



Indiscipline Related Behaviour and Academic Performance of Secondary School Students in Mathematics in Calabar Education Zone of Cross River State, Nigeria.

EDWIN OKPA BASSEY

National Open University of Nigeria, Uyo Study Centre, Akwa Ibom State, Nigeria

BERNARD DIWA OTU

University of Calabar, Cross River State, Nigeria

Abstract. The purpose of this study was to examine the relationship between indiscipline related behaviours and academic performance of secondary school students in mathematics in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study three null hypotheses were generated to direct the study. Literature review was done according to the variables under study. Correlational research design was adopted for the study. This design was considered appropriate because it allowed the researcher to measure the relative and composite contributions of tendency to indiscipline related behaviour and secondary school students' academic performance. A sample of three hundred and thirty-six (336) respondents was randomly selected for the study. The selection was done through the stratified random sampling technique. The questionnaire was the main instrument used for data collection. The instrument was subjected to face validation by experts in measurement and evaluation in the Faculty of Education, University of Calabar. The reliability estimate of the instrument was established through the Cronbach alpha reliability method. Regression analysis was the statistical analysis technique adopted to test the hypotheses under study. The results of the analysis revealed that, bullying, absenteeism, truancy, lateness to school and examination dishonesty significantly relate to students' academic performance in mathematics. Based on the findings of the study it was recommended among others that principals and teachers should check mate bullying by disciplining any student who intentionally or incidentally engages in these dastardly acts, that students should be made to

understand the dangers of examination malpractice and culprits caught in examination should be used to set good examples for others to enable them model adequate behaviours and study hard for their examination.

1. Introduction

In recent times it has been observed that majority of primary school students in our society not only perform poorly in their academic but also have shown indiscipline behaviours which are not in line with norms and standard of the school and ideas of society. Some education stakeholders such as head teachers, government, parents and students themselves have expressed concern over the poor academic performance exhibited by primary school students. This is because students are not performing up to popular expectation in the academics. This poor performance of students in mathematics implies that majority of these students will not be able to embark on a course of study at the tertiary level that requires mathematics as a core subject area.

Available statistics from National Assessment of Universal Basic Education Programme show that the percentage of non-performers (those not up to credit level) are usually more than 75% of the total examination. This situation is so bad, that experts now attributed it to mathematics being foreign, difficult and abstract, alongside the method of teaching it. The poor performance of students in mathematics has been a major source of concern for school authorities, mathematics educators, mathematician and

stakeholder in mathematics sector. This poor performance has been attributed to several factors which include teaching method, poor background, dislike of mathematics, lack of conducive learning environment which may make it study uninteresting, as well as lots of indiscipline related behaviour associated with the students. The negative consequence of these poor performance affects not only the students but also the educator. Hence the phenomenon continues to perplex all and sundry.

Indiscipline behaviour have been identified in the literature as one of the major factors influencing students' academic performance. Several efforts have been made in the quest to curb this problem both by the government and school authorities in order to have problem nipped at the bud. In Cross River State, the government has put a lot of effort towards the renovation as well as provision of more infrastructure in most public schools, guidance and counsellors have been posted to public schools in the state to help the schools handle students educational and personal social problem, more teachers are also being trained to equally assist as teacher counsellor in order to choose different careers from school. Parent Teacher Association (PTA) were instituted in public primary school and meeting holds regularly in school premises. Also, workshops, seminars and symposia are on-going efforts to equip head teachers and teachers with professional knowledge and skills that will enable them make education as interesting as possible so as to enable it play its part in nation building. However, the government as part of its transformation agenda and in keeping with the yearnings of education stakeholders directed that all public primary school must close at 1:30pm daily in order not to make school work look burdensome, also school on their own part have organized seminars, enrichment activities and counseling sessions to enlightened parents on how well to handle their wards by inculcating good discipline among children at early age, enforcing school rules and regulations more effectively. The present researchers observe that the tendency towards indiscipline related behaviour among primary school students in the school has continued to perplex educational stakeholders and make them restive. This is because the negative impact of condoning these behaviour among students in the school system would be too harmful to the society at large. Students who engage in indiscipline behaviour are involved in activities that undermine their safety and wellbeing as well as create discomfort for themselves and others. Other consequences of indiscipline behaviour like truancy, bullying, dodging of assignment, late coming include punishment from the school authority. Also when students are continually serving punishment,

especially during school hours they would miss out on lessons taught. As a result, students are likely to perform poorly and this may hinder their educational progress in life. As a means to motivate students to strive for excellence in their academic, schools have come up with awards for good performance and also awards like well-behaved awards, hard work, punctuality and so on. The desired qualitative education has heightened the need for the understanding of how and why these indiscipline behaviours came to be, as well as the extent to which it has hampered the achievement of educational goals.

Moreover, the state government has been playing its own part through renovation of schools and providing more facilities and infrastructure and furnishing of school libraries with textbooks in view to improving students' performance. School administrations regularly supervise teaching and learning activities in order to ensure that students' academic performance is improved. Teachers on their part are putting into practice the learner centered approach in their teaching, facilitating and guiding students to be more active in constructing knowledge for themselves.

Despite these efforts, students' poor performance in various subjects offered in school still persists in Calabar Educational Zone as read, witnessed and heard through newspaper and various other media, reports by significant persons in the schools in the area as well as Cross River Television and radio broadcasts, perhaps these efforts have not been directed toward the right direction.

Continuous poor performance in mathematics will eventually worsen the situation of not having economic and technological development in the country, reduced enrolment of students in mathematics related courses in higher institution, thus gradually killing that sector. Thousands of employment opportunities will also become wasted. In this study, the researchers are asking could indiscipline related behaviour such truancy, bullying, lateness to school, absenteeism, unwillingness to do homework and examination dishonest influence primary school students' academic performance in mathematics? It was in a bid to answer this question that this study was carried out.

2. Literature Review

2.1 Absenteeism behaviour and academic performance

Absenteeism as some studies have shown, disturb the dynamic teaching and learning environment by

creating a dead and tiresome unpleasant classroom environment that makes students who come to class uncomfortable and irritable. It is apparent that when learner absenteeism is excessive, it impacts negatively on learning, truncates the teaching process leading to a decline in overall student's academic performance. Students who attend school regularly are found to have better teacher-learner interaction, problem solving skills, peer relationships and language development compared to absentees. Absenteeism can be associated with poor academic performance and dropout of school. Students who are chronically absent from school are more likely to struggle academically and have greater chance of becoming dropouts. (Simink and Reimer, 2005). In other words, those that missed classes regardless of the reason, lose the opportunity to gain skill and knowledge to be academically successful and subsequent loss of long-run benefits. It can also result in failure to fulfill major responsibility in school and work. Studies shows that one of the significant costs associated with absenteeism is violation of social norms and the right of others, criminal activity and display of various antisocial behaviours. Uche and Maliki (2013) stressed that absenteeism and dropout can be caused by difficult terrain and long distances from school which tempt or force children to withdraw prematurely from school. Also, absenteeism can be influenced by many factors such as environment, anxiety, parental attitude, phobia, personality traits, poor teaching skills etc.

According to Bill Carlson (2012), the main influence of absenteeism on the pupil is low academic performance. He explains that students who miss most of their instructional hours are in no doubt behind the school's curriculum, based on which they are assessed at the end of the term. It is rarely likely for a regular absentee to perform creditably in school because, he or she is not abreast with what goes on in the school. He stresses that, an absentee pupil is likely to have attitudinal and behavioral issues leading to drop out. Similarly, Milikah Walters (2010) find in a study conducted that absenteeism leading to school drop outs has long term effects such as, lower income, higher incidences of unemployment and likelihood of social vices.

It is undeniable fact that some truants perform very badly in exercise, tests and examination. since they are not regular in class to cope with lesson treated. Besides, truants are always disturbed when they come to school because their friends laugh at them when they are punished for not coming to school, they feel bad and humiliated the result is that, they end up being dropout or involve themselves in immoral activities like stealing. In his view Malikah (2015), asserts that

school absences cause valuable loss of instructional education time. Attending school regularly is a vital factor in school success for both students and teachers. Excessive school absenteeism is often linked to poor school academic achievement, difficulty in making friends which could lead to boredom and loss of confidence. so, school attendance by students plays an integral role in the success and educational advancement levels of any academic institution and all students enrolled.

Successful school cannot survive if students are not physically present. According to Williams (2014) excessive absenteeism by students may result in unlearned course material from fewer hours of instruction, and disruption of class instruction for teachers who have to administer remediation for the absent student when he returns to school. Williams (2014) goes on to say, absenteeism by students may additionally result in poor academic achievement because students are not receiving instruction on a consecutive basis. This problem also causes low test scores because absent students are not present to learn by concepts and skills are assessed on exams.

Amalu and Abang (2015) carried out a study to examine the causes of school absenteeism among primary school students and the effect of school absenteeism among primary school students. Two research questions were posted to guide the study. The study is descriptive in nature and it adopted a survey design. Multistage sampling technique involved stratified and simple random technique were used for the selection of three hundred and twenty (320) secondary school students from sixteen (16) primary schools in eight (8) selected local government area in three (3) senatorial district in Cross River State. A self-developed fifteen (15) items questionnaire titled "Absenteeism Questionnaire (SAQ) structured by the researcher was used to collect data for the study. The Cronbach Alpha coefficient 0.70 ascertained the reliability of the instrument used in the study. The finding revealed that financial constraints, lack of interest, illnesses, pampering from family, location of school were the major causes of absenteeism among students. Based on the result it was recommended among others that parents and their children/wards should be counselled on the effect of absenteeism on school performance and its long-term consequence on national development. The study by Jhemson (2016) aim to determine the effects of absenteeism among fourth year students to their learning performance in San Agustin National High School, Philippines. The study adopted descriptive design was used in the study and instruments for data collection were 4 set questionnaires for teachers and students. Data were

analyzed using mean standard, frequency and chi-square. The aim of study by Musa (2014) is to investigate absenteeism and truancy and their impact on the academic performance of secondary school student in Ogun State. Survey research design was adopted for the study. Two hypotheses were formulated to guide the study. The sample consisted of two hundred SSS 2 students that were randomly selected from five selected secondary schools. A structured four point scale questionnaire titled Non-school Attendance Assessment Scale (NAAS) was constructed by the researcher and used to collect data for the study. Data analysis was done by use of simple percentages and weighted mean. All the hypotheses were tested at 0.05 level of significance. Finding revealed that peer group factors, socio-economic background of student, poor academic performance of students, are contributory factors to absenteeism and truancy in our secondary school. Based on the finding it was suggested that, parents should guide their children and be of good models, also they should pay serious attention to financial and material needs of these children.

Mafa (2018) stated that a learner who experiences high rates of family related factors such as having parent with little or no educational background, unemployed mother and shortage of food shortages at home is likely to miss 10% or more of school year compared to their peers with more positive family related factors. Sahin and Arseven (2016) carried out research to determine the causes of student absenteeism and school dropout in primary, secondary and high school students in Duzce province. A semi-structured interview was used to obtain data from 64 principals of selected schools.

Senyamator, Gyimah and Minadzi (2018) employed purposive sampling technique to select 34 students from Junior Secondary Schools 1-3 attending Felicomfort JHS at Amamoma in order to determine the factors affecting the students' absenteeism. The analysis of the data using Predictive Analytical Software (PASW) found a learner absenteeism prevalence rate of 71.4%. The major in-school factor responsible for this rate of absenteeism was teachers' inability to care and find out from students the cause of their absenteeism In-School Factors Cook and Ezennne (2010) stated that the main causes of student absenteeism is related to school factors especially school curricula. A study by Seeley, Tombari, Bennett and Dunkle (2011) found a connection between school bullying and learner absenteeism. They stated clearly that if bullying can succeed in reducing a learner engagement in school work, it can also succeed in keeping the learner away from class.

2.2 Tendency to lateness behaviour and academic performance

The study by Onolemhehen and Omonigbo (2022) sought to determine whether academic stress, depression or emotional stability is responsible for lateness to school among secondary school students in Esan West Local Government Area of Edo State. The study adopted the descriptive survey design. A total sample of one hundred and sixty three (163) secondary school students was used for the study. The instrument for data collection were a questionnaire titled psychosocial factors to lateness survey questionnaire (PFLSQ) Data collected was analyzed using mean and standard deviation and data was analyzed using SPSS version 20. The result showed that academic stress, depression and emotional instability predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State. It was recommended that schools should operate a strict and functional punctuality policy whereby every student, teacher or any other staff of the school that resumes after a particular scheduled time will not be allowed into the school premises.

Onoyase (2017) carried a study to investigate lateness as a recurrent problem among secondary school students in Akoko South East Local Government Area of Ondo State. The study adopted ex-post facto design which utilized descriptive method. Four hypotheses were formulated for the study with 20 items questionnaire title causes of "lateness to school questionnaire" (COLTSQ) for data collection. Data collected were analyzed and the t-test statistics was used to test the hypotheses at 0.05 level of significance. The findings shows that there is no significant difference between male and female students in their identification of electronic media as a reason for lateness to school, there is no significant difference between students from high and low socio-economic status in their identification of broken home as a reason for lateness to school, there is no significant difference between student in urban and rural areas in their identification of cultural background as a reason for lateness to school. Based on findings, it was recommended that parents should put in place enforceable rules or time for watching television programmes at night and ensure that their children go to bed early.

The study by Adegunfor, Ola and Agubssi (2019) was to investigate the factors responsible for student lateness to school as expressed by Nigeria teachers in elementary school. The study is descriptive in nature. A sample of two hundred (200) teachers in elementary schools was drawn from the total population of the

teachers in Osogbo, Osun State, Nigeria. The instrument for data collection were twenty (20) item questionnaire title Factors Responsible for Lateness to School Questionnaire (FRLSQ) was constructed by the researchers and used to collect data for the study. Data obtained were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research question, while analysis of variance tested at 0.05 level of significance using test statistical tools. The result revealed that the factor responsible for students' lateness to school as expressed by Nigeria teachers in elementary schools are poor preparation for school, going late to bed, distance of school from home, high level of poverty, peer pressure, single parenting among others. Based on the finding it was concluded that the factors responsible for lateness to school are enormous and practical solutions were recommended ranging from administrative improvement to learner behavioural change.

The purpose of study by Mary, Sam and Lydia (2021) is to examined factors that influence the late coming of both male and female learners in selected schools in the Soshangure Township in South Africa with a view to assessing their impact on learner academic performance and emotional stability within the school environment. The study used exploratory descriptive design. The sample of the study comprised eighty purposively selected learners from six (6) selected schools in Soshangure Township and the instruments for the data collection were twenty (20) items questionnaire which participants respond. The data was collected from respondents through semi-structure interview. The information collected were analyzed using descriptive statistics. Result was analyzed using analysis of variance and paired simple t-test. The finding shows that factors such as mode of transportation to school geographical location of school/homes, learner involvement in household chores, watching television at night, sleeping late and child care responsibilities are predominantly responsible for late coming. The study further revealed that male learners were more often late for school compared female learners. Late coming of female learners hinged to a large degree on domestic factors while the late coming of male learners reluctant to change the habit as it was not perceived to be an emotional disturbance while female learners were amenable to habit change. Likewise, the study by Maile and Olowoyo (2017) investigated the causes of late coming among high school student in selected secondary schools of Shoshangure, Pretoria South Africa. The study adopted a multiple case study research. Purposive sampling technique was used to draw sample from the population. Data was collected

from respondent through qualitative approach. The finding revealed that late-coming is common among learners in selected secondary schools of Shoshangure. Learners in selected secondary schools of Shoshangure, it was commended practical solutions ranging from administrative improvement to learner behavioural change.

In another study, Chukujindu, James and Chiamaka (2020) investigated the relationship between late resumption on the academic performance of English education students in Benson Idahosa University, Benin City, Edo State, Nigeria. The purpose of this study was to examine the relationship between late resumption on the academic performance of English education students in Benson Idahosa University. To guide the study, two research questions were raised and two hypotheses were formulated. The study employed descriptive survey employing ex-post factor research design and the population of the study comprised of all English education in Benson Idahosa University. Total number of 104 full-time education students in levels 100 – 400 in the department were used as the sample for the study. The research instrument used for this study was a questionnaire, the analysis of data obtained showed that there is a significant difference between the academic performance of male and female students that resume lately to academic activities among education students in Benson Idahosa University. Based on the findings of this study, it was therefore, recommended that Benson Idahosa University authority and lecturers should emphasize on student's early resumption as late resumption has a negative influence on their students' academic performance.

2.3 Tendency to examination dishonesty and academic performance

Examination malpractice is any activities of a student or group of students whose purpose is to give any of them higher grades than they would likely receive on the basis of their own achievements. Examination malpractice has far reaching effects on the educational system and society at large. It poses a serious effect on the purpose of education (Kolawole, 2019) has many effects on the students, the teachers, the educational institution and the educational system. Student who is in it are most likely to grow with lack of self-confidence especially in future examinations. They are also more likely to be dishonest in life. Examination malpractice is an unlawful behaviour or activity engaged in by students to have personal advantage in an examination over their colleagues or mates who are taking the same Olushola (2013). Examination malpractice could be committed before, during or after

the examination Dike (2012) from the psychological point of view saw examination malpractice as all forms of cheating which directly or indirectly falsify the ability of the students. It refers to counter practice that is against the ethics of examination. It is also an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process.

The study by Cornelius-Ukpepi, and Erukoha (2012) was carried out to determine the perception of examination malpractice and academic performance in primary science. The purpose of the study was to determine the extent to which students perception of examination malpractice relate to their academic performance in primary science. Three research questions and three hypotheses guided the study. Ex-post facto design was adopted for the study. The population of the study comprises 68,201 sixth grade students selected through simple random technique from the three educational zones in Cross River State. The instruments, the perception of examination malpractice questionnaire (PEMQ) and a 50 item primary science achievement scores were used to collect information from sample used in the study. The data collected were analyzed using Pearson product moment correlation and one-way analysis of variance tested at 0.05 level of significance. The result showed that there is significant relationship between examination malpractice and academic performance.

Ayang, Edu & Edu (2012) investigated the relationship between parental childrearing patterns on senior secondary school students' tendencies towards delinquencies and their consequent academic performance in Ikom Education Zone of Cross River State. Three dimensions each of childrearing patterns were identified and used to formulate 1 null hypothesis that directed the study. A 20-items questionnaire was used in generating data from 1,080 Senior Secondary II students as the sample from 7 out of 16 senior secondary schools, using the stratified and proportional random sampling procedures and based on the ex-post Facto research design. Data analysis was by the descriptive, one-way ANOVA and Fisher's least significant difference (LSD) multiple comparison statistics. It was found that parental childrearing patterns significantly influence the delinquent acts of examination malpractices and consequent poor academic performance of these students in the study areas. It was concluded that the delinquent acts of students' involvement in examination malpractices is due to poor parenting, which has contributed to the consequent poor academic performance of Nigerian students in external examinations. It was recommended that government should among others,

expand senior secondary school studies as well as employ more guidance and Counselors to cause attitudinal changes in students to improve their academic performance.

Emaikwu, Sunday Oche (2012) carried out a study titled Assessing the impact of examination malpractices on the measurement of ability in Nigeria. The purpose of the research work was to assess the impact of examination malpractices on the measurement of ability in Nigeria. The design of this study is survey research. A sample of 300 students and 100 lecturers randomly selected from four universities in North Central Nigeria was used for the study. The instrument for data collection was a structured questionnaire developed by the researcher. Four research questions were answered and one hypothesis was tested. The result indicates that lecturers and students indulge in examination malpractice in Nigeria. It is affirmed that examination malpractice is caused by undue emphasis on paper qualification, fear of failure and inadequate preparation among other factors. The result also shows that the major types of examination malpractice being perpetuated in universities are possession of 'foreign materials' during examination, collusion by students to cheat in examination and continuous assessment malpractice. It reveals further that examination malpractice leads to lack of confidence in Nigerian educational products, results in half-baked graduates, discourages hard work and lowers the standard of education. The article maintains that the calamity of examination malpractice is not just the havoc it wrecks in our educational system but the gradual indoctrination of youths into the practice of fraud. It is recommended that examination malpractice legislation should be enforced and that guidance and counseling services be adequately provided in universities to minimize the incidence of examination malpractice.

The study by Udofia and Sambo (2021) examined the perception of senior secondary school science student on the extent of teacher's involvement in examination dishonesty in Akwalbom State, Nigeria. A total sample of 600 SSIII students selected through stratified random technique out of population of 6300 SS 3 science students in 2019/2020 session both public and private schools in Akwalbom State. Survey design was used in the study and the instruments for data collection were obtained through a questionnaire tagged science teachers examination dishonesty questionnaire (STEDQ) for principals. Data collected were analyzed using the mean and standard deviation. The study revealed that science teachers were involved in examination malpractice in the area of supporting extortions of money from students. Based on the

findings it was recommended among others that science teachers should be given value re-orientation as well as improved upon their salaries, this will help to curtail examination dishonesty and also teachers should spend more time in preparing students for examinations. If they do it, it is likely that the science teachers would have confidence on their students' capability of facing the examination without any assistance.

3. Research Methodology

The research design adopted for this study is the correlational design. This design is chosen because this research is designed to explore the nature of statistical or pure relationship between the independent and dependent variables. The study area is the Calabar Education Zone of Cross River State, Nigeria. The population of the study comprised of all the 8,770 secondary school students of which 4,330 are male while 4,440 are female in seven local government in Calabar Educational Zone in Cross River State for 2022/2023 academic session. The study adopted stratified proportionate sampling technique. The stratified sampling technique help to select schools from the different strata of the population. The sample of this study comprised of 345 which is 5% of secondary school students selected from five local government areas in Calabar Educational Zone of Cross River State. Two instruments were used for data collection. The first was a fifteen (15) item instrument titled "Tendency to indiscipline related behaviour questionnaire (TIRBQ)" and a 30 item achievement test in mathematics for students were designed by the researcher for the data collection. The questionnaire were a modified four point likert scale type. The Tendency to indiscipline related behaviour rating scale questionnaire (TIRBQ) was divided into two sections of A and B. section A tendency to indiscipline behaviour which includes tendency to lateness to school, tendency to absenteeism and tendency to examination dishonesty with five item each. Each response on section B of the TIRB was given a range of responses from strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The mathematics achievement test was constructed to provide a measure for students' academic performance

in the subject. The 30 multiple choice items in the test were developed from a unit of scheme of work of the secondary school students to reflect three levels of cognitive domain (memory, comprehension and application). Each question had four option lettered A – D.

Two kinds of validity are established for the instrument of this study. These are the face and content validity. The face validity was established by giving the items developed to the experts who identified flaws and errors, which were corrected with the assistance of the supervisors, who thereafter certified the face validity of the instruments. The content validity was established through the development of the table of specification. To establish the reliability estimate of the instrument used for this study, the Cronbach Alpha method was adopted. The reliability of the mathematics achievement test was determined using Kuder Richardson 20 reliability estimate which gave reliability coefficient of 0.75

The researcher first visited the sampled schools to familiarize with the school authority and explain the purpose of the study. Secondly, the class teachers assisted the researcher to administer the instruments after selecting the number of students required from each of the schools. The respondents were informed of the exercise and essence of giving objective responses to the items. The respondents were also told to be honest in their responses to the items as the information obtained would be treated with all amount of confidentiality and used for the research purpose only.

4. Presentation of Results

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

Hypothesis one: Truancy does not significantly relate to students' academic performance in mathematics. The independent variable in this hypothesis is truancy; while the dependent variable is students' academic performance in mathematics. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

Table 1: Simple regression result of the relationship between truancy and students' academic performance in Mathematics

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.493(a)	.243	.241	1.57523	
Model	Sum of square	df	Mean square	F	p-value
Regression	266.707	1	266.707	107.485	.000(a)
Residual	828.766	334	2.481		
Total	1095.473	335			

* Significant at .05 level.

The simple regression analysis of the relationship between truancy on the students' academic performance in mathematics yielded a coefficient of multiple regression (R) of .493 and a multiple regression R-square (R²) of .243 and an adjusted R² of .241. The adjusted R² of .241 indicated that the truancy accounted for 24.1 % of the determinant students' academic performance in mathematics in the study area. This finding is a critical indication that Truancy is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 107.485 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 334. The implication of this result is that truancy is a significant relate toor of students' academic performance in mathematics. The identified equation to understand this relationship was that students' academic performance in mathematics = 13.094 + .403 (truancy)

Hypothesis two: There is no significant relationship between lateness to school and students' academic performance in mathematics. The independent variable in this hypothesis is lateness to school; while the dependent variable is students' academic performance in mathematics. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 2.

Table 2: Simple regression result of the relationship between lateness to school and students' academic performance in Mathematics

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.601(a)	.362	.360	1.44710	
Model	Sum of square	df	Mean square	F	p-value
Regression	396.041	1	396.041	189.122	.000(a)
Residual	699.432	334	2.094		
Total	1095.473	335			

* Significant at .05 level.

The simple regression analysis of the relationship between lateness to school on the students' academic performance in mathematics yielded a coefficient of multiple regression (R) of .601 and a multiple regression R-square (R²) of .362 and an adjusted R² of .360. The adjusted R² of .360 indicated that the Lateness to school accounted for 36.0% of the determinant students' academic performance in mathematics in the study area. This finding is a critical indication that Lateness to school is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 189.122 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 334. The implication of this result is that Lateness to school is significant relate toor of students' academic performance in mathematics. The identified equation to understand this relationship was that students' academic performance in mathematics = 6.473 + .678 (Lateness to school)

Hypothesis three: Examination dishonesty does not significantly relate to students' academic performance in mathematics. The independent variable in this hypothesis is examination dishonesty; while the dependent variable is students' academic performance in mathematics. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 3.

Table 3: Simple regression result of the relationship between examination dishonesty and students' academic performance in Mathematics

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.733(a)	.538	.536	1.23145	
Model	Sum of square	df	Mean square	F	p-value
Regression	588.975	1	588.975	388.387	.000(a)
Residual	506.499	334	1.516		
Total	1095.473	335			

* Significant at .05 level.

The simple regression analysis of the relationship between examination dishonesty on the students' academic performance in mathematics yielded a coefficient of multiple regression (R) of .733 and a multiple regression R-square (R²) of .538 and an adjusted R² of .536. The adjusted R² of .536 indicated that the examination dishonesty accounted for 53.6% of the determinant students' academic performance in

mathematics in the study area. This finding is a critical indication that examination dishonesty is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 388.387 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 334. The implication of this result is that examination dishonesty is a significant relate toor of students'

academic performance in mathematics. The identified equation to understand this relationship was that students' academic performance in mathematics = $13.609 + .423$ (examination dishonesty)

5. Discussion of findings

The result of the first hypothesis indicated that there is a significant relationship between truancy and students' academic performance in mathematics. The finding of this hypothesis is in agreement with the view of Landan (2018) who showed that there was no significant difference between male and female students on the cause of truancy among primary school students in Zaria Local Government Area of Kaduna State. There was a significant gender difference on favour of male students on the effect of truancy among primary school students. It was recommended that the schools should ensure that truancy is reduced to the barest minimal by ensuring good student teacher relationship is maintained, threat and bullying is reduced, security of the students is guaranteed at all times, the parents of the students should ensure that the needs of their children are taken care of at all times.

It was recommended that parents should be encouraged to address their children's physical and emotional requirement, also keep an eye on their children to ensure that they complete their homework and attend school on a regular basis and also education groups and the government should work together to ensure that every child of school age attend school and law enforcement should take any student found outside during school hours into custody.

Bassey, Achigbe & Otu (2016) also revealed that truancy significantly influence the academic performance of secondary school students. Based on the findings, it concluded that well behaved student should be given special recognition/award by the school and other well-meaning individuals as recommended by the school authority. Agege (2010) also showed that truancy affected the academic performance of secondary school students negatively to a very high extent. This implies that for students to achieve their educational goals there is need for them to abstain from truancy and absenteeism. The study recommended among others that the school authorities should be strict on their rules and regulation, especially as it pertains to school attendance of students and truancy.

Adelabu, Oyelana and Adelabu (2016) also showed that students that came from moderate family socio-economic background stayed at school more than the less privileged students who came from low family

socio-economic background. In view of the above points, it is recommended that for vast punctuality of students to be adequately maintained within secondary schools in Nigeria, government should provide the necessary learning materials, conducive environment, sufficient and qualified teachers for effective teaching. In addition, the government should establish the monitoring and evaluating team to visit various schools and assess both teachers and students' promptness. The study also recommends that all teachers should create positive interest among their students and encourage them to always show more interest on the school extra-curriculum activities or classroom activities in order to stay in the school. Parents should visit their children at schools for at least once or twice in a month and the students in question should be willing to learn at any point in time.

The result of the second hypothesis showed that lateness to school has a significant relationship with students' academic performance in mathematics. The finding of this hypothesis is in line with the study of Manguro, Whitney and Charka (2011) who observed that there has been a high prevalence of indiscipline among learners at all levels of the Nigerian educational system and that the most common students' behaviour problems include lateness, not doing home work and stealing. Many factors that could make students get late or develop the habit of getting late to school, have been identified as sleeping late, poor preparation for school, school factor, illness, economic influence and family background watching film at night, lack of motivation for school, engagement in too many house chores and lack of stringent rules in school against lateness. Also, social status of parents could influence students' lateness to school.

The result of the third hypothesis revealed that examination dishonesty has a significant relationship with students' academic performance in mathematics. The finding of this hypothesis is in line with the view of Cornelius-Ukpepi, and Eukoha (2012) who showed that there is significant relationship between examination malpractice and academic performance. Ayang, Edu & Edu (2012) also found that parental childrearing patterns significantly influence the delinquent acts of examination malpractices and consequent poor academic performance of these students in the study areas. It was concluded that the delinquent acts of students' involvement in examination malpractices is due to poor parenting, which has contributed to the consequent poor academic performance of Nigerian students in external examinations. It was recommended that government should among others, expand senior secondary school

studies as well as employ more guidance and Counselors to cause attitudinal changes in students to improve their academic performance.

6. Conclusion / Recommendations

Based on the results and findings of the study, the following conclusions were reached. Bullying, absenteeism, truancy, lateness to school and examination dishonesty significantly relate to students' academic performance in mathematics. Based on the findings of the study, the following recommendations were made:

Students should be made to understand the dangers of examination malpractice and culprits caught in examination should be used to set good examples for others to enable them model adequate behaviours and study hard for their examination.

Parents should put in place enforceable rules or time for watching television programmes at night and ensure that their children go to bed early.

In order to handle verbal and developing cyber-bullying, school guidance and counseling should be improved by having qualified teacher-counselors.

School should provide counselling and support services for students who might be victim of emotional bullying in order to enable them meet up academically.

The government should improve the living standards and socio-economic capacity of parents.

The schools should ensure that truancy is reduced to the barest minimal by ensuring good student teacher relationship is maintained, threat and bullying is reduced, security of the students is guaranteed at all times, the parents of the students should ensure that the needs of their children are taken care of all at all times.

References

- Adegunfor J., Ola, O. O. & Agubssi, M. N. G. (2019). Prevalence, cause and effect of bullying to tertiary institutions in Cross River State, Nigeria. *Journal of Education and Practice* ISSN 222 – 1735 (paper) ISSN 2222 – 2884 (online) vol. No. 29, 2016.
- Adelabu, O.J., Oyelana, A.A, & Adelabu, O.A. (2016). The relationship between Socio-economic Status on Truancy among Secondary School Students. *International Journal of Education Science*. 12(1): 45-49.
- Amalu, M. N. & Abang, K. B. (2015). School absenteeism among primary school students in cross river state: psychological implications for national development. *Global Journal of Educational Research*, 15, 49-56.
- Ayang, E. E., Edu, D. O. & Edu, G. O. (2012). Influence of parental childrearing patterns on senior secondary school students' tendencies towards delinquencies and their consequent academic performance in Ikom Education Zone of Cross River State. *Journal of Resourcefulness and Distinction*, 4 (1),1-9
- Bassey E., Achigbe M. & Otu B. (2016). Correlates of Examination Irregularities in Tertiary Institutions in Cross River State. *International Journal of Research in Basic and Lifelong Education* .5(1&2)173-180.
- Chukwjiindy, J. O., James, O. A. & Chimaka, Y. B. (2020). Influence of late resumption on the academic performance of English education students in Benson Idahosa University, Benin City Edo State, Nigeria *International Journal of Research and Innovation in Social Science* (1) RISS vol. iv Issue ix, September, 2020.
- Cornelius-Ukpepi, B. U. & Enuokoha, O. I. (2012). A perception of examination malpractice and students' academic performance in primary schools in Cross River State, Nigeria. *Journal of Education and Learning*, 1 (2), ISSN 1927 – 5269.
- Cornelius-Ukpepi, B. U. (2010). Effective reading for passing internal and external examination, Calabar: Hodo MPCS Ltd.
- Dike, O. (2012). Male and female difference in self report cheating. *Practical Assessment, Research and Evaluation* 8 (5). Retrieved November 30, 2003.
- Eraikhuemen, L. & Ofeze, K. I. Zole students' choice of Mathematics as a course of study: Implication for scientific and technological development ABACUS: *Journal of Mathematical Association of Nigeria*, 33.1: 64 – 69.
- Jhemson, O. A. (2016). A study of the management of learners' absenteeism in schools organization in Nigeria. *Journal of Humanities and Social Sciences*. ISSN 2225 – 0484.
- Kolawole, O. P. (2019). The cause and effects of examination malpractices on educational standard. A case study of selected secondary schools in Oyun Local Government Area of Kwara State. *International Journal of Social, Politics and Humanities*. Retrieved from <http://zambrut.com/2014/02/17/what-is-creating>

- Mafa, D. (2018). Learner absenteeism in a rural, small town: a case study of Kogma Great Kai. *Educator Multidisciplinary Journal*, 2 (1), 7-31.
- Maile, S. & Olowoyo, M. M. (2017). The causes of late-coming among high school students in Soshangure, pretrial South African. *Pedagogical Research*, 2 (2) 04 <http://doi.org/10.2087/pr/8095>
- Manguro, A., Whitney, S. D. & Chareka, O. (2011). The crisis of student misbehavior in Zimbabwean public school: Teachers' perception on impact of macro-socio-economic challenges. *International Journal of Educational Administration and Policy*.
- Mary, S. & Lydia (2021). International Journal of Learning, teaching and educational research vol. 20 No. 7, pp 291 – 307 July 2021.
- Musa, M. & Danda, E. S. (2014). Trends analysis of students' mathematics performance west African senior school certificate examination from 2003 to 2012: Implication for Nigeria's vision of 20:2020. *British Journal of Education*, 2 (7).
- Olushola, M. (2013). Report card on the ethics of America youths: Los Angeles, CA: Josephson institute of ethics.
- Onolemhemhen, P. E. & Akpede, Mabel Omonigho (2022). Psychosocial variables predisposing lateness to school among secondary school students in Esan West Local Government Area Edo State, Nigeria. *European Journal of Education Studies*. ISSN: 2501 – 1111.
- Salifu, I. & Agbenyega, S. S. (2016). "Impact of discipline issue on school effectiveness. The views of some Ghanaian principals". *Journal of Education Studies. Trends and practice*, 2 (1) 50 – 65.
- Senyamefor, F., Gyimah, E. K., & Minadzi, V. M. (2018). Factors Affecting Students' Absenteeism at Felicormfort Junior High School (JHS) in Cape Coast, Ghana. *Journal of Education and Learning*, 7 (6), 138-149.
- Udofia, S. E. & Sambo, D. D. (2021). Examination dishonesty among senior secondary school science teachers as perceived by SS3 students in AkwaIbom State, Nigeria. *Journal of Resourcefulness and distinction*, 18 (1) ISSN 2276 – 9676
- Williams, L. L. (2014). Student absenteeism and truancy: Technologies and interventions to reduce and prevent chronic problems among school age children.