



**POLAC MANAGEMENT REVIEW (PMR)
DEPARTMENT OF MANAGEMENT SCIENCE
NIGERIA POLICE ACADEMY, WUDIL-KANO**



FACTORS THAT INFLUENCE STUDENT POOR ATTITUDE TO LEARNING IN AN ACADEMIC ENVIRONMENT: AN ANALYSIS OF BAUCHI STATE UNIVERSITY, YULI CAMPUS

Umar Faruk Abubakar

Department of Political Science, Faculty of Social Sciences, Bauchi State University Gadau, Yuli Campus Bauchi.

Abstract

Researchers believe that discipline is an important element of human behaviour without it an organization is difficult to function very well on the way to the achievement of its goals. On the context of an academic system, a disciplined student is that student whose behaviours, actions and inactions conform to the encoded rules and guidelines of the academic environment. The study sought to evaluate the prevailing factors of gender relationship and discipline in an academic environment in Bauchi State University Gadau Yuli campus Bauchi. The population of this study includes all the undergraduate students from one hundred to four hundred levels in the institution, drawn from the faculties of social and management science Thus 361 respondents were purposively selected for the study using the Krejcie and Morgan method of selecting sample. Data was collected using structured questionnaires and subjected to quantitative analysis techniques. The data was cleaned, coded and inputted into the Statistical Package for Social Sciences (SPSS) for exploratory factor analysis EFA findings reveal that when planning classes, elements that could disrupt a good teaching and learning environment should be taken into account. Additionally, the materials must to be carefully crafted to still in the kids the ideal mindset and moral principles. This study recommends that possible solutions to indiscipline Government and school authority should make provision of moral leadership and moral training, value re-orientation. The study concluded that 5 main constructs were identified, and of the 41 items that were used at the initial analysis, 25 prevailed and emerged as stronger and relevant predictors of the main constructs of factors that influence student immoral behaviors in an academic environment with HDS in Student Poor Attitude to Learning in an academic environment in Bauchi State University Gadau Yuli campus Bauchi

Keywords: Academic, Discipline, Environment, Gender; Relations.

1. Introduction

According to researchers, discipline plays a crucial role in human behavior; without it, an organization finds it challenging to operate effectively and accomplish its objectives (Adigwe 1993). According to Aghenta (1989), a disciplined student is one whose behaviors, acts, and inactions adhere to the implicit rules and regulations of the academic setting. Discipline, however, genuinely requires students to be able to choose between what is right and wrong and to do more than just follow laws and principles (Arher, 1991). It is well acknowledged that exercising self-control is essential to creating a progressive learning environment that supports hard work (Masitsa, 2008). It is a prerequisite for successful

education and knowledge acquisition in academic systems, and it should worry educators (Eshetu, 2014). Furthermore, it is necessary for the administration of the real academic program and the accomplishment of its goals (Nakpodi, 2010).

Education is the process of developing the capacities and possibilities of the individual so as to empower that individual to be successful in a given community or culture.

According to this viewpoint, education primarily serves as a tool for personal growth; it is a continuous process that starts at birth and lasts the entirety of a person's life.

Between the ages of four and six, children are often enrolled in school to receive specialized instruction in areas of knowledge and abilities that are considered significant by society. In the past, the process was concluded after completing formal primary and secondary education. However, in today's information age, adults are quite often learning in informal settings throughout their working lives and even into retirement. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote fullest individual self-realization for all people. Achieving these goals require understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990).

It has been observed that the lack of discipline among students in Nigerian secondary and university institutions has spread like a cankerworm and severely damaged the students' morale. Students today are out of control and extremely disrespectful of everyone, including parents, teachers, administrators, and the general public. Students engage in a variety of disruptive behaviors, such as skipping class, seeing or engaging in pornography, lying, assault, dishonesty, and disobedience towards professors, prefects, and the administration. They even engage in raping classmates. Among these are things like drinking alcohol, robbing and attacking teachers at schools, vandalism, arriving late, cultism, drug usage, verbally abusing or attacking others, stealing, and rioting. The main objective of the study is to establish determinant of gender relationship in an academic environment in Bauchi state university Gadau Yuli campus.

2. Literature Review

2.1 Empirical Review

This section presents the trends on factors that influence student attitude in an academic environment focuses on immoral attitude of student, to learning, Socio-cultural Factors that Influence Student Immoral Behaviour in an Academic Environment, Strategic Measures of Controlling Disobedience in an Academic Environment. In a historical perspective.

Numerous scientists from all across the world have defined the word "attitude."

The same result is reached by each of them: attitudes toward a problem are seen to be a synthesis of personal values, sentiments, and beliefs (Hacieminoglu, 2016; Montes, Ferreira, and Rodríguez, 2018; Morabe, 2004; Salta and Tzougraki, 2004). Similar to this, attitudes are the results of thinking or feeling a certain way about anything in the world (George, 2000). According to Heng and Karpudewan (2015) and Hofstein et al. (1977), attitudes are the "likes or dislikes of an object, person, or an event that characterize a human being." In addition, attitudes are seen as results that can be obtained through education (George, 2000; Oh and Yager, 2004). As a result, through observation, experiences, and the learning environment, students' attitudes change during the learning process, either directly or indirectly. Accordingly, the school environment, peers' traits, parents, and teachers all have a major impact on the shift in attitude (George, 2000; Talton and Simpson, 1987). But according to Lovelace and Brickman (2013), whose paper is titled The Significance of Fostering Positive Attitudes toward Chemistry, students' attitudes about chemistry are one of the most important aspects of science education since they have a big influence on learning. Positive attitudes regarding scientific commitment, according to Oh and Yager (2004), have an impact on lifetime learning and scientific interest. The significance of cultivating a positive attitude toward learning chemistry among secondary school students has been studied by Cheung (2009a), Khan and Ali (2012), Najdi (2018), and Salta and Tzougraki (2004). Their findings indicate that attitude is a predictor of behavior and is directly related to academic achievement. Additionally, compared to pupils with a negative attitude, individuals with a positive attitude are reportedly aiming to excel in the subject being taught (Adesoji, 2008; Brandriet, Xu, Bretz, and Lewis, 2011; Heng and Karpudewan, 2015; Lerman, 2014).

The findings of Mushinzimana et al. (2016), Ngila and Makewa (2014), and Weinburgh (1995), who show a favorable association between students' achievement and attitude toward science topics, lend support to this. However, according to Morabe (2004), a negative attitude toward a subject makes learning harder because it results in a lack of confidence and enthusiasm in

the subject. Özden (2008) asserts that when planning classes, elements that could disrupt a good teaching and learning environment should be taken into account. Additionally, the materials must be carefully crafted to instill in the kids the ideal mindset and moral principles.

2.2 Theoretical Framework

This theoretical framework takes into account the impact of sociocultural factors on disciplinary procedures and attempts to investigate the relationship between discipline and gender at Bauchi State University's Yuli Campus, considering the influence of sociocultural factors on disciplinary practices.

Theoretical Framework: To comprehend the gendered dynamics of discipline in academic settings, this study draws on a number of theoretical vantage points, including:

Theory of Social Learning:

According to Bandura's (1977) social learning theory, people pick up new skills through modeling, imitation, and observation. Gender norms and expectations are internalized in the context of discipline through behavior reactions and observation of disciplinary acts. Therefore, based on societal norms and expectations about suitable behavior for men and women, gendered patterns of discipline may arise.

Feminist Theory: Using feminist theory as a lens, one can examine gender inequality and power dynamics inside institutions. Feminist philosophy emphasizes how disciplinary procedures within academic settings can mirror and reinforce gender prejudices and stereotypes. Discipline policies, for instance, may be harsher or more punishing toward female students, reflecting broader society views on the conduct and agency of women. Crenshaw (1989) introduced the concept of intersectionality, which highlights the interdependence of social classifications like gender, race, class, and ethnicity. Intersectionality theory sheds light on how gender interacts with other sociocultural elements to affect disciplinary experiences within the discipline of Bauchi State University Yuli Campus. For example, because of their overlapping identities, female students from marginalized backgrounds may encounter additional difficulties during disciplinary hearings.

Conclusion: This framework offers a thorough comprehension of the gendered nature of discipline within Bauchi State University Yuli Campus by integrating his theoretical views. This theoretical approach can be used empirically to explore the ways in which gender affects disciplinary practices, spot potential biases or inequities, and provide guidance for developing more equitable disciplinary procedures in academic settings.

3. Methodology

Using a cross sectional survey method, data were gathered from students of various departments at Bauchi State University Yuli campus in Bauchi, by distributing a structured questionnaire instrument. Purposive sampling technique was employed to select the sample for the study. In whole, 361 respondents were contacted for the data collection. Entirely, 332 responses from the respondents were recovered, consequently, returning a response rate of about 89%. However, of the 332 responses, only 311 were viewed suitable for the data analysis. Exploratory Factor Analysis EFA was used for the data analysis to be able to respond to the research questions of the study. In whole, 41 items signifying factors of gender relations and discipline were subjected to principal component analysis using varimax rotation in order to find out the factor structure. In this, the factors with factor loadings greater than or equal to 0.5 were recollected and reserved (Kaiser, 1974). The outcomes were also used to identify the sampling adequacy Kaiser-Meyer-Olkin (KMO).

3.1 Research Design

The study adopted an explanatory method research design. Categorically, quantitative techniques. This type of research involves the data collection by questionnaire in order to understand the opinion of the participant based on the sample of the target population (Creswell, 2018).

3.2 Sampling and Sample Size Determination

In this study simple random sampling technique was employed based on quantitative method of research. In simple random sampling, all possible subjects have the same likelihood of being selected at any given stage when a sampling process is underway. In selecting study respondents, student from Bauchi Yuli campus was randomly sampled for responses to the questionnaires. Total number of 6,103 students

from Bauchi Yuli campus, because of this, it is too hard for a researcher to cover. In quantitative research design this study used sample-size of 361 as selected from the target population of (6,103).Base on (Creswell, 2013).

3.3 Methods of Data Analysis

Data was collected and be subjected to both quantitative and qualitative analysis techniques. Data collected using questionnaires was cleaned, coded and inputted into the Statistical Package for Social Sciences (SPSS) version 20 computer software for analysis. Descriptive statistics like frequency and mean scores were analysed and findings presented in tables and charts.

4. Results and Discussion

4.1 Data Screening and Preparation

Data screening is a significant task largely in factor analysis. In this study, data was checked and no missing data was identified. Multivariate outlier was

also checked using Mahalanobis test. In these 9 cases was found to be above the Mahalanobis Value, these cases was deselected as outliers and was not used in the analysis.

4.2 Data Analysis: Exploratory factor analysis (EFA)

Exploratory factor analysis EFA was used in this study, as a dimension reduction tool, to find out, among others, the dominant and relevant factors of gender relations and discipline. To achieve this, the result of the sampling adequacy test revealed: Table I below displays Kaiser-Meyer-Olkin (KMO) together with the Bartlett's test of sphericity values. The KMO result shows that (0.836) is significant at 1% level of significance and above the required threshold of 0.6. This had further complied with the sampling adequacy for exploratory factor analysis (Kline, 2014).

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	4073.936
	Df	465
	Sig.	.000

Source, Researcher, 2024

Table 2 explains the latent factor structure or components and Cronbach's alpha reliability values of each scale or construct. From the EFA analysis five components factors were identified with eigenvalues greater than one (>1), which also explained 58 % of the total variance. Subject to the high extraction of communalities amongst the variable components; five main constructs were identified from the analysis.

These constructs were numbered 1 to 5 each representing a particular component or construct with a good loading of items or predictors. The value of a

factor loading determines the strength of an item and how well that specific item or predictor correlates with or explains the main construct. For instance, in component 2 of table 2, WMC1 is the item that has the highest factor loading, which means is the item that best predict and explains the main construct. However, the minimum acceptable limit of a factor loading is 0.5. Hence, any item with less than 0.5 factor loading is a weak predictor in the entire construct. Nevertheless, the results revealed that some of the items would be deleted on the bases of low factor loadings (<0.4).

Table 2: Rotated Component Matrix

Item Codes	Components				
	1	2	3	4	5
EPC7	.663				
EPC4	.652				
EPC6	.630				
EPC2	.608				
EPC3	.556				
EPC1	.502				
EPC9	.477 Deleted				
EPC10	.465 Deleted				
EPC8	.438 Deleted				
EPC5	.423 Deleted				
WMC1		.804			
WMC3		.749			
WMC5		.747			
WMC2		.712			
WMC4		.466 Deleted			
WMC6		.453 Deleted			
WMC7		.442 Deleted			
SU1			.910		
SU2			.899		
SU3			.881		
SU4			.818		
SU5			.802		
SU6			.800		
SU7			.488 Deleted		
SU9			.465 Deleted		
PFB5				.829	
PFB6				.796	
PFB4				.706	
PFB3				.657	
PFB2				.619	
PFB1				.562	
PFB8				.480 Deleted	
PFB7				.461 Deleted	
PFB12				.443 Deleted	
PFB9				.393 Deleted	
PFB10				.381 Deleted	
CLO1					.750
CLO2					.688
CLO3					.673
CLO5					.476 Deleted
CLO4					.453 Deleted
Reliability Test	0.860	0.910	0.888	0.832	0.976

Extraction Method: Principal Component Analysis; Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

b. EPC= Excessive Parental Care, WMC= Weak Moral Code, SU= Social Unfairness, PFB= Poor Family Background, CLO= Collapse of Law & Order

Source, Researcher, 2024

Dominant Factors that influence student immoral behaviour in an academic environment

Table 3 displays the dominant, item descriptions and their corresponding factor loadings. In this table all

the items were reduced to more strong and reliable predictors. This revealed 25 resilient predictors across the entire research constructs. Of the 25 predictors, six loaded to the first component and were labelled as

the *Excessive Parental Care*, These include Reciprocal form of interaction, Parental socio-economic educational background, Disciplinary practices, Excessive Parental Material Provision, Unnecessary Off campus Life, Excessive Parental Financing these are said to be the factors that best explains factors that influence student immoralities. Four items that loaded as weak predictors these include Authoritative parenting effects on children, monitoring children's behavior, Substance Abuse, Antisocial behavior with their children under the second component were termed as weak moral code , they include Influence of Mass Media Aggression/

School quality (School) Domestic Violence Urbanization School Environment as the strongest predictors of factors that influence student immoralities . While fourth items loaded to the third component, these were called Poverty inequality in participation of student in academic activities confusing, unclear lectures, frequently late to class partiality to some students due to gender age race Unfair in grading however, Family social-economic status Educational service (Tutor) Parent participation⁵ these are the more appropriate predictors that explains why 4.4 Student Immoral Behavior in an Academic Environment.

Table 3 Critical Factors of Compliance Structure, Factor Loadings and Reliability

Item Description	Components					
	Excessive Parental Care	Weak Moral Code	Social Unfairness	Poor Family Background	Collapse of law & Order	
Reciprocal form of interaction	.663					
Parental socio-economic educational background	.652					
Disciplinary practice	.630					
Excessive parental material provision	.608					
Unnecessary off campus life	.556					
Excessive parental financing	.502					
Authoritative parenting effects on children		.477				
Monitoring children's behaviour		.465				
Substance abuse		.438				
Antisocial behaviors with their children		.423				
Influence of mass media			.804			
Aggression			.749			
School quality (school)			.747			
Domestic violence			.712			
			.802			
Urbanization			.466			
School Environment			.453			
Peer group			.442			
Poverty				.910		
Inequality in participation of student in academic activities				.899		
Confusing unclear lecture				.881		
Partiality to some students due to gender age race				.818		
Unfair in grading				.802		

.800

Family social economic status	.488
Education service (Tutor)	.465
Parent participation	.473
Reliability Test	0.860 0.910 0.888 0.832 0.976

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Source, Researcher, 2024

Similarly, for the fourth and fifth components in table 3, six items loaded to the fourth component and were called poor family background, they are composed of poverty Inequality in participation of student in, academic activities, Confusing unclear lecture, race, and Unfair in grading these emerged as the strongest predictors of collapse of law and order. Three items loaded to the fifth and were called social unfairness, these were measured as factors that influence student immoral behaviors in an academic environment, and the six items are the actual predictors of social unfairness based on the responses of respondents.

5. Conclusion and Recommendations

Results in this study indicated that from the EFA analysis, 5 main constructs were identified, and of the 41 items that were used at the initial analysis, 25 prevailed and emerged as stronger and relevant predictors of the main constructs of factors that influence student immoral behaviors in an academic environment with HDS in Gender relationship and discipline in an academic environment in Bauchi State University Gadau Yuli campus Bauchi In this, 6 items loaded under Excessive Parental Care, 4 items belong to Weak Moral Code. Construct, 6 items also relevant to Social Unfairness, similarly, Poor Family

Background have 6 items loaded on to it and finally Collapse of Law & Order has 3 items.

The research recommended that possible solutions to indiscipline Government and school authority should make provision of moral leadership and moral training, value re-orientation, provision of adequate facilities for teaching games and sports, establishment of effective and functional Parent-Teacher Association (PTA), in every government schools in addition, government should reduction class size, schools emphasizing extracurricular activities, involving students in making rules policies that affect them, positive teacher-students relationships. However, Government should try to provide ICT acknowledge and internet connectivity, that Government School form high parental and school supervision and counseling and enforceable school rules and regulations can along way reduce immorality. School administrators should devise means of involving students in formulating rules and policies that affect them. Involvement of students in evaluation and improvement of instruction program me, involvement in the planning and implementation of co-curricular programmer, involvement in the control of students' comportment

The Research work is Sponsored by TETFUND

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