

**MANAGEMENT OF SCHOOL HEAD DISCIPLINARY STRATEGIES FOR HIGH STUDENTS LEARNING OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA.**

**BY**

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**Abstract**

The paper examined management of school head disciplinary strategies for high students learning outcomes in public secondary schools in Bayelsa State, Nigeria. Two research questions and two corresponding hypotheses were used to guide the study. The study is descriptive. The population of the study comprised of all the principals in public secondary schools in Bayelsa State which have a total of 218. A sample size of 164 (86 males principals and 78 females principals, 86 urban principals and 78 rural principals) was drawn representing 75% of the entire population using proportionate stratified random sampling technique. A self-structured questionnaire tagged, MSHDSHSLO was used as the instrument for data collection which yielded a reliability index of 0.88 using Cronbach Alpha Statistics which guarantee the use of instrument for the study. Mean and standard deviation were used to test research questions while z-test was used to test the hypotheses. The study revealed among others that the use of the indicators of school disciplinary strategies will curb indiscipline in school and attain high students learning outcomes in public secondary schools in Bayelsa Nigeria.

**Keywords:** Management, School Heads Disciplinary Strategies, High Students Learning Outcomes, Bayelsa State.

**Introduction**

School organization has always been seen to the most organized formal institutions aimed at molding the character of learners and societal progressive change. The efficacy of the school system is a yard-stick or parameter for finding out progressive and disciplined societies and organizations. Modern societies always look forward at educational institutions to develop, transform, change and transmit its values, knowledge and attitude considered for critical progress. Effective and efficient schools do not come by accident, but as products of good management and leadership with well disciplinary culture. Regrettably, the present level of moral decay in our society is simply the direct result of failure from school system to match learners' reckless behaviour with improvised and appropriate disciplinary strategies.

In recent time, several issues and arguments have been raised regarding the fall on expectations of societies on students' discipline. It is common in homes and communities seeing parents and authorities questioning the parentage of their children. In school setting, since students are drawn from different homes and social strata and background, the command of discipline tends to reside solely on the school heads and teachers who serve as in-loco parentis. The overall command comes from the school heads, however, the teacher dictate the pace and tone of his class as well as what constitutes discipline and indiscipline in the class. Appropriate teaching and learning process is a function of well-managed classroom. Teaching activities in school cannot proceed under an atmosphere of chaos and mismanagement. A well-managed classroom quickens effective achievement of the goals of education particularly secondary schools. Similarly, proper discipline in school can improve students' academic performance.

### **Statement of Problem**

Learning activities and high achievement students learning outcomes can be achieved when there is zero tolerance for indiscipline in our schools. This is to say, learners discipline is one of the fulcrums for instructional process to be effective. If students are not well disciplined; institutions cannot afford them the best possible education. Improved disciplinary measures in school offer students to be focused on their academics; this in turns will bring high student learning outcomes. Conceptualization of what is taught in school cannot be attained when there is break down of rules and regulation resulting from students' indiscipline. Disciplinary strategies are formal ways for school authorities or management to deal with students' misconduct, unacceptable conduct or behaviour to achieve premium goals of the schools. Most schools in states are producing abysmally low because of poor approaches in handling indiscipline in their schools. It has become imperative to state that students' indiscipline has become impediments to the realization of public secondary school goals; and has negatively impacted their learning outcomes. The high rate of cultism activities mostly in public schools, encouraged examination malpractices, disobedience, lack of respect and orderliness to constituted authorities in schools and societies, bullying, raping, cheating among others are direct result of indiscipline. School heads must rise to deal with these aforementioned social vices in a bid to save moral decay in our schools and societies. Most school heads and classroom teachers do not possess the basic strategies to bring sanity and civility in schools. It is on this premise that the study

sought to examine management of school disciplinary strategies for high students learning outcomes in Public Secondary Schools in Bayelsa state, Nigeria.

### **Aim and objectives of the study**

The purpose of the study is to examine management of school disciplinary strategies for high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria. Specifically, the study sought to:

1. ascertain the indicators of school disciplinary strategies for high students learning outcomes in Public Secondary Schools in Bayelsa State
2. determine the ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State
3. examine the need of school discipline for high students learning outcomes in Public Secondary Schools in Bayelsa State

### **Research Questions**

1. What are the indicators of school disciplinary strategies for high students learning outcomes in Public Secondary Schools in Bayelsa State?
2. What are the ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State?
3. What are need of school discipline for high students learning outcomes in Public Secondary Schools in Bayelsa State?

### **Hypotheses**

1. There is no significant difference between the mean ratings of male and female Principals' opinion on the indicators of school disciplinary strategies that can bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria?
2. There is no significant difference between the mean ratings of urban and rural Principals' opinion on the ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria

### **Literature Review**

#### **School Discipline**

School discipline is as oldest school as man. Discipline breeds a healthy classroom and inspires the teacher towards greater commitments and school goals achievements. School discipline can be seen as guaranteeing that teachers and learner are safe, also to create an enabling atmosphere for effective teaching and learning. Discipline of student is necessary to achieve school goals objectives. It is important to any society that aspire and longing to be peaceful and progressive in its entirety. In the wake of indiscipline in school, schools and societies will be predisposed to all kinds of social immoralities such as raping, examination malpractice, disobedient, dishonesty, lack of respect to constituted authorities, abuse of drug, human trading among others.

Ashimole (2017) sees school discipline as the steadiness in the display of behaviours which is in conformation to accepted customs and ethics. A disciplined person consistently abides by the laws of the society or rules and regulation of any organization in which he finds himself. Discipline indicates to every aspect of a person or organizations, ethics among others. According to Adesina in Ashimole (2017), the purpose of school discipline is to instill respect for school officials, compliance with school rules and regulations, and upholding standards. Also, Abubakar (2000) explains that discipline is the capacity and readiness to carry out duties by students without outside influence. Adesina in Ashimole (2017) describes school discipline as the willingness to instill respect for school officials and recognized regulations made by institute such as the school.

Kpee (2007) sees school discipline as an aspect comes through training. It grows and matures. It reflects in one character, speech and reaction to issue. One of the goals of discipline is to remind the child of the consequences of personal behaviour. When parents ignore a child wrong action, they may be sending negative impression that the child can misbehave with consequences. To Akinwumiju and Agabi (2008), school discipline is a consistent exhibition or show of behaviour that confirms with the acceptable norms and values in any given environment. Discipline in a school setting is the exercise projected to make teachers students develop a moral and accepted behavior in the school and society which they belong. It is the conception of controlled behaviour obtained by enforcing compliance to rules, regulations and orders. The above explanation also affirms with Madumere (2004) assertion that state that school discipline cab be evaluate by the extent staff and students are able to adhered to the norms and principles of the school. Therefore, accurate management and administration of learners through relevant strategies is necessary by school heads and teachers to achieve school desirable goals.

## **Management**

Management refers to as doing what is seemingly right at the appropriate time. However, the term management means many things to many people. It is process in which all efforts are geared towards achieving the goals and objectives of the organization including the school. It is generally viewed that management is getting things done with the use of other people. According to Adeyemi (2009), management is a social activity that focuses on locating, upholding, inspiring, managing, and bringing together officially and formally structured people and material resources within a system like the school. School is a social system; it is viewed as a system that is made up of people and other resources. In order words, management should be seen as a mobilizing and monitoring of activities in order to effectively achieve organizational goals as well as that of the society they operate. To fulfill the goal of the school organization effectively and efficiently, Onuka (2009) defines management as the effective coordination of all organizational activities and material resources with or through other individuals. Nwachukwu in Mgbere (2016) defines management as getting things done through the use of other people. It can be elaborately define as the coordination of all resources of an organization through the process of planning, organizing, directing, controlling, budgeting, staffing, reporting and coordinating. Overview of this, it is believed that the school needs accurate and thorough disciplinary measures to strive.

## **The Need for Discipline in Schools**

There are several needs for discipline in schools. School discipline helps students remain focused in the school activities. A disciplined or trained student will stay focused and attentive on his or her goals and also keep work as top priority. Discipline provides ample opportunities to student with rules to live responsibly, effectively and efficiently. The main goals of discipline are to maintain law and order. Adesina in (1980) in Aguba (2009) opines the following as the need for discipline in schools. They are:

- 1 Discipline aids and improves the accomplishment of the object of education.
- 2 Discipline encourages students' academic performance
- 3 Discipline generates a good learning atmosphere
- 4 Discipline improves on the capacity and ability of youths that will grow respect for one another
- 5 Discipline presents honest, trustworthy and humble citizens
- 6 Discipline enables students to cultivate and obey the national constitution

7 Discipline helps individuals to carry out duties without outside influence.

### **Indicators of School Disciplinary Strategies**

Research have suggested how school disciplinary strategies can improve students' academic performance. The school head and teachers are responsible for the achievement of students' informed high academic performance. Some of the disciplinary strategies that could bring about profound learning environment and high students learning outcomes according Kpee (2007) are as follows:

1. Students' participation in school activities: Student's participation or involvement in school and class activities stands as one of the strategies to curb indiscipline in schools. Such activity ranges from group experiments to taking notes and asking and answering questions. By so doing, learning outcomes can be enhanced.
2. Attentiveness and the use of eye contact. It is crucial that the teacher performs the delicate task of educating while being aware, paying attention, and using his five senses. The importance of sight is such that making eye contact with any misbehaving kids might stop them from continuing their bad behavior. This technique aids students' focus and participation in class activities.
3. Paying or focusing on students is another tactic used to reduce indiscipline in classrooms. Each student deserves the teacher's full attention since they are all special, odd, and significant. Some professors refuse to help or pay attention to pupils; they are unconcerned about the students' bad study habits. When a kid perceives or learns that the instructor cares about him or her and meets those needs without bias, the student feels safe and develops good school behavior.
4. Identifying your pupils by name: Teachers are expected to recognize their students by name and occasionally be knowledgeable about their histories and upbringings. A teacher can better manage a pupil if they have a thorough understanding of the kid. The more times a child's name is said while they are misbehaving or about to misbehave, the more shocked they get and the more likely they are to stop the intended behavior. In this case, the student has the option to back out of the crime he would otherwise commit. This is an intriguing student discipline plan for school administration.
5. Class size: In order to improve effective teacher supervision, school administration is required to reduce class sizes to manageable levels. A suitable class size might range from 30 to 40 people. In order to maintain order and facilitate control, class size must be accurate and modest. When there

are fewer students in the class, they can understand what is being taught. It is possible to manage and lower the degree of noise.

6. **The use of Authority:** This is another strategy of students discipline in school. There is a saying that, a pinch of authority or autocracy to required to compel obedience. The teacher who serves as in loco parentis and knowledge from which the student benefits must possess adequate and firm control or authority over the student he/she teaches. A weak teacher cannot bring out the best from the student. The teacher does not need to refer minor cases of misbehavior to the school or any other authorities to handle.
7. **Narrow the Gap:** This aspect of students discipline is worthwhile and necessary. It is worthwhile because it helps teachers to establish cordial relationships with their students. This is because the relationship between the teacher and the pupils enhances effective classroom control and discipline especially where there is a frosty relationship or a gap in the relationship. It is important that in classroom management to narrow teacher-pupil relationship. However, the narrowed gap should not be misused by students.
8. **The Humanistic Approach:** The teacher that carries the rod always is not a merely the teacher that ensures the greatest discipline in the school. The teacher should always have the feeling that those he is dealing with are human and should be treated as human and not animal. The feeling of oneself is necessary to accommodate student towards achieving school goals.

Lawson (2015) is of the view that, there are other ways school discipline strategies bring about high students learning outcome. One of which is fairness to students in classroom activities. The teacher must ensure that all students in his class re treated equally. This goes to say that, if a student is found wanting such as coming to class late and he or she is punished, other students who comes late too should be treated according. There should be no selection is reprimanding students for breaking school rules and regulations. Also, there should be consistency on the part of the teacher. The teacher must react to similar conditions in similar manner. Assuming a teacher punishes a student for an offense, like lateness to school or class on a particular day, and another day ignores this same behaviour, then there is inconsistency in his handling of students. This can affect the disciplinary problems in the school management.

Lawson also asserted that, making lessons exciting is another way school discipline strategies bring about high students learning outcomes. The teaching pattern must not be monotonous; it should

be subject to changes. One particular teaching pattern or method makes learning boring and students may feel dissatisfied in the long run thereby diminishing their appetite towards learning. Others include teachers mastering of subject matter, maintaining established routine among others.

### **Ways of Managing School Disciplinary Strategies**

Disciplinary strategies are aimed at bringing to bear the attitude of learners in a bid to increase their learning outcomes. To bring about successful war against indiscipline in schools, all efforts must be enhance, all hands must be on deck. It involves collective participation. The homes, schools and the society must close ranks and device concrete ways of solving this problem of indiscipline. Peretomode (1995) in Lawson (2015) states that, disciplinary strategy can be managed through positive parental role, unions of parent teachers association (PTA), training of school administrator or management, suggestion box, holding periodic meeting with prefects of schools, improvement of career prospects in training. This is in line with Ashimole (2017) that disciplinary strategies can be managed through maintenance of facilities, regular supervision of teachers and students, and the use of punishment among others.

### **Methodology**

This study adopted the descriptive survey design with a population of 218 principals from 218 Public Secondary Schools in Bayelsa State, Nigeria. A random stratified random sampling technique was used to draw 164 principals which represent 75% of the population. Out these, 86 male principals while 78 female principals; 86 urban principals and 78 rural principals respectively. A self-structured questionnaire was used to collect data from respondents. The questionnaire was entitled: management of school heads disciplinary strategies for high students learning outcomes achievement Questionnaire (MSHDSHSLOA) was validated by two experts in Educational Psychology in the Department of Educational Foundations. The questionnaire gave index of 0.84 using Cronbach alpha statistics to obtain the reliability coefficient which guaranteed the use of the instrument for the study. Two hundred and sixty eight copies of the instruments were sent out and two hundred and sixty copies were retrieved for analysis. Mean and standard deviation was used answer the research questions while z-test to test the hypotheses at 0.05 level of significance A mean of 2.5 and above was accepted as determinant and vice versa.

### **Results**

**Research question 1:** what are the indicators of school heads disciplinary strategies that can bring high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria?

**Table 1: mean and standard deviation scores of the indicators of school disciplinary strategies that can bring about high students learning outcomes**

S/N	Items	Male Principals			Female Principals		
		Mean	Std	Decision	Mean	Std	Decision
1	Active involvement of students in school activities	3.36	.59	Agreed	3.14	.55	Agreed
2	The use of eye contact technique to create attentiveness	3.22	.52	Agreed	2.99	.76	Agreed
3	Diagnostic attention to students' school activities	3.13	.87	Agreed	2.89	.88	Agreed
4	Identifying each student in class	3.25	.63	Agreed	3.17	.73	Agreed
5	Having manageable class size	3.05	.74	Agreed	3.14	.73	Agreed
<b>Aggregate mean and standard deviation</b>		<b>3.20</b>	<b>0.67</b>		<b>3.07</b>	<b>0.73</b>	

Table 1 shows that items 1-5 have mean values above the criterion mean value of 2.50 and agreed by male and female principals as the indicators of school disciplinary strategies that can bring about achievement of high students learning outcomes in Public Secondary Schools in Bayelsa State. The indicators of school disciplinary strategies that can bring about high students learning outcomes are: active involvement of students in school activities, use of eye contact technique to create attentiveness, diagnostic attention to students' school activities, identifying each student in class and having manageable class size.

**Research question 2:** in what ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria?

**Table 2: mean and standard deviation scores on the ways school disciplinary strategies can be managed to bring about high students learning outcomes**

S/N	Items	Principals in urban areas			Principals in rural areas		
		Mean	Std	Decision	Mean	Std	Decision
6	Positive parental role	3.04	.72	Agreed	2.95	.64	Agreed
7	Training of school administrator	3.00	1.09	Agreed	3.40	.51	Agreed

8	Holding periodic meeting with school prefects	2.64	1.02	Agreed	2.70	.82	Agreed
9	Regular supervision of students' behaviour	2.82	1.07	Agreed	3.20	.63	Agreed
10	Application of mild punishment	3.00	1.00	Agreed	3.10	1.10	Agreed
<b>Aggregate mean and standard deviation</b>		<b>2.90</b>	<b>0.98</b>		<b>3.07</b>	<b>0.74</b>	

Table 2 shows that items 6-10 have mean values above the criterion mean value of 2.50 and were agreed by principals in urban and rural areas as the ways school disciplinary strategies can be managed to bring about high students learning outcomes achievement in Public Secondary Schools in Bayelsa State. The ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria are through positive parental role, training of school administrators, holding of periodic meeting with school prefects, regular supervision of students' behaviour and application of mild punishment.

**Hypothesis 1:** There is no significant difference between the mean ratings of male and female Principals' opinion on the indicators of school disciplinary strategies that can bring about high students learning outcomes achievement in Public Secondary Schools in Bayelsa State, Nigeria.

**Table 3: t-test on the mean difference between male and female principals on the indicators of school disciplinary strategies that can bring about high students learning outcomes**

Gender	N	Mean	Std	df	t-cal	Sig.	Alpha value	Decision
male principals	85	16.01	2.01	161	1.93	0.06	0.05	Not significant
female principals	78	15.33	2.46					

Data on table 3 showed that male principals have mean and standard deviation scores of 16.01 and 2.01 while the female principals have mean and standard deviation scores of 15.33 and 2.46 respectively. With a degree of freedom of 161 and t-calculated value of 1.93, the hypothesis is failed to be rejected because the significant value of 0.06 is greater than the alpha value of 0.05. Therefore, there is no significant difference between the mean ratings of male and female Principals' opinion on the indicators of school disciplinary strategies that can bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria.

**Hypothesis 2:** There is no significant difference between the mean ratings of male and female Principals’ opinion on the ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria.

**Table 4: t-test on the mean difference between principals in urban and rural areas on the on the ways school disciplinary strategies can be managed to bring about high students learning outcomes.**

Gender	N	Mean	Std	df	t-cal	Sig.	Alpha value	Decision
principals in urban areas	80	16.09	2.21	161	0.07	0.95	0.05	Not significant
principals in rural areas	84	16.12	3.45					

Data on table 4 showed that principals in the urban areas have mean and standard deviation scores of 16.09 and 2.21 while the principals in rural areas have mean and standard deviation scores of 16.12 and 3.45 respectively. With a degree of freedom of 161 and t-calculated value of 0.95, the hypothesis is failed to be rejected because the significant value of 0.95 is greater than the alpha value of 0.05. Therefore, there is no significant difference between the mean ratings of male and female Principals’ opinion on the ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria.

**Summary of Findings**

The findings of this study are summarized as shown below:

1. The indicators of school disciplinary strategies that can bring about high students learning outcomes achievement are: active participation or involvement of students in school activities, use of eye contact technique to create attentiveness, diagnostic attention to students’ school activities, identifying each student’s name in class and having manageable class size. Further hypothesis shows no significant difference between the mean ratings of male and female Principals’ opinion on the indicators of school disciplinary strategies that can bring about high students learning outcomes achievement in Public Schools in Bayelsa State, Nigeria.

2. The ways school disciplinary strategies can be managed to bring about achievement of high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria are through positive parental role, training of school administrators, holding of periodic meeting with school prefects, regular supervision of students' behaviour and learning pattern and application of mild punishment. Further analysis shows no significant difference between the mean ratings of male and female Principals' opinion on the ways school disciplinary strategies can be managed to bring about high students learning outcomes in Public Secondary Schools in Bayelsa State, Nigeria.

### **Conclusion**

Following the foregoing findings, indicator of school disciplinary strategies and management of those strategies are necessary for high students learning outcomes in public secondary schools in Bayelsa State, Nigeria. However, the aforementioned variables have not been practically used by head teachers and teachers, and have negatively diminished quality education.

This situation calls for head teachers and teachers' attention to practice and as use these disciplinary strategies in a bid to reasonably achieve high students learning outcomes in public secondary schools in Bayelsa State, Nigeria.

Also, school heads and teachers should the aforementioned ways to manage students' indiscipline so as to achieve high learning outcomes in public schools in Bayelsa State, Nigeria.

### **Recommendations**

From the findings of this study, the following recommendations were proffered:

1. School heads and teachers should as a matter of priority uses the reviewed students' disciplinary strategies in such as active students' participation or involvement in school activities, use of eye contact technique to create attentiveness, diagnostic attention to students' school activities, identifying each student's name in class and maintaining manageable class size to achieve high students learning outcomes.
2. School heads and teachers should apply various managerial ways such as positive parental role, training of school administrators, holding of periodic meeting with school prefects, regular supervision of students' behaviour and learning pattern and application of mild punishment to achieve high students learning outcomes.

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