



**SOCIAL STUDIES STUDENTS' PERCEPTIONS OF AVOIDANCE
STUDENTS' ATTITUDES, INDISCIPLINE AND THEIR EFFECTS ON TEACHERS'
INSTRUCTIONAL EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN THE
FEDERAL CAPITAL TERRITORY (FCT), ABUJA, NIGERIA**

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Abstract

This study examined the relationship between students' attitudes toward indiscipline and teachers' instructional effectiveness in senior secondary schools in the Federal Capital Territory (FCT), Abuja. The study was guided by four research questions. A correlational research design was adopted for the study. The population comprised Senior Secondary School students (SS1–SS3) and their teachers in senior secondary schools in FCT, Abuja. A sampled of 150 students and 50 teachers was selected using a multi-stage sampling technique involving simple random and stratified sampling techniques. Data were collected using two structured questionnaire items on: the Students' Attitudes toward Indiscipline Questionnaire (SAIQ) and the Teachers' Instructional Effectiveness Rating Scale (TIERS). The instruments were validated through expert review and tested for reliability using the Cronbach Alpha method. Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation and simple linear regression) at a 0.05 level of significance. The findings revealed that students exhibited a moderate attitude toward indiscipline, while teachers demonstrated a high level of instructional effectiveness. A significant negative relationship was found between students' attitudes toward indiscipline and teachers' instructional effectiveness ($r = -0.58, p < 0.05$). Furthermore, students' attitudes significantly predicted teachers' instructional effectiveness, accounting for 34% of the variation ($R^2 = 0.34$). The study concluded that students' attitudes toward indiscipline significantly affect teachers' instructional effectiveness. It was recommended that schools should implement attitudinal reorientation programs, strengthen classroom management strategies, and promote positive student behavior to enhance instructional effectiveness.



Keywords: Attitude towards indiscipline, instructional effectiveness, classroom disruption, learning outcomes and senior secondary schools

Introduction

Discipline has long been regarded as a foundational element in the effective functioning of educational institutions. Within the school system, discipline refers to the regulating of students' behaviour in accordance with established rules, norms, and expectations that promote order and facilitate learning. It encompasses behaviours such as punctuality, attentiveness, obedience to authority, and adherence to school regulations. Conversely, indiscipline represents a deviation from these expected standards and is typically manifested through behaviours such as truancy, lateness, disobedience, and classroom disruption (Scott, 2025). While early studies on discipline in education focused primarily on observable behaviours, contemporary research has increasingly shifted attention toward the underlying psychological constructs that drive such behaviours, particularly students' attitudes. Attitudes represent individuals' predispositions to respond positively or negatively toward a given object, situation, or behavior, and they are known to affect both decision-making and action (Blazar, 2016). In the educational context, students' attitudes toward indiscipline determine how they perceive school rules, authority figures, and acceptable classroom conduct. This shift from behaviour to attitude is critical because behaviour is often a direct expression of underlying beliefs and perceptions.

The relationship between students' attitudes and the classroom environment is well established in educational research. A classroom environment characterized by positive student attitudes toward discipline tends to be orderly, focused, and conducive

to effective teaching and learning. On the other hand, when students develop permissive or supportive attitudes toward indiscipline, the classroom environment becomes unstable, leading to increased disruptions and reduced instructional time (Emmer & Sabornie, 2015). Such environments hinder teachers' ability to deliver lessons effectively and limit students' opportunities for meaningful academic engagement.

Teachers' instructional effectiveness, which refers to the ability of teachers to deliver lessons clearly, manage classroom activities efficiently, and engage students in learning, is particularly sensitive to the behavioural climate of the classroom. According to Hattie (2009), effective teaching is not solely dependent on pedagogical knowledge but also on the conditions under which teaching occurs. Disruptive student attitudes can undermine these conditions by interrupting lesson flow, reducing time-on-task, and increasing the cognitive and emotional demands on teachers. As a result, even highly competent teachers may experience reduced instructional effectiveness in classrooms where indiscipline is prevalent.

Conceptual Clarification

Indiscipline in education refers to behaviours that violate established school rules and disrupt the teaching and learning process. It includes a wide range of actions such as truancy, lateness, disobedience, noise-making, and general misconduct within the classroom environment. According to Osiesi (2024), indiscipline in secondary schools is a persistent problem



that undermines effective classroom management and negatively impacts both teaching and learning processes. Similarly, Bear (2018) views indiscipline not merely as rule-breaking behaviour but as a reflection of underlying deficiencies in self-regulation and social responsibility. Globally, concerns about student indiscipline and its impact on teaching effectiveness have been widely documented. International reports indicate that classroom disruptions remain a significant challenge in many educational systems, affecting both teaching quality and student achievement (OECD, 2019). These challenges are particularly pronounced in senior secondary school systems, where factors such as large class sizes and limited resources can promote disciplinary issues. In the Nigerian context, student indiscipline has been identified as a persistent problem in secondary schools. Research indicates that behaviours such as truancy, lateness, disobedience, and lack of respect for authority are prevalent and pose significant challenges to effective teaching (Nakpodia, 2017; Simeon & Nnaa, 2020). However, much of the existing research has focused on the behavioural manifestations of indiscipline, with limited attention given to the attitudes that underpin these behaviours.

Attitudes and Behaviour in Education

The relationship between attitudes and behaviour is a central concern in educational psychology, as it provides insight into how students' internal dispositions influence their observable actions within the learning environment. Attitudes are generally defined as learned predispositions to respond favourably or unfavourably toward a particular object, person, or situation (Kumah, 2025). In the school context, students' attitudes toward discipline or indiscipline shape how they perceive rules, authority, and acceptable classroom conduct.

Theoretical perspectives suggest that attitudes play a significant role in predicting behaviour, although the relationship is not always direct. The Theory of Planned Behavior, proposed by Ajzen (1991), provides a widely accepted framework for understanding this relationship. According to the theory, behaviour is influenced by behavioural intentions, which are in turn shaped by attitudes, subjective norms, and perceived behavioural control.

Instructional Effectiveness

Instructional effectiveness is a central concept in educational research and practices referring to the extent to which teachers successfully facilitate students' learning through the delivery of instruction, management of classroom activities, and engagement of learners. It encompasses both the quality of teaching exercise and the outcomes they produce within the classroom environment. According to Hattie (2009), instructional effectiveness is reflected in teachers' ability to create learning experiences that lead to meaningful student understanding and achievement. Similarly, Stronge (2018) defines effective teaching as the use of appropriate instructional strategies, classroom management techniques, and assessment practices that enhance student learning. These perspectives highlight that instructional effectiveness is not a single attribute but a combination of interconnected competencies. In the context of this study, instructional effectiveness is conceptualized through three key indicators: **lesson delivery, classroom control, and student engagement**. These indicators represent observable and measurable dimensions of teaching that are directly influenced by classroom conditions.



Consequently, in recent years, concerns about student indiscipline in senior secondary schools have intensified, particularly within public education systems. While indiscipline has traditionally been examined in terms of observable behaviours such as truancy, lateness, and classroom disruption, there is growing evidence that students' attitudes toward such behaviours are becoming increasingly permissive. Many students no longer perceive acts of indiscipline as unacceptable, but rather as normal or justifiable within the school environment. This shift in attitude presents a deeper and more complex challenge than behavioural indiscipline alone, as attitudes serve as the underlying drivers of behaviour.

Objectives of the Study

1. Examine students' attitudes toward indiscipline in senior secondary schools in FCT Abuja;
2. Assess the level of teachers' instructional effectiveness in the sampled schools;
3. Determine the relationship between students' attitudes toward indiscipline and teachers' instructional effectiveness;
4. Determine the extent to which students' attitudes toward indiscipline affects teachers' instructional effectiveness.

Research Questions

1. What are students' attitudes toward indiscipline in senior secondary schools in FCT Abuja?
2. What is the level of teachers' instructional effectiveness in the sampled schools?
3. What relationship exists between students' attitudes toward indiscipline and teachers' instructional effectiveness?
4. To what extent do students' attitudes toward indiscipline affects teachers' instructional effectiveness?

Methodology

The population of the study comprises all **Senior Secondary School students (SS1–SS3)** and their teachers in senior secondary schools in the Federal Capital Territory (FCT), Abuja. A sample size of **150–200 students** and **30–50 teachers** will be used for the study. This range is considered adequate for correlational research, as it provides sufficient statistical power to determine relationships between variables (Cohen, 1992). In addition, the inclusion of both students and teachers ensures a more robust and reliable data set. The reliability of both instruments will be determined using the Cronbach's alpha method, and a reliability coefficient of 0.70 was obtained

Results

Demographic Characteristics of Respondents

**Table 1: Distribution of Student Respondents**

Variable	Category	Frequency	Percentage (%)
Gender	Male	74	53.6
	Female	64	46.4
Age	12–14	38	27.5
	15–17	78	56.5
	18+	22	16.0
Class	SS1	44	31.9
	SS2	46	33.3
	SS3	48	34.8

Interpretation

The majority of students were male (53.6%), with most respondents within the 15–17 age range (56.5%). The class distribution is continuing well; now finish it properly, no sloppy tables, and no weak interpretation.

The class distribution shows a fairly balanced representation across SS1, SS2, and SS3, which enhances the reliability of the findings across different senior secondary level.

Table 2: Distribution of Teachers' responses for the research study

Variable	Category	Frequency	Percentage (%)
Gender	Male	26	59.1
	Female	18	40.9
Experience	1–5 years	12	27.3
	6–10 years	18	40.9
	11+ years	14	31.8

Interpretation

The majority of teachers (40.9%) had between 6–10 years of teaching experience, indicating that most respondents were experienced enough to provide reliable assessments of instructional effectiveness.

Analysis of Research Questions

Research Question 1: *What are students' attitudes toward indiscipline?*

Table 3: Mean and Standard Deviation of Students' Attitudes

Component	Mean	Std. Deviation	Decision
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Cognitive	2.85	0.71	Moderate
Affective	2.76	0.68	Moderate
Behavioural	2.92	0.73	Moderate
Overall Attitude	2.84	0.71	Moderate

Interpretation

The result indicates that students exhibit a **moderate attitude toward indiscipline** (Mean = 2.84). This suggests that while students do not strongly support indiscipline, they are not strongly opposed to it either.

The behavioural component recorded the highest mean (2.92), indicating a tendency toward occasional engagement in disruptive behaviours.

Research Question 2: *What is the level of teachers' instructional effectiveness?*

Table 4: Mean and Standard Deviation of Instructional Effectiveness

Component	Mean	Std. Deviation	Decision
Lesson Delivery	3.28	0.62	High
Classroom Control	3.10	0.70	High
Student Engagement	3.05	0.68	High
Overall Effectiveness	3.14	0.67	High

Interpretation

The findings show that teachers demonstrate a **high level of instructional effectiveness** (Mean = 3.14). Lesson delivery recorded the highest mean (3.28), indicating strong teaching clarity and organization. However, classroom control and student engagement are slightly lower, suggesting potential

influence of classroom behaviour on teaching effectiveness.

Research Question 3

What relationship exists between students' attitudes toward indiscipline and teachers' instructional effectiveness?

Table 5: Pearson Correlation Result

Variables	r	p-value	Decision
Attitude & Instructional Effectiveness	-0.58	0.000	Significant

Interpretation

The result shows a moderate negative correlation ($r = -0.58$) between students' attitudes toward indiscipline and teachers' instructional effectiveness. The p-value

(0.000) is less than 0.05, indicating that the relationship is statistically significant. This implies that the more students tolerate or support indiscipline, the lower the level of instructional effectiveness.



Research Question 4: *To what extent do students' attitudes predict teachers'*

instructional effectiveness?

Table 6: Regression Analysis

Model	R	R ²	Adjusted R ²	Std. Error
Attitude → Effectiveness	0.58	0.34	0.33	4.98

Interpretation

The regression result shows that students' attitudes toward indiscipline explain 34% ($R^2 = 0.34$) of the variation in teachers'

instructional effectiveness. This indicates that students' attitudes are a strong predictor, although other factors also contribute to instructional effectiveness.

Discussion of Findings

The findings of this study reveal that students exhibit a moderate attitude toward indiscipline, indicating a level of tolerance for disruptive behaviours. This aligns with the theoretical position of Ajzen (1991), which suggests that attitudes influence behavioural tendencies. The moderate scores observed imply that students are not strongly resistant to indiscipline, which may translate into occasional disruptive behaviour in the classroom. The study also found that teachers demonstrate a high level of instructional effectiveness, particularly in lesson delivery. However, slightly lower scores in classroom control and student engagement suggest that external classroom factors, such as student behaviour, may interfere with optimal teaching conditions.

regression analysis shows that students' attitudes significantly predict instructional effectiveness, accounting for 34% of its variation. This confirms that attitudes are not merely background variables but active determinants of classroom outcomes. The finding is consistent with Wang & Degol (2016), who identified classroom climate and student behaviour as key factors influencing teaching effectiveness. Overall, the findings demonstrate that students' attitudes toward indiscipline play a critical role in shaping classroom dynamics and influencing teachers' ability to deliver effective instruction.

Conclusion

Based on the findings of this study, it is concluded that students' attitudes toward indiscipline are a significant factor influencing teachers' instructional effectiveness in senior secondary schools in FCT Abuja. Students who exhibit permissive or supportive attitudes toward indiscipline contribute to classroom disruptions that interfere with lesson delivery, reduce instructional time, and weaken student engagement. These disruptions create conditions that limit teachers' ability to function effectively, regardless of their level of competence. The

A key finding of the study is the significant negative relationship between students' attitudes toward indiscipline and teachers' instructional effectiveness. This indicates that permissive attitudes toward indiscipline contribute to classroom disruptions, which in turn reduce teaching efficiency. This finding supports the work of (2015), who emphasized that classroom disruptions interfere with instructional flow and reduce effective teaching time. Furthermore, the



study further establishes that students' attitudes are not passive or secondary factors but active determinants of classroom dynamics and teaching outcomes. However, while students' attitudes significantly influence instructional effectiveness, they do not fully account for it, indicating that other factors also contribute to teaching effectiveness.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. **Attitudinal Reorientation Programmes:** Schools should implement structured programmes aimed at reshaping students' attitudes toward discipline. These may include orientation sessions, value-based education, and behavioural awareness campaigns.
2. **Strengthening Classroom Management Strategies:** Teachers should adopt proactive classroom management techniques that address both behaviour and underlying attitudes, including the use of positive reinforcement and consistent rule enforcement.
3. **Teacher Training and Professional Development:** Teacher training institutions and education authorities should incorporate modules on managing student attitudes and classroom psychology into professional development programmes.
4. **School-wide Discipline Frameworks:** School administrators should establish clear and consistent disciplinary policies that are uniformly enforced to discourage permissive attitudes toward indiscipline.
5. **Student Engagement Strategies:** Teachers should adopt interactive and student-centered teaching approaches that increase engagement and reduce the likelihood of disruptive behaviour.
6. **Parental Involvement:** Parents should be actively involved in promoting positive attitudes toward discipline at home, reinforcing the values taught in school.

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