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TEACHERS' PERCEPTION ON THE STRATEGIES USED BY PRINCIPALS IN MANAGING INDISCIPLINE IN SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE

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Abstract

The main purpose of this study is to examine teachers' perception on the strategies used by principals in managing indiscipline in secondary schools in Enugu Education Zone. The research adopted survey design for the study. A close-ended questionnaire was used as the instrument of study. This instrument was validated by two experts. The test re-test method was used to test for the reliability of the instrument. The population is 1871, from all the teachers in public Secondary Schools in Enugu Education Zone, census figure released by the Post Primary School Management Board (PPSMB) in 2020. The figure was distributed, 911 teachers from Enugu East, 761 teachers in Enugu North and 189 teachers from Isi-Uzo Local Government Area. The mean statistic was adopted as the method of data analysis. Findings revealed that the teachers' perceptions on the strategies adopted by the principals in managing indiscipline are that teachers believed that the strategies are very much ok, and part of them believed it to be unnecessary and too strict, but they all disagreed that the strategies are not too abusive, uncalled for and unusual. The study recommended that appropriate application of the management systems so as to curb indiscipline, such as use of good leadership style should be adopted. All stakeholders of the education



sector should partner with schools' administrators and managers to enhance effective implementation of preventive discipline practices for improved quality discipline in the nation's school systems.

Keywords: Concept of Indiscipline, Causes of Indiscipline and Strategies of managing indiscipline

Introduction

In secondary education, the principal head the teachers by regulating their activities. It is part of their job description to regulate, motivate and discipline the activities of the teachers. Teachers like the students they teach and any other person are prone to partake in indiscipline acts. Such act according to Obi (2017) are cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. He has observed professional laxity on the part of teachers, and to him, many teachers are merely staying on the job to look for better jobs outside. In some schools, one notices that school principals are not forthcoming in management of teachers' indiscipline. Indiscipline behaviour among teachers manifest in truancy, lateness, absenteeism, non-attendance of

lessons, selling of goods during school hours and so on. The exhibition of these negative attitudes by teachers defeats the goals of education and inhibits the quality of secondary education (Ekpoh, 2007; Ekpoh and Basse, 2011). Given this scenario in the school, it is the duty of the principal to coordinate such activities through effective supervision, without which, effective teaching may not be accomplished easily (Nwankwo, 2018).

The word "discipline" is derived from Latin root "discipulus" meaning a pupil or disciple (Ijaz, 2014). Akubue, (2017) broadly characterized discipline as a functional product of orderliness, self-control, self-restraint, respect of oneself and others, perseverance, tolerance and recognition of human dignity. Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and



functions in the social, psychosocial and pedagogical fields. Concerning its displays, Ofojebe (2019) believed that the major situations are framed in what they point out as the first level of indiscipline and which are those incidents of disruptive nature whose disturbance affects the good classroom functioning. The incidents that might be framed in the second and third levels are conflicts among peers and conflicts within teacher – student relationship which might be taken on proportions of violence and even delinquency.

In discussing the problem of indiscipline Obi (2017) stated that indiscipline spreads through all side of the life of man and has brought man down to the knees. Onyali (2017) pointed out that school discipline has two main objectives. The first is to ensure the safety of staff and students and the second to create an environment conducive to learning. Acts of indiscipline occasioned by teachers' misconducts involving violent and criminal behaviour defeat the goals of education (Ali, Dada, Isiaka, and Salmon 2014).

Naturally, the problem of discipline was taken to consist in bringing the conduct of the pupils into conformity with ideas and standards of the master. The teacher's personality was always regarded as noble and beneficent, and the pupils had to develop the virtue of docility and plasticity so that the teacher might impress his personality on them and mould them in his own image (Haider, Khan, Munir, Latif and Bari 2012).

Managing teachers' indiscipline in secondary schools often leads to conflict depending on the strategies used by the principals. Ikediugwu (2017) defined conflict as the pursuit of incompatible interests and goals by different groups. Oboegbulem and Alfa (2013) viewed conflict as a struggle over values or claims to status, power, and scarce resources in which the aims of the conflicting parties are not only to gain the desired values, but also to neutralize, injure, or eliminate the rivals. Principals make use of various strategies in controlling indiscipline, these includes; monitoring teachers' attendance and movement in and out of schools and the general performance of duties, others involve demanding, bossing, scolding,



warming, belittling and punishing (Ekpoh and Bassey, 2011; Ali, Dada, Isiaka, and Salmon, 2014).

Statement of the Problem

With the emphasis on the necessity for quality and a basic education for the nation's developments through the existing universal basic education (UBE) system, there is a noticeable trend of lack of interest and poor attitude to work by teachers. According to Udom(2010), this trend has affected the performance of students in external examination in the last couple of years. Essentially, in some schools there is orderliness and effective leadership as provided by school principals in the management of schools, but in others, the situation is appalling. There are observed cases of truancy, absenteeism, non-attendance of lessons by teachers, persistent lateness to schools, selling of goods during school hours by teachers, and so on (Ekpoh&Bassey, 2011).

The trend has necessitated the need for disciplinary actions by the principals and has involved the use of various strategies in combating the act of indiscipline among teachers in secondary schools. With this new development one wonders

what has been the perception of teachers on the strategies employed by the principals on managing indiscipline. For this reason, the researchers find it necessary to investigate;

1. Problems associated with strategies commonly used by the principals for managing teachers' indiscipline in secondary schools.
2. The teachers' perception on the strategies adopted by the principals in managing indiscipline in secondary schools.

Research Questions

The following research questions in line with the purpose guided the research process.

1. What are the strategies commonly used by the principals for managing teachers' indiscipline in secondary schools?
2. What are the teachers' perceptions on the strategies adopted by the principals in managing indiscipline in secondary schools?

Research Hypotheses

Stated below are the Null Hypotheses (H₀), which were tested at 0.05 significant level.



H₀₁: there is no significant difference between the strategies used by principal and already existing strategies in managing indiscipline in secondary schools.

H₀₂: there is no significant difference between the mean response on the perception of male and female teachers on strategies adopted by the principals in managing indiscipline secondary schools

Research Method

The Research design for the study is Descriptive Survey Design. Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

The area of the study is Enugu Educational Zone. This comprises of three Local Government Areas; Enugu North, Enugu East and Isi-Uzo Local Government Areas. The educational zone involves of all the schools and educational institutions in the three local

government areas. The area is an urban area and part of rural communities with the major occupations of the citizens is civil service, agriculture and trading.

According to the data generated from *Department of P.P.S.M.B Post Primary School Education Management Board [PPSMB (2015)*, The population was all the secondary school teachers in Enugu Educational Zone; this summed up to 1871 government teachers. The figure is distributed, 911 teachers from Enugu East, 761 teachers in Enugu North and 189 teachers from Isi-Uzo Local Government Area.

The sample size for this research is 450 teachers. The sample size was obtained using simple random sampling technique. The research at random sampled five (5) secondary schools each from the local government areas in Enugu Educational Zone making a total of fifteen (15) secondary schools. From each of the selected schools, thirty (30) teachers were selected at random giving a total respondent of 450.

The instrument for data collection is the questionnaire. The questionnaire was designed by the researcher and was titled



“TPOPSMI” that is Teachers’ Perception on Principal’s Strategies on Managing Indiscipline. The questionnaire is divided into two (2) parts; part I and part II. Part I was designed to collect the personal information of the respondents. Part II contains the question items for each of the research questions. A total of 20 items were contained in the questionnaire for the purpose of the research work.

The instruments were validated by three experts/experienced lecturers. One in the field of Management and Evaluation in Enugu State College of Education (Technical), Enugu and two in the department of Educational Management and Planning Enugu State University of Science and Technology.

To obtain the reliability of the instrument, a test-retest method was used. The researcher sent some copies of the questionnaire out to Nsukka educational zone which is not part of the case study. The questionnaire was distributed to the teachers in the educational zones.

The researcher distributed 450 copies of the questionnaire by self to the respondents. He waited for the respondent to fill it so as to clarify any problems they may encounter. Through this, all copies of the questionnaire were collected and used for data analysis.

Mean analysis method was used to analyse the question items in the questionnaire. The purpose of using mean score point value to determine the yardstick for evaluating the responses to the question items posed to the respondent. The decision rule was that any mean up to 2.5 and above was accepted as “Agreed”, while a mean score below 2.5 was rejected as “Disagreed”.

Data Analysis

The presentation of data which represents responses given by the respondents in the questionnaire which were distributed to them was subjected to analysis using statistical techniques. The results of these tests were useful in providing answers to research questions formed to serve as guide to the research work.



Research Question One

What are the strategies commonly used by the principals for managing teachers' indiscipline in secondary schools?

Table 1: Mean and SD response on the strategies commonly used by the principals for managing teachers' indiscipline in secondary schools

N=450

| S/N | Items | Mean | SD | Decision |
|-----|----------------------|------|------|-----------|
| 1 | Suspension | 2.83 | 0.88 | Agreed |
| 2 | Scolding | 2.93 | 0.79 | Agreed |
| 3 | Retrenchment | 2.35 | 0.86 | Disagreed |
| 4 | Detention | 2.89 | 0.80 | Agreed |
| 5 | Physical assaults | 2.34 | 0.88 | Disagreed |
| 6 | Reduction in payment | 2.94 | 0.74 | Agreed |

Source: Authors Computation 2021

The analysis above shows the mean and standard deviations based on the responses on the research question one examining the strategies commonly used by the principals for managing teachers' indiscipline in secondary schools. The items 1, 2, 4 and 6 obtained the following mean score 2.83, 2.93, 2.89 and 2.94 respectively which are greater than 2.50 and item 3 and 5 obtained 2.35 and 2.34 lower than 2.50.

Research Question Two

What are the teachers' perceptions on the strategies adopted by the principals in managing indiscipline in secondary schools?



Table 2: Mean and SD response on the teachers’ perceptions on the strategies adopted by the principals in managing indiscipline

N=450

| S/N | Items | Mean | SD | Decision |
|-----|--------------|------|------|-----------|
| 7 | Too abusive | 2.29 | 0.82 | Disagreed |
| 8 | Very much ok | 2.65 | 0.86 | Agreed |
| 9 | Uncalled for | 2.06 | 0.85 | Disagreed |
| 10 | Unusual | 2.01 | 0.79 | Disagreed |
| 11 | Unnecessary | 3.17 | 0.62 | Agreed |
| 12 | Too strict | 2.82 | 0.91 | Agreed |

Source: Authors Computation 2021

Table 2 shows the mean and standard deviations on the teachers’ perceptions on the strategies adopted by the principals in managing indiscipline. The items 8, 11 and 12 obtained the following mean score 3.17, 2.65 and 2.82 respectively which are greater than 2.50 and item 7, 9 and 10 obtained 2.29, 2.06 and 2.01 lower than 2.50.

Null Hypothesis One (Ho1): there is no significant difference between the strategies used by principal and already existing strategies in managing indiscipline secondary schools.

The hypothesis was tested at 5% significance level. SD = Standard Deviation, DF = Degree of Freedom, t-Cal = Calculated Value of t and t-Crit. = Critical Values of t

Table 5: testing for hypothesis one

| Items | Mean | SD | N | Df | T-cal | T-critical |
|---------------------|------|-------|---|----|--------|------------|
| Principal strategy | 7.5 | 2.062 | 6 | 11 | -5.966 | 2.201 |
| Existing strategies | 16.3 | 3.149 | 7 | | | |

Source: Authors Compilation



The analysis presented above shows that calculated value of t is (-5.966) is negative, we take its absolute value this gives (5.966). Since the calculated t-value (5.966) is greater than the critical t-value (2.201) with 0.05 level of significance, therefore we reject the Null Hypothesis (Ho₁) there is significant difference between the strategies used by principal and already existing strategies in managing indiscipline secondary schools.

Null Hypothesis Two (Ho₂): there is no significant difference between the mean response on the perception of male and female teachers on the strategies adopted by the principals in managing indiscipline secondary schools.

The hypothesis was tested at 5% significance level. SD = Standard Deviation, DF = Degree of Freedom, t-Cal = Calculated Value of t and t-Crit. = Critical Values of t

Table 6: testing for hypothesis two

| Items | Mean | SD | N | Df | Z-cal | Z-critical |
|--------|------|-------|---|----|--------|------------|
| Male | 13.7 | 4.752 | 7 | 11 | -2.027 | 2.201 |
| Female | 9.5 | 2.629 | 6 | | | |

Source: Authors Compilation 2021

The analysis presented above shows that calculated value of t is (-2.027) is negative, we take its absolute value this gives (2.027). Since the calculated t-value (2.027) is less than the critical t-value (2.201) with 0.05 level of significance, therefore we do not reject the Null Hypothesis; this implies that there is no significant difference between

the mean response on the perception of male and female teachers on the strategies adopted by the principals in managing indiscipline secondary schools

Summary of Findings

From the analysis above, the major findings were summarized below.



1. The strategies commonly used by the principals for managing teachers' indiscipline in secondary schools are through the use of suspension, scolding, detention and reduction in payment.
2. Secondly, the teachers' perceptions on the strategies adopted by the principals in managing indiscipline are that teachers believed that the strategies are very much ok, and part of them believed it to be unnecessary and too strict. But they all disagreed that the strategies are not too abusive, uncalled for and unusual.

techniques and teachers' job performance which also regulates indiscipline's among the teachers. Obiakor (2012), included expulsion, suspension, caning, detention, and reprimanding, guidance and counselling, fining, rewards, self-commitment in writing to maintain good conduct, pinching, slapping and smacking.

Secondly, research question two following the response on the teachers' perceptions on the strategies adopted by the principals in managing indiscipline, the result revealed that teachers believed that the strategies are very much ok, and part of them believed it to be unnecessary and too strict. But they all disagreed that the strategies are not too abusive, uncalled for and unusual. Asare, Owusu-Mensah, Prince and Gyamera (2015) revealed from their study that, teachers used judgemental to subjective behaviours as well as evaluating the disciplinary measures to interpreting it as the appropriate measure to stop misbehaviour. Additionally, in place of punishment, they preferred to be encouraged, who were not showing

Discussion of Findings

Research question one: the analysis found that the strategies commonly used by the principals for managing teachers' indiscipline in secondary schools are through the use of suspension, scolding, detention and reduction in payment. This is out of many strategies which principals use in managing indiscipline in the school. The study of Ekpoh and Eze (2015) showed a significant relationship between principals' supervisory techniques in terms of classroom visitation, workshop



interest in classroom activities or job performance.

Conclusion

Based on the above, the researcher concluded that the strategies in managing indiscipline by the principals are suspension, scolding, detention and reduction in payment. These strategies are very much ok, according to the teachers and part of them believed it to be unnecessary and too strict. The strategies resolves act of indiscipline among teachers, warns against future plans on indiscipline by the teacher and sometimes it do leads to conflict among the teacher and the principals. And to improve the ways for improving principal's strategies for managing teacher's indiscipline are through reorienting the teachers on the need for discipline among them, evaluating the disciplinary measures, making rules and regulation guiding disciplinary measures.

Recommendations

Based on the conclusion and findings, the following recommendations were offered.

1. Appropriate application of the management systems so as to curb indiscipline, such as use of guidance and counselling.
2. All stakeholders of the education sector should partner with schools' administrators and managers to enhance effective implementation of preventive discipline practices for improved quality discipline in the nation's school systems.
3. Teachers should cultivate the habit of involving teachers in rule setting in order to promote ownership of the rules and to encourage them to take more responsibility for their own behaviour

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