



Discipline Techniques and School Commitment as Predictors of Delinquency among Secondary School Students in Kwara State

Abdulrasaq Olatunji ,

Social Sciences Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria
balogun.ao@unilorin.edu.ng

Abstract

Delinquency among secondary school students is a substantial concern, affecting personal development and societal well-being. The period of adolescence, characterized by autonomy and identity exploration, can result in various behavioral problems, including delinquency, which can negatively impact academics and relationships. The increase in delinquent behaviors has caused concern among educators, parents, and policymakers due to the enduring consequences. This study focuses on senior secondary school students in the Kwara South Senatorial District and investigates the connections between school discipline techniques, school commitment, and delinquency. The population includes 44,149 students from seven local government areas. Using Proportional Sampling Technique, 10% of schools were chosen, resulting in a sample of 640 SS III students. Stratified random sampling selected 16 senior secondary schools, with 40 students each chosen through simple random sampling. Data collection utilized a closed-ended questionnaire with sections assessing discipline techniques, school commitment, and delinquency. Validation and pilot testing yielded a reliability index of 0.79. Study results reveal relatively low levels of school discipline and commitment among secondary school students in Kwara State, with a comparatively high level of delinquency. Both school discipline and commitment emerged as significant predictors of delinquency. The study recommends implementing fair punishment measures to enhance classroom discipline and fostering collaboration between school administration, parents, and teachers to improve school discipline. This research offers insights into the relationship between school discipline, commitment, and delinquency among school students, providing valuable strategies for improvement.

Keywords: Delinquency, discipline, discipline techniques, commitment, school commitment

Article History

Receive Date: 2024/4/17

Accept Date: 2024/5/21

Publish Date: 2024/6/10

Volume 4 / Issue1, June 2024

DOI: - 10.21608/IJAHHR.2023.230551.1023

CITATION:

Olatunji, B. (2024). Discipline Techniques and School Commitment as Predictors of Delinquency among Secondary School Students in Kwara State. *International Journal of Advanced Humanities Research*, 4(1), 21-37. doi: 10.21608/ijahr.2023.230551.1023

Introduction

In every society, social norms are established to guide the behavior of its members. However, some individuals deviate from these norms, resulting in delinquency. According to Maimon, Antonaccio, and French, M. T. (2012), delinquency among students initially pertains to their offenses, misconduct, or crime, for which they are not entirely responsible. Delinquent behaviors have become a widespread issue in Nigeria, as noted by Bello (2016). Despite efforts made by religious and moral education teachers to instill moral values in schools, delinquency continues to be a concern for many Nigerians, as evidenced by its constant discussion on various media platforms.

Delinquency is defined as any behavior by a young person that can be objected to by older members of society. It includes acts against persons or property that disrupt the educational processes of teaching and learning, leading to student attrition, late arrivals, and poor academic performance (Kerig & Becker, 2011). Delinquent behaviors such as aggression, theft, burglary, destruction of school property, truancy, rudeness, and sexual harassment affect male and female students of different ages and locations. These negative behaviors are also linked to the quality of teaching and learning in classrooms. Juvenile crimes like burglary, robbery, rioting, and stealing are prevalent in Nigerian schools and require attention from sociologists and educators alike (Balogun, Uyanne & Badamas, 2021).

Delinquency is a serious issue that can result in significant harm, and should not be dismissed as minor. Nisar, Ullah, Ali & Alam (2015) said that delinquent behavior refers to actions by a young person, typically between the ages of 16 and 18 depending on state law, that may draw the attention of the court. Hirschi, (2015) defines delinquency more broadly as any behavior by a young person that senior member of society object to. Delinquency can take many forms, including acts that disrupt the educational process such as those that target people or property within schools. These behaviors have been linked to student attrition, tardiness, and poor academic performance, as well as aggression, theft, burglary, destruction of property, truancy, rudeness, and sexual harassment. These negative behaviors are observed across different age categories and locations among male and female students, and can impact the quality of teaching and learning in classrooms (Hirschi, 2015).

Individuals develop to become functional members of society and education plays a crucial role in this process. Stakeholders such as government, missionaries, and school proprietors invest resources to ensure high academic performance of their students. However, there is always diversity in students' academic performance, with some performing well and others not. Reasons for this variation include intelligence, socio-economic status, school environment, student attitudes, gender, achievement motivation, and delinquent behaviors. Delinquency is also defined as the omission of duties and crimes committed by young people, is a serious obstacle to academic progress in secondary schools (Obindah,2023)

Delinquency is a legal term that varies across countries. While certain actions like stealing and killing are widely considered as violating social and moral norms, other behaviors may not be considered delinquent in some countries. Delinquency is a

significant issue in Nigerian secondary schools, particularly in Kwara state. Cohen, et'al (2015) identify several causes of delinquency among secondary school students, including teachers' attitudes, community factors, social class, frustration, peer groups, exposure to foreign ideas, poverty, and illiteracy.

Balogun et' al, (2021) have noted that youth at risk of delinquency often experience adverse circumstances such as parental alcoholism, poverty, family breakdown, overcrowding, abuse, parental death, or lack of basic necessities. To promote learning and achievement, Yeung et'al (2016) has called for an investigation into positive behavior within the school system. Even students who perform poorly academically desire success, as noted by John-Nelson etal, (2021). Delinquency remains a significant factor that can impact secondary school students' academic performance.

In Nigeria, various crimes committed by young people have led to social abuse, mental illness, disrespect for elders, armed robbery, and other social ills, which impede economic development and stress teachers and society. Teachers play a vital role in delinquency, and researchers have found that family environment influences delinquency, such as inconsistent teaching, familial problems, and student neglect (Nisar et'al,2015). Many scientists believe that the basis for juvenile crime lies in the sort of home that adolescents educate themselves (Nisar et'al,2015). Teacher attributes such as comfort loss, inadequate control, instability, and poor student-practice factors have been shown in recent research to be correlated with nervous student-teachers attachment (Moses, et'al (2017). Observations indicate that teachers and caregivers make little effort in Nigeria to supervise students, especially in Nigeria and Kwara state, due to their various economic and social activities.

Delinquency either violent or non-violent has been threatening school existence and had been the concern of different stakeholders in education. Efforts put in place by different scholars by carrying out different studies on how to reduce the menace in the society most especially in the school have yield tremendous in the social and educational policies which set to reduce the delinquency among students in school (Leone, et'al,2000). Delinquency in school has become source of concern in both developed and developing countries such as Nigeria. Due to harsh economic conditions and incessant changes in the structure of the society and upsurge in the students' enrolment rate without corresponding increase in carrying capacity of the schools and desperation of the students to graduate at all cost leads to the increment on the delinquency among students in Nigeria (Adebayo,2013).

Studies conducted recently have shown that various delinquent such as violence, bullying, substance use are frequently observed among students regardless of their level of study (Bas &Kabasakal, 2010). Also, the Nigeria government has started to take this problem seriously this has made them to continually organizing symposium on violence in some schools. This invariably to reduce the menace among adolescents and to increase their level of self-discipline. Therefore, there is need to study school contexts to understand delinquent involvement more thoroughly.

Discipline is a set of actions determined by the school district to remedy actions taken by a student that are deemed inappropriate. It is sometimes confused with classroom management; classroom management is a more general term

(Torres,2023). Discipline is typically thought to have a positive influence on both the individual as well as classroom environment. Utilizing disciplinary actions can be an opportunity for the class to reflect and learn about consequences, instill collective values, and encourage behavior that is acceptable for the classroom. Recognition of the diversity of values within communities can increase understanding and tolerance of different disciplinary techniques (Powell & Powell, (2015). In particular, promoting positive correction of questionable behavior within the classroom, as opposed to out-of-class punishments like detention, suspension or expulsion, can encourage learning and discourage future misbehavior. Learning to own one’s bad behavior is also thought to contribute to positive growth in social emotional learning (Bradshaw et’al., 2010)

According to Mwelwa et’al, (2019), discipline is the action by management to enforce organizational standards. Gershoff, (2010). said that the term “discipline” is applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or against school policies, educational norms, school traditions, etc. Messa, (2012) defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in school. Its aim is to control the students’ actions and behavior. An obedient student is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social behavior and work ethic.

School discipline entails more than punishment. It is complex and includes developing student self-discipline (Bear, 2011). One of the most common school practices, at least in terms of discipline, is exclusionary (temporary exclusions) and expulsions (permanent exclusions) as a way to deal with student misbehavior. Exclusionary school discipline removes a misbehaving student from the school setting without any consideration of the impact of this practice on the local community. In addition to lowered academic performance and success (Perry and Morris 2014), longitudinal analyses of school exclusions and deviant behaviors have confirmed the suspicion that students who are suspended or expelled are more likely to drop out of school and have future contact with delinquency and criminal justice systems. Increased delinquency and crime as a result of school practices is known as the school-to-prison pipeline. As Crawley and Hirschfield (2018) noted, “The school-to-prison metaphor encompasses various disciplinary policies and practices that label students as troublemakers, exclude students from school, and increase their likelihood of involvement in delinquency. Moreover, exclusionary discipline can have long-lasting effects, as students who have been excluded from the education system are also excluded from important forms of bonding and development.

Positive school discipline teaches and reinforces positive behaviors, are clear and equitably applied to all students; employ culturally competent practices, safeguard the well-being of all the students and staff, keep students in school and out of delinquency justice system, and incorporate family involvement. Positive approaches

have been shown to significantly reduce students' suspension, office discipline referrals, tardiness, unexcused absences, bullying and feelings of rejection among students. Kilimci, (2009) opined that, an effective discipline plan should allow students take responsibility for their own behavior, treat each other with kindness and learn the value of productive work and good citizenship. Effective school discipline can lead to decrease in delinquency and serves as crime prevention; as educational attainment increases; the likelihood of criminal justice involvement decreases. Delinquency act will decrease when there is good class-room management, teacher involvement and parents' participation with their children academic performance in school.

Commitment is defined by AlMazrouei & Zacca, (2021) as an additive function related by organizational identification, job involvement, and organizational loyalty. Commitment is a key factor that influence teachers' work and student performance in schools. Commitment is teachers' psychological attachment to the teaching profession (Chesnut, & Burley, 2015). Teachers with high levels of commitment work harder, are emotionally attached to their schools, and make more effort to carry out the goals of teaching. By (Mart, 2013) commitment must thus be looked upon both as a precaution and as a prescription.

Learning is a complex and demanding task that requires intense dedication (Carbonneau, etal, 2018). Commitment by (Mart, 2013), is the process through which students become willing to give their loyalty and energy to a particular social system. Students' commitment is the emotional bond between the students and the school. Commitment refers to students' motivation to study or learn. Commitment is regarded as the strength of an individual's involvement in an organization (Blau,1987). Commitment to school as students' belief and acceptance of the goals and values of the school; students' effort for adopting those goals and value, and their strong desire to keep up involvement in the school. The adoption of the goals and values of the school constitutes the basis for students' commitment to school. Variables that determine the level of students' commitment to school (Carbonneau, etal, 2018); interaction between students, relationship between teachers and school authorities, the quality of the school service delivery enjoyed by the students' and a compatible learning environment between. Ebmeier and Nicklaus (2011) state that students 'who are committed to the goals of the school, work collaboratively and cooperatively with other students in the school to seek ways to promote school and teaching professional.

A commitment student has strong psychological ties to the school, teachers and knowledge of subject area, and committed students make a difference to the learning. According to (Hirschi,2015), school commitment mediated much of the effects of personal background, family involvement, and ability grouping on the school delinquency measures. The cause of delinquency that were found among students included lateness to school, quarrelling within school premises, gossiping about other people in the school, arrogance to the teachers, disrespect for teachers, laziness in school work, absenting oneself from school without genuine reasons, and running away or absenting oneself from classes while in school, among others. The effects of delinquency among students were; failure of students which leads to social

vices such as stealing and drug abuse, students drop out from school, tarnishing the image of the family from which such students come, tarnishing the image of the school which such students attend, shortens the life of students involved if delinquency continues unchecked, and could shorten the lives of the parents of such students due to worrying.

Harsh school discipline leads to decrease in school commitment and increases in delinquency while effective school discipline led to increase in school commitment and reduces delinquency. In addition, not every act of delinquency affects school commitment in the same way. The seriousness of delinquency behaviour may determine whether and to what extent school commitment suffers. It appears that poor school performance is a more severe problem among serious violent delinquency. Hoffmann et al, 2013), concluded that serious and violent delinquents had more school related problems (e.g, low grades, truancy, suspension, dropping out) than nonviolent children. It is on the basis of this that the research deemed it fit to investigate relationship between discipline techniques and school commitment as predictors of delinquency among secondary school students in Kwara state.

Statement of the Problem

Delinquency among students is a serious problem that leads to academic issues, such as attrition, low performance, and late arrival to school. Other concerning behaviours include aggression, theft, truancy, and sexual harassment, which affect both male and female students of all ages and locations. Truancy is particularly problematic because it can result from personal and interpersonal issues, which can manifest as negative behaviour. The societal concern over juvenile delinquency has led to efforts by sociologists of education, psychologists, parents, teachers, and the government to find cures for these behaviours. It is important to remember that delinquent behaviour is not only deviant but also has negative social, moral, academic, and spiritual consequences. Many delinquent students end up becoming irresponsible adults or criminals. On the basis of this that the researcher deem it fit to investigate the discipline techniques and school commitment as predictors of delinquency among secondary school students in Kwara State

Purpose of the Study

The main purpose of this study is to investigate school discipline techniques and school commitment as predictors of delinquency among secondary school students in Kwara state. Specifically, the study intends to:

1. find out the level of school discipline among secondary school students in Kwara state.
2. examine the level of school commitment among secondary school students in Kwara state.
3. investigate the level of delinquency among secondary school students in Kwara state.
4. Find out whether school discipline techniques and commitment serve as predictors of delinquency among secondary school students in Kwara state.

Research Questions

The following question were raised to guide the study.

1. What is the level of school discipline among secondary school students in Kwara state?
2. What is the level of school commitment among secondary school students in Kwara state?
3. What is the level of delinquency among secondary school students in Kwara state?
4. Are school discipline and commitment predictors of delinquency among secondary school students in Kwara state?

Research Hypothesis

This study is aimed at testing the following hypothesis:

Ho1: School discipline techniques and school commitment are not good predictors of delinquency among secondary school students in Kwara State.

Methodology

This study is a descriptive survey design aimed at investigating school discipline techniques and school commitment as predictors of delinquency among secondary school students in Kwara state. Ajala (2010) saw descriptive research as research that is centered on presenting realistic and detailed explanation of people, events or works of art in details. Hence, descriptive research is often written for the purpose of presenting events, emotions, sentiments or ideas and images as realistic as possible. The study is therefore concerned with the survey of existing conditions and practices that prevailed, the processes going on as well as the point of view of all relevant stakeholders on school discipline techniques and school commitment as predictors of delinquency among secondary school students in Kwara state.

Population, Sample and Sampling Techniques

The population for this study consists all senior secondary school students in Kwara South Senatorial District, which is estimated to be 44,149. There are seven local government areas in the district which are: Ekiti, Ifelodun, Irepodun, Isin, Offa, Oke Ero, Oyun, with a total of 158 senior secondary schools; 15 in Ekiti, 42 in Ifelodun, 39 in Irepodun, 16 in Isin, 13 in Offa, 14 in Oke Ero and 19 in Oyun (Kwara State Ministry of Education & Capital Development, 2023). The target population is all SS III students in the Kwara South Senatorial District. SS III students were chosen because it consists of students majorly between the ages of 13-17 years which are capable of showing different delinquent acts.

In order to have a fair selection, nine percent (10%) of schools was selected across the seven local government areas using Proportional Sampling Technique. A total of 640 senior secondary school III students constitutes the samples that were selected using multi-stage sampling technique. At the first stage, proportionate stratified random sampling technique was used to select fifteen public secondary schools from the seven local governments in the Senatorial District; therefore, a total of 16 senior secondary schools represents the total population. Stratified random technique ensures the selection of equal number of samples from each stratum regardless of the sample size (Sharma,2017). At the second stage, simple random sampling technique was used to select thirty (40) students each from the chosen schools. According to Ayedun etal, (2012). simple random sampling technique is a probability sampling method which ensures that every member of the population has equal

probability or chance of being selected, and that the selection of any member does not in any way influence or prevents the selection of any other member.

Instrumentation

For this study, questionnaires; closed ended questionnaire titled ‘school discipline techniques and school commitment as predictors of delinquency among secondary school students’ was employed to collect data from the respondents. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject within short period. The questionnaire was in three sections: the section A describes discipline techniques used in secondary schools’, the section B contains items meant to elicit information on level of commitment of secondary schools to school discipline, while the section C was eliciting information on the level of delinquency among secondary school students in Kwara state. The section B was prepared using Yes/No options while the section C was constructed in four-scale Likert format (Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed). The instrument was face validated by three experts in the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Kwara state. The validation is required in order for the lecturers to assess the instrument’s relevance to the research questions and hypotheses, clarity of language and adequacy of relevant strategies. The corrections by the validators would be used in producing the final copy of the instrument for data collection. A pilot study was done to ensure reliability of the data gathering instrument. The researcher pilot tested the instrument with 20 students who are not part of the respondents of the study. The two-results obtained were correlated using Pearson Product Moment Coefficient. The reliability index of 0.79 was obtained.

Procedure of Data Collection

After the collection of letters of introduction which was taken to the respondents from the Department of Social Sciences Education, the data collection was done through the administration of questionnaires to the respondents by the researcher.

Ethical Consideration

With the objective of ameliorating a range of behavioral challenges, encompassing issues like delinquency that can have adverse effects on academic performance and relationships, the targeted participants were requested to provide their consent to take part in the study. A thorough discussion elucidated the study's purpose, accompanied by the notification that participation was entirely voluntary. Moreover, participants were assured that they had the option to discontinue their involvement at any stage during the intervention if they were uncomfortable. Following this comprehensive dialogue, verbal assent was obtained from the entire class.

Data Analysis Techniques

The collected data was analyzed quantitatively. The analysis of the data was based on the responses that were collected through questionnaires. The data collected from respondents through questionnaire were analyzed using Statistical Package for Social Science (SPSS) version 20. The research questions were answered using frequency and percentage while the hypothesis was tested at 0.05 level of significant using regression of linear type.

DATA ANALYSIS AND RESULTS

Demographic data of the respondents were described using percentage. four research questions were raised. Research questions 1, 2 and 3 were answered using percentage while Research question 4 was transformed to hypothesis and tested using multiple linear regression at 0.05 level of significance.

Answering Research Questions

Research Question 1: *What is the level of school discipline among secondary school students in Kwara state?*

To answer this research question, 11 items on school discipline were generated, and the responses were summed and subjected to percentage analysis. The minimum, maximum and range score obtainable from the respondents were 24, 41 and 17 respectively. The range was divided by the two-level school discipline (high and low) and the cut off range scores were 24-33 and 34-41 categorized as low and high levels of school discipline respectively. The result is presented in table 1:

Table 1: Level of School Discipline among Secondary School Students in Kwara State

Levels	Score Range	Frequency	Percentage (%)
Low	24-33	324	50.60
High	34-41	316	49.40
Total		640	100.0

***Source; fieldwork survey**

Result in table 1 reveals level of school discipline among secondary school students in Kwara State. As shown in the table, 324 (50.40%) of the respondents got low score while 316 (49.40.9%) of the sampled respondents got high score. This means that the level of school discipline among secondary school students in Kwara State was relatively low.

Research Question 2: *What is the level of school commitment among secondary school students in Kwara State?*

To answer the research question, 10 items on school commitment were generated, and the responses were summed and subjected to percentage analysis. The minimum, maximum and range score obtainable from the respondents were 30, 40 and 10 respectively. The range was divided by the two levels of school commitment (high and low) and the cut off range scores were 30-34 and 35-40 categorized as low and high levels of school commitment respectively. The result is presented in table 2:

Table 2: Level of School Commitment among Secondary School Students in Kwara State

Levels	Score Range	Frequency	Percentage (%)
Low	30-34	345	53.91
High	35-40	295	46.09
Total		640	100.0

***Source; fieldwork survey**

Result in table 2 reveals the level of school commitment among secondary school students in Kwara State. As shown in the table, 345(53.91%) of the respondents got

low level of school commitment while 295(46.09%) of the sampled respondents got high level of school commitment. This means that the level of school commitment among secondary school students in Kwara State was relatively low.

Research Question 2: *What is the level of delinquency among secondary school student in Kwara state?*

To answer the research question, 11 items on delinquency were generated, and the responses were summed and subjected to percentage analysis. The minimum, maximum and range score obtainable from the respondents were 11, 39 and 28 respectively. The range was divided by the two levels of delinquency (high and low) and the cut off range scores were 11-25 and 26-39 categorized as low and high levels of delinquency respectively. The result is presented in table 3:

Table 3: Level of Delinquency among Secondary School Students in Kwara State

Levels	Score Range	Frequency	Percentage (%)
Low	11-25	313	48.91
High	26-39	327	51.91
Total		640	100.0

***Source; fieldwork survey**

Result in table 4 reveals the level of delinquency among secondary school students in Kwara State. As shown in the table, 313 (48.91%) of the respondents got low score while 327(51.91%) of the sampled respondents got high score. This means that the level of delinquency among secondary school students in Kwara State was relatively high.

Hypothesis Testing

Ho1: *School discipline techniques and school commitment are not good predictors of delinquency among secondary school students in Kwara State.*

In order to test the hypothesis, students’ responses that addressed school discipline techniques, school commitment and delinquency were collated on statistical coding sheets separately. The set of data were subjected to Multiple Linear Regression Analysis. The result was depicted below:

Table 4: Regression Analysis Showing School Discipline Techniques, School Commitment and Delinquency among Secondary School Students in Kwara State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.674	2	0.337	5.005	0.008
Residual	13.195	638	0.067		
Total	13.869	640			
a. Dependent Variable: delinquency					
b. Predictors: (Constant), school discipline and school commitment					

Results in table 4 indicates that school discipline and school commitment in Kwara State as seen in the degree of freedom of 2 and 638, with F-ratio of 5.005at Sig. = 0.008. Since the Sig. value was greater than 0.05 (p<0.05), the null hypothesis was rejected. This implies that school discipline and school commitment as a whole are good predictors of delinquency among secondary school students in Kwara State. The model summary of the result was presented in table 5.

Table 5: Model Summary Showing School Discipline Techniques, School Commitment and Delinquency among Secondary School Students in Kwara State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.220	0.049	0.039	0.25947

Result in table 5 reveals that school discipline and school commitment accounted for 0.049 representing 4.9% of the variation on delinquency among secondary school students in Kwara State. The relative contribution of school discipline and school commitment were presented in table 6;

Table 6: Relative Contributions of school discipline and school commitment on the delinquency among secondary school students in Kwara State

Model	(B)	Std. Error	(Beta)	(t)	Sig.
(Constant)	1.160	0.095		12.177	.000
School Discipline	0.044	0.042	0.073	1.049	.295
School Commitment	-0.108	0.037	-0.204	-2.930	.004

Results in table 6 revealed the contribution of school discipline and school commitment to the model. It shows the contribution of school discipline (Beta=-0.073; t-value = 1.049 and Sig. value =0.295), and school commitment (Beta=-0.204; t-value =-2.930 and Sig. =0.004). This implies individually that the relationship between school discipline and delinquency among the students was statistically not significant ($p > 0.05$) while there was statistically significant negative relationship (Beta= -0.204, $p < 0.05$) between school commitment and delinquency among secondary school students in Kwara State.

Discussion of Findings

The findings of the study indicate several important points about school discipline, school commitment, and delinquency among secondary school students in Kwara State. The findings were discussed along with supporting and opposing perspectives from scholars.

The findings of the study revealed that the level of school discipline among secondary school students in Kwara State is relatively low. This implies that there are challenges in maintaining and enforcing discipline within the school environment. Several reasons can contribute to this observation. One possible reason for the low level of school discipline is the lack of consistent and effective disciplinary measures. Research conducted by Obadire and Sinthumule (2021) has shown that disciplinary practices that are inconsistent or ineffective in addressing behavioural issues can lead to a decline in school discipline. Inadequate disciplinary measures may fail to deter students from engaging in disruptive behaviour, thus resulting in a low level of school discipline. Furthermore, a lack of clear expectations and guidelines regarding behaviour may also contribute to the low level of school discipline. When students are unsure about what is expected of them in terms of behaviour, they may be more likely to engage in misconduct or exhibit disruptive behaviour.

Moreover, the study's findings align with the research conducted by Cornell and Mayer (2010), who argue that a negative school climate can contribute to a decline in school discipline. Factors such as a lack of student engagement, a hostile school environment, and limited teacher-student relationships can all contribute to a low level of school discipline. However, it is important to consider that there may be variations in the level of school discipline across different schools within Kwara State. School-specific factors such as leadership, teacher-student relationships, and the implementation of effective discipline strategies can influence the level of discipline within individual schools (Thapa et al., 2013).

Another finding revealed that the level of school commitment among secondary school students in Kwara State was relatively low. This indicates a lack of strong attachment, motivation, and dedication towards their schools. The findings align with the research that emphasizes the significance of student commitment in influencing their academic performance and overall school experience Jasis and Ordoñez-Jasis (2012). Teachers' attributes, such as inadequate control and instability, have been shown to correlate with lower student-teacher attachment (Fowler, Banks, Anhalt Der & Kalis ,2008). Lack of parental involvement and incompatible working environments between teachers and school administration can also contribute to low levels of student commitment (Gokturk & Dinckal, 2018).

The study discovered that the level of delinquency among secondary school students in Kwara State was relatively high. This suggests the prevalence of negative behaviours such as aggression, theft, truancy, and rudeness among students. Scholars like Bas and Kabasakal (2010) have also observed the frequency of delinquent behaviours among students, regardless of their academic level. Delinquency can be attributed to various factors, including socioeconomic challenges, family issues, peer influences, and a lack of social and problem-solving skills (ZakaE., et'al. (2022). These behaviours can have detrimental effects on academic performance, contribute to attrition, and tarnish the image of both the students' families and the school (Hoffmann, et'al. (2013).

The study found that both school discipline and school commitment are good predictors of delinquency among secondary school students in Kwara State. This finding is in line with the understanding that a lack of discipline and low levels of commitment can contribute to delinquent behaviours (Monahan, et'al. (2014). Effective school discipline can serve as a preventive measure by promoting positive behaviour and deterring future misconduct. Enhancing school commitment, on the other hand, can create a positive school environment and foster students' sense of belonging, engagement, and motivation.

Conclusions

According to the findings of this study, school commitment and delinquency among secondary school pupils in Kwara State were relatively low. However, there was a high level of student discipline in the classroom. As a result, school discipline and school commitment as a whole are good predictors of delinquency among secondary school students in Kwara State.

It is worth noting that while the study's findings provide insights into the relationships between school discipline, school commitment, and delinquency, there

may be differing perspectives among scholars. Some scholars may emphasize additional factors such as the influence of family dynamics, community environment, or individual characteristics in contributing to delinquent behaviors. Additionally, the effectiveness of disciplinary measures and strategies may vary depending on cultural contexts and individual student needs.

Further research is needed to explore the complex interplay between school discipline, school commitment, and delinquency, considering the broader socio-cultural, economic, and educational context of Kwara State and Nigeria as a whole. This will contribute to developing targeted interventions and policies to address delinquency effectively and promote positive youth development.

Recommendations

The following recommendations were made based on the findings of this study;

1. School administration should continue to enact fair punishment measures in order to instill discipline in the classroom.
2. To increase school discipline, the school administration should work constructively with both parents and teachers.
3. Teachers should occasionally encourage positive behavior demonstrated by pupils in the classroom while purposefully punishing undesirable behavior.
4. In order to discourage delinquent behavior while encouraging pupils to be dedicated to their academics, more disciplinary measures should be implemented in schools.

References

- Adebayo, A. A. (2013). Youths' unemployment and crime in Nigeria: A nexus and implications for national development. *International journal of sociology and anthropology*, 5(8), 350-357. DOI: 10.5897/IJSA2013.0452
- Adeshina, (2009). Investigation into the causes and problems of juvenile delinquency in Secondary Schools. A Case Study of Okehi Local Government Area of Kogi State An Unpublished B.Ed. Project Ahmadu Bello University, Zaria.
- AlMazrouei, H., & Zacca, R. (2021, October). The influence of organizational justice and decision latitude on expatriate organizational commitment and job performance. In *Evidence-based HRM: A Global Forum for Empirical Scholarship* (Vol. 9, No. 4, pp. 338-353). Emerald Publishing Limited. <https://www.emerald.com/insight/content/doi/10.1108/EBHRM-06-2020-0093/full/html>
- Ayedun, C. A., Oloyede, S. A., & Durodola, O. D. (2012). Empirical study of the causes of valuation variance and inaccuracy in Nigeria. *International Business Research*, 5(3), 71. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=cb03a136c369263b90_f62f427f8936be94a21346
- Balogun, A., Uyanne, E., & Badamas, L. (2021). Prevalence and causes of misconduct among university undergraduates in Ilorin, Nigeria. *Interdisciplinary Journal of Education*, 4(2), 156-166.. <https://journals.iuiu.ac.ug/index.php/ije/article/view/64>
- Baş, A. U., & Kabasakal, Z. T. (2010). The prevalence of aggressive and violent behaviors among elementary school students. *Elementary Education Online*, 9(1). <https://www.acarindex.com/pdfler/acarindex-bf22a9c979f132220129e5a3ff93dde3.pdf>
- Bear, G. G. (2012). Both suspension and alternatives work, depending on one's aim. *Journal of School Violence*, 11(2), 174-186. <https://www.tandfonline.com/doi/abs/10.1080/15388220.2012.652914>
- Bello, I.A (2006). Arabic Study and the Fight against Delinquency among Nigerian Youths. *Zaria Journal of Educational Studies*, 1, F.C.E, Zaria
- Blau, G. J. (1987). Using a person-environment fit model to predict job involvement and organizational commitment. *Journal of Vocational behavior*, 30(3), 240-257. <https://www.sciencedirect.com/science/article/abs/pii/0001879187900030>
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12(3), 133-148. <https://journals.sagepub.com/doi/abs/10.1177/1098300709334798>

- Carbonneau, M. A., Cheplygina, V., Granger, E., & Gagnon, G. (2018). Multiple instance learning: A survey of problem characteristics and applications. *Pattern Recognition*, 77, 329-353. <https://www.sciencedirect.com/science/article/abs/pii/S0031320317304065>
- Chesnut, S. R., & Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational research review*, 15, 1-16. <https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000044>
- Cohen, A. O., Bonnie, R. J., Taylor-Thompson, K., & Casey, B. J. (2015). When does a juvenile become an adult: implications for law and policy. *Temp. L. Rev.*, 88, 769. <https://heinonline.org/HOL/LandingPage?handle=hein.journals/temple88&div=32&id=p age=>
- Cornell, D. G., & Mayer, M. J. (2010). Why do school order and safety matter. *Educational researcher*, 39(1), 7-15. <https://journals.sagepub.com/doi/abs/10.3102/0013189X09357616>
- Crawley, K. & Hirschfield, P. (2018). Examining the School-to-Prison Pipeline Metaphor. In *Oxford Research Encyclopedia of Criminology*. Retrieved from <http://oxfordre.com/criminology/view/10.1093/acrefore/9780190264079.001.0001/a crefore9780190264079-e-346?print=pdf>
- Fowler, L., Banks, T., Anhalt, K., Der, H., & Kalis, T. (2008). The Association between Externalizing Behavior Problems, Teacher-Student Relationship Quality, and Academic Performance in Young Urban Learners. *Behavioral Disorders*, 33, 167 - 183. <https://doi.org/10.1177/019874290803300304>.
- Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law and Contemporary Problems*, 73(2), 31. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8386132/>
- Gokturk, S., & Dinckal, S. (2018). Effective parental involvement in education: experiences and perceptions of Turkish teachers from private schools. *Teachers and Teaching*, 24(2), 183-201. <https://www.tandfonline.com/doi/abs/10.1080/13540602.2017.1388777>
- Hoffmann, J. P., Erickson, L. D., & Spence, K. R. (2013). Modeling the association between academic achievement and delinquency: An application of interactional theory. *Criminology*, 51(3), 629-660. <https://onlinelibrary.wiley.com/doi/abs/10.1111/1745-9125.12014>
- Hirschi, T. (2015). Social Control Theory: A Control Theory of Delinquency. In *Criminology Theory* (pp. 289-305). Routledge. Hirschi, T. (2008) *Causes of Delinquency*. University of California.
- Igbo, J. N., & Ihejiene, M. A. (2014). Influence of parenting styles on deviant behaviours and academic achievement in secondary school students in

- Garoua, northern Cameroun. *International journal of educational science and Research*, 4(5),19 34.
- Jasis, P. M., & Ordoñez-Jasis, R. (2012). Latino parent involvement: Examining commitment and empowerment in schools. *Urban Education*, 47(1), 65-89.
<https://journals.sagepub.com/doi/abs/10.1177/0042085911416013>
 - Kerig, P. K., & Becker, S. P. (2011). Trauma and girls' delinquency. *Delinquent girls: Contexts, relationships, and adaptation*, 119-143.
https://link.springer.com/chapter/10.1007/978-1-4614-0415-6_8
 - Kilimci, S. (2009). Teachers' perceptions on corporal punishment as a method of discipline in elementary schools. *The Journal of International Social Research*, 2(8), 242-251.
<https://www.sosyalarastirmalar.com/articles/teachers-perceptions-on-corporal-punishment-as-a-method-of-discipline-in-elementary-schools.pdf>
 - Leone, P. E., Mayer, M. J., Malmgren, K., & Meisel, S. M. (2000). School violence and disruption: Rhetoric, reality, and reasonable balance. *Focus on Exceptional Children*, 33(1), 1-20.
<https://core.ac.uk/download/pdf/162643933.pdf>
 - Mart, C. T. (2013). Commitment to school and students. *International Journal of Academic Research in Business and Social Sciences*, 3(1), 336.
 - Messa, I. M. (2012). *Influence of administrators' treatment of prefects on students' discipline in schools, Nairobi County, Kenya* (Doctoral dissertation, University of Nairobi, Kenya).
<http://erepository.uonbi.ac.ke/handle/11295/7142>
 - Monahan, K. C., VanDerhei, S., Bechtold, J., & Cauffman, E. (2014). From the school yard to the squad car: School discipline, truancy, and arrest. *Journal of youth anadolescence*, 43, 1110-1122.
<https://link.springer.com/article/10.1007/s10964-014-0103-1>
 - Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017). Who wants to become a teacher? Typology of student-teachers' commitment to teaching. *Journal of Education for tEaching*, 43(4), 444-457.
<https://www.tandfonline.com/doi/full/10.1080/02607476.2017.1296562>
 - Nisar, M., Ullah, S., Ali, M., & Alam, S. (2015). Juvenile delinquency: The Influence of family, peer and economic factors on juvenile delinquents. *Applied Science Reports*, 9(1), 37-48.
<https://web.archive.org/web/20190712172646id/http://www.pscipub.com:80/Journals/Data/JList/Scientia%20Agricolturae/2015/Volume%20%209/Issue%201/6.pdf>
 - Maimon, D., Antonaccio, O., & French, M. T. (2012). Severe sanctions, easy choice? Investigating the role of school sanctions in preventing adolescent violent offending. *Criminology*, 50(2), 495-524.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-9125.2011.00268.x>

- Mwelwa, K., & Sohawon, M. S. (2019). Educational administration and management: issues and perspectives. <http://dspace.unza.zm/handle/123456789/6968>
- Obadire, O. T., & Sinthumule, D. A. (2021). Learner discipline in the post-corporal punishment era: What an experience. *South African Journal of Education*, 41(2). <https://www.ajol.info/index.php/saje/article/view/209393>
- Obindah, F. P. (2023). Juvenile delinquency and academic performance of students in tertiary institutions in rivers state. *BW Academic Journal*, 12- <https://www.bwjjournal.org/index.php/bsjournal/article/view/1097>
- Pierce, H., & Jones, M. S. (2022). Gender differences in the accumulation, timing, and duration of childhood adverse experiences and youth delinquency in fragile families. *Journal of research in crime and delinquency*, 59(1), 3-43. <https://journals.sagepub.com/doi/10.1177/00224278211003227>
- Powell, R. G., & Powell, D. L. (2015). *Classroom communication and diversity: Enhancing instructional practice*. Routledge. Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, 3(7), 749-752.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of educational research*, 83(3), 357-385. <https://journals.sagepub.com/doi/abs/10.3102/0034654313483907>
- Torres, J. F. (2023). *Asset-Based Approaches to Education, Classroom Management, and Discipline Disproportionalities for Students of Color: How Do Teachers Make Sense of and Manage Behaviors in the Classroom?*. The University of Arizona. <https://www.proquest.com/openview/8b6ee7cf5a764bc574d8d91298061ca4/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Umeana, F. P. (2017). *Parental engagement with schools and students in Nigeria*. Michigan State University. <https://www.proquest.com/openview/c41771f8c85dab4bd434ffba77d1c59/1?pq-origsite=gscholar&cbl=18750>
- Woolfenden et al. *BMC Pediatrics* 2014, 14:231 Page 12 of 13 <http://www.biomedcentral.com/1471-2431/14/231>.
- Zakaria, E., Kamarudin, N. N., Mohamad, Z. S., Suzuki, M., Rathakrishnan, B., Bikar Singh, S. S., ... & Kamaluddin, M. R. (2022). The role of family life and the influence of peer pressure on delinquency: qualitative evidence from Malaysia. *International journal of environmental research and public health*, 19(13), 7846. <https://www.mdpi.com/1660-4601/19/13/7846>
- Yeung, A. S., Craven, R. G., Mooney, M., Tracey, D., Barker, K., Power, A., ... & Lewis, T. J. (2016). Positive behavior interventions: The issue of sustainability of positive effects. *Educational Psychology Review*, 28, 145-170. <https://link.springer.com/article/10.1007/s10648-015-9305-7>