teachers. All the questionnaire items, but three, were rated high as indiscipline practices influencing the students' performance in English language by (English language) teachers. The finding of this study tallies with those of Simba, Agak and Kabuka (2016), Akanbi (2010) and Ofori, Tordzro, Asamoah and Achiaa (2018) that indiscipline creates a negative influence on teaching, learning and academic performance. Indiscipline among students seems to have led to poor instructional decision and management functioning in schools and in turn bring about poor performance of education stakeholders, especially teachers and students. The implication of indiscipline is that the quality of education is impaired. Akanbi (2010) that indiscipline is an apparent problem facing schools in the country and the problem has attracted serious attention of scholars and administrators who attributed it to the state of the development of students. Also, Tordzro, Asamoah and Achiaa (2018) found that indiscipline is a destructive behaviour for not promoting peace in society, effective school activities, consequently leading to an increase in the rate of school drop-out.

The finding of this study reveals that there was no difference in the teachers' assessment of secondary school students' indiscipline practices influencing their performance in English language in Kwara State based on gender, school type and school location. On gender influence, the finding of the present study corroborates those of Alokun (2010), Ayuba (2017), Shuaibu (2019) that being a male or female did not create any significant difference in students' performance, the resources and the technique employed by teachers for teaching respectively. Also, the outcome supports the finding of Oladosu, Adedokun-shittu, Sanni and Ajani (2020) that there was no gender difference in the students' perceived usefulness and perceived ease of use of social media for learning. However, the finding contradicts those of Oxford (2002), Fakeye (2010) and Yusuf (2013) that found gender significantly influencing instructional decisions.

The finding does not tally with that of Araashi and Abdulazeez (2020) that school type created a significant difference in the learners' perceptions of difficult topics in Islamic Studies curriculum. Also, John (2007) found that the type of school children attended did not determine their academic performance. He explained that the level of parents' involvement in their child's education and the kinds of economic and resource advantages given to children determine their success or otherwise in school. However, this outcome negates the findings of Maliki, Ngban and Ibu (2009) and Ayodele and Ige (2012) in Yusuf (2013). On school location, the finding, that there was no difference in the teachers' assessment of secondary school students' indiscipline practices influencing their performance in English language in Kwara State based on school location, tallies with that of Alokun (2010). Alokun (2010) discovered that students' problems were indeed associated with poor performance; so, gender and school location had neither a negative relationship on students' problems nor on academic performance. However, the result disagrees with those of Osokoya (2012) and Omoniyi (2012) that school location influenced students' performance. They found that the environment in which a child finds himself goes a long way in determining his ability and academic performance in school. They discovered that urban schools have many resource advantages more than the rural schools. This in turn has made urban students to excel more in their performance than the rural students.

The finding of this study shows that there was no difference in the teachers' assessment of indiscipline practices influencing the English language performance of secondary school students in Kwara State based on educational qualification. This implies that all the teachers (respondents) with their distinct educational qualifications unanimously contended that secondary school students' indiscipline practices influenced their English language performance in Kwara State. The finding aligns with those of Pathak and Bhatia (2019) that qualification seemed insignificant on students' academic performance but the level of parents' involvement appeared significant. To the contrary, this result does not corroborate the finding of Antony and Elangkumaran (2020) that teachers' educational qualification had a significant impact on students' academic performance. Also, it does not



support the findings of Yusuf (2018) and Shuaibu (2019). The finding of this study reveals that there was a difference in the teachers' assessment of indiscipline practices influencing the English language performance of secondary school students in Kwara State based on work experience, with the assessment of more experienced and experienced teachers appearing more different from that of the less experienced ones. The finding aligns with the submissions of Onuka and Akinyemi (2012) and Olasehinde-william (2020) that experience is very crucial in everything and experience is the only teacher respectively. However, Abiola (2012) found that experience was not significant on the English teachers' use of instructional resources for teaching English studies. He held that the saying, "experience is the best teacher", may not be justifiable since it is better to learn willfully by wisdom than by experience. Yusuf (2018) also found driving experience insignificant on the functional literacy needs of the commercial drivers in North-central Nigeria. However, he found it significant on their enrichment literacy interests. Yusuf (2018) concluded that findings on influence of experience on human-related issues and activities such as education still remain inconclusive.

### **Conclusion**

It was concluded that secondary school students' indiscipline practices highly influenced their performance in English language in kwara State. Also on the conclusion, all the variables of gender, school type, school location and educational qualifications of teachers, except the variable of teachers' work experience, did not create any significant difference in their assessment of secondary school students' indiscipline practices influencing their performance in English language in kwara State.

### **Recommendations**

Based on the findings discussed and conclusions drawn, it was recommended that:

1. Educational stakeholders such as school management, teachers, parents and community should instill acts of discipline in children by being role models, facilitators and sustainers of the acts.
2. They should reward students who display acts of discipline most in order to encourage them and motivate others.
3. School management should set up a functional disciplinary committee charged with the responsibilities of formulating and implementing rules and regulations that would instill discipline in the school.
4. The school's set rules and regulations and their respective punishment for breaking them should be made known to all students and even their teachers.
5. Favouritism and nepotism should be prevented when giving punishment to whoever breaks the set rules of the school.

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