

Diminution To Effective Managerial Control Of Public Secondary Schools In Aboh Mbaise Local Government Area Of Imo State, Nigeria

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Abstract: *The study was designed to investigate the diminution to effective control of public secondary schools in Aboh Mbaise local government area of Imo states, Nigeria. The study adopted the survey research design and randomly sampled 150 respondents from the entire population of 1520 teachers. Rating scale tagged “Diminution to Effective Quality Control of Public Secondary Schools Questionnaire (DEQCPSSQ)” was used as instruments for data collection. The instruments were constructed by the researchers and validated by 1 specialist in Education Measurement and Evaluation and 2 specialists in Educational management and planning, Imo State University, Owerri. The questionnaire was trail-tested using Pearson Product Moment Correlation and was used to determine the reliability coefficient of the instrument and this yielded reliability coefficient (0.89). Data were analyzed using frequency mean to answer the research questions. The results revealed that political and social factors as it affect effective discipline among secondary school students and inability of students to perform well in class, low self esteem on the part of the students, and incessant experience of parental disputes at home and inadequate motivation of parents as regards to students among others. It was recommended among others that in order to stem indiscipline, specific disciplinary actions should be meted out against undisciplined students to discourage others from being unruly.*

Keywords: *Education, Effective management control, indiscipline.*

I. INTRODUCTION

The foundation of every great nation is the education of its citizens. This is so because according Ofojebe (2007) the aspiration of any nation to transform into a great nation can be possible if there are competent and dedicated teachers to impact the appropriate knowledge, attitudes, and skills. Education is widely known and accepted as a veritable too in the development of a nation. Nigeria has adopted education as an instrument ‘per excellence’ for the attainment of self reliance and national development (FRN, 2013:4). Education is the fulcrum that propels meaningful development to any nation. Education remains the main catalyst for development

in any society whether in the developed or developing world. The future development of the world and individual nations, hinge more than ever on the capacity of individuals and countries to acquire, adopt and advance knowledge (Republic of Kenya, 2007). In addition, efficient management of schools resources is crucial in order to make the school a pleasant, safe and comfortable center that will increase students attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities (Osei-Owusu & Kwame, 2012). Education constitutes a vital flow in the management of human, physical and financial resources of a nation especially in developing countries like Nigeria and growing states like Rivers. This is so because education had been considered the

key to all development process and produces the right skills and attitudes to move a nation forward (stressing the importance of education and the role of human resources development in a nation's developmental process). A country or state which is unable to develop the skills and knowledge of its people and utilize its resources effectively in the national economy will be unable to develop anything (Ololube, 2016). Onwuka (2000) defines education as the process of imparting knowledge, skills, values and desirable attitudes to learners to enable them fundamental position in the development of the society. According to Adesina (2016), education is a major force in the economic, intellectual social and cultural empowerment. He further stresses that education has the capacity to bring about character and altitudinal change, as well as structure capacities for desired development. Education therefore refers to the acquisition of knowledge, skill and social desirable values of the society. Every nation or society, no matter its size, designs an education system which it purses for common interest of all. No education system is established without the aim of building human capacity for societal development for the present and future generations (Akomolafe, 2011). Education according (Nwankwo, 2011) is a process of teaching, training and learning offered in schools to improve knowledge and develop skills. The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized. Discipline is an important component of human behavior as it directly defines the character of a human being. It is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his/her relations with others. Some school's success growth and development is largely determined by the discipline standards of its administrators. According to Akinwumiju et al (2013) discipline is a system of guiding the learners to make reasonable decisions. He further observes that good effective management of discipline saves substantial resources and time for school administrators. Also, Wango (2015) defines discipline as the training especially of the mind and character aimed at producing self control, ordered behavior and skillfulness. Koutseline (2014) defines student indiscipline as any student behavior that deviates from school expectations. These expectations may vary from school to school and also depend on social perception of ideal behavior as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, (Okeke, 2007) and this has become a major concern of the educators and the public. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve maximum performance. This attitude has been evident in public opinions polls that consistently rank school discipline as one of the biggest constraints facing Nigerian schools. These indiscipline cases include bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, wide spread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities. Alidzulwi (2015) asserts that severe disciplinary problems have been experienced in many secondary schools. The author indicated that some learners carry weapons such as daggers matches, axes, guns and other dangerous arms to schools. Incidences have been reported of learners stubbing their fellow students and teachers.

Socially, children who experience social alienation from others often misbehave. According to Lewis (2016), this situation arises within most families where children feel rejected. This finding is in support by Butchart (2018) who opined that emotional disconnection from family, friends and peer results in feelings of isolation and alienation for the child. These feelings experienced by the child may ultimately develop such as physical assault, gang violence, substance abuse, and many other disciplinary problems in his analysis of the social aspects of truancy and absenteeism. Agulanna (1999) identifies the following social and economic elements as being present in the homes of children who are often absent from schools:

Families at the lower end of the social scale, families in which parental unemployment is a norm, families on low incomes, families living overcrowded conditions, families living in poor standard housing, poor material conditions within the homes, families where the children are been abused, families where the children are been supplied with free school meals, families where the parents are passive victims of appalling environment and unsure of their constitutional rights (p. 78).

The political influence of the environment creates indiscipline among the youths (Obioma, 2012). Political and social influences have been a constraint to effective discipline in schools. Politically, Rossouw (2017) indicates the over-emphasis place on children rights is one of the factors confusing principals, teachers and learners in matters relating to the discipline of students in schools. Some principals are under pressure to recognize students rights, and do not know which point they should make allowance for their own voices. For instance, many newly appointed principals do not report that they are uncertain, confused and afraid of infringing upon students right, and of being accused of misconduct. This mandate to protect student's right causes students to behave beyond boundary. They try to influence behavior of their classmates negatively by exhibiting lack of discipline.

The political situation in secondary schools in Nigeria can also be blamed for children's misbehaviour because of involvement of youth in struggles. Many youth form gang because of the lack of transformation. Some students carry guns during elections. Emotional problems of learners affect behaviours and development and so can be seen as a constraint to effective discipline of students. When students have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt. Rossouw (2017) asserted that some student play with cell phones in class, and when the teacher confronts them they start acting aggressively to impress their classmates. Students with emotional problems are particularly disruptive when certain teaching methods are used. For instance, Rossouw (2017) opined on active learning approaches which allow students to speak out loud. As the lesson progresses some students take advantage of the situation and start making a lot of noise.

Effective management control can be seen as the proper co-ordination and utilization of all the resources available in order to achieved maximum result within the system (Onye, 2006). The public generally view public secondary schools as

institutions that are poorly financed. It is one of the major problems associated with public secondary schools. The financial state requirement for the educational system is to fulfill the goals for teaching in most cases the fund are not forth coming because the financial resources are limited in federal, state and local government level. Philosophers had it that tomorrow success depends on today performance thus a day well lived makes every tomorrow a time of hope. Furthermore, a review of government intention on establishing public secondary school is well reveals that it is the intention of federal state education a common social good received by Nigeria in other words, public secondary schools exist in order to provide an equal educational opportunity and poverty among the people could have not been achieved. Effective management calls upon a number of skills, some of them are technical while others relate to prevent relation. The principals and teacher need to develop them all and know how and when to apply them. Such skills are;

- ✓ Planning the programme of learning and teaching for studies.
- ✓ Decision making concerning resources teaching strategies
- ✓ Coordinating learning in the classroom with learning from other sources.
- ✓ Organizing routine matter and pupils students learning activities.

Secondly in public schools, it is obvious that there are inadequate teaching facilities for instruction, this inadequacy often contributed for teachers and students poor academic performance both I local and state levels. It is pertinent to state overtime that the same schools that have facilities for learning in turn, lack training teaching personnel to guide the concert in their learning activities. It is because of the issues of indiscipline bedeviling the proper day to day activities disrupting the achievement of goals in school that the researcher deemed it necessary to carry out the study on constraint to effective discipline on secondary school student in Aboh Mbaise Local Government Area of Imo State, Nigeria.

PURPOSE OF THE STUDY

The main purpose of this study is to investigate the diminution to effective control of public secondary schools in South-Eastern states of Nigeria.

Specifically, the study intends to:

- ✓ Examine the extent to which political and social factors influence effective discipline on secondary school students.
- ✓ Investigate the extent to which emotional problems influence effective discipline on secondary school students.

RESEARCH QUESTION

The following research questions guided the study:

- ✓ To what extent do political and social factors influence effective discipline on secondary school students?
- ✓ To what extent do emotional factors influence effective discipline on secondary school students?

HYPOTHESIS

The null hypothesis formulated was tested at 0.05 level of significance to guide the study.

H₀₁: There is no significant difference between the mean ratings of political and social factors influence and emotional factors influence effecting discipline on secondary school students in classroom learning in the south east geo political zone of Nigeria.

RESEARCH QUESTION 1: To what extent do political and social factors affects discipline of students in secondary schools south east geo-political zone of Nigeria?

S/N	Political and social factors affect effective discipline of students through:	(\bar{x})	Decisions
1	Injustice in the society revealed by nepotism and corruption	2.50	Large Extent
2	Unwholesome influence from mass media	2.74	Large extent
3	Over-emphasis placed on children right	2.22	Small Extent
4	Social alienation of students form mates	2.41	Small Extent
5	Poor conditions of living at home	2.60	Large Extent
6	Incessant pursuits for power by politicians	2.31	Small Extent
Grand mean (\bar{x})		2.46	Small Extent

Table 1: Mean ratings of respondents on political and social factors as it affects discipline

Table 1 shows that the grand mean on political and social factors as it affects effective discipline in secondary schools is 2.46 indicating that political and social factors affect effective discipline among secondary school students to a small extent. From the table, it can be observed that item 25, 26, and 28 which indicate over-emphasis place on children right, social alienation of students from mates and incessant pursuit for power by politicians were rate low with 2.22, 2.41 and 2.31 respectively, showing that they affect effective discipline to a small extent.

RESEARCH QUESTION 2: To what extent do emotional factors affects effective discipline on secondary school students in south east geo-political zone of Nigeria?

S/ N	Emotional factors affects effective discipline on students through:	(\bar{x})	Decision
7	Emotional disconnection from family and peers	3.2	Large Extent
8	Low socio-economic status of home environment	2.63	Large extent
9	Inability of students to perform well in class	2.78	Large Extent
10	Low self esteem on the part of students	2.90	Large Extent
11	Incessant experience of parental disputes at home	2.54	Large Extent
13	The family income in tells the type of the school the child enroll.	3.10	Large Extent
12	Inadequate motivation of parents as regards to students education	2.72	Large Extent

Grand mean (\bar{x})	2.80	Large Extent
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Table 2: Mean ratings of respondents on emotional factors as it affects effective discipline on secondary school students

Table 2 presents the views of respondents on extent of emotional factors as it affects effective discipline among secondary school students. From the table, it can be seen that all the items are rated to a large extent with mean scores above 2.50 which also shows that respondents did not differ much among themselves in their responses. It also revealed grand mean of 2.80 which indicate that to a very large extent, emotional factors affect effective discipline among secondary school students.

II. DISCUSSIONS OF FINDINGS

Findings of the study show that political and social factors as it affect effective discipline among secondary school students. It was revealed that to a small extent political and social factor affects effective discipline in schools through injustice in the society revealed by nepotism and corruption, unwholesome influence from mass media. This finding is in line with Akomolafe, (2011) that government nonchalant attitude to provide the needed support has also caused indiscipline among secondary school students. Another finding of the study that poor condition of living of students at home affects effective discipline. This finding is in agreement with Lewis (2016) who opined situation crisis within most families where children feel rejected. Also, Rousson (2017) indicates that over emphasis placed on children right as one of the factors confusing principals, teachers, and students in matters relating to the discipline of students at school. In the same vein, the extent emotional factors affect effective disciplines of secondary school student were revealed, Emotional disconnection from family and peers, low socio-economic status of home environments.

Equally, inability of students to perform well in class, low self esteem on the part of the students, incessant experience of parental disputes at home and inadequate motivation of parents as regards to students. This finding is in line with Chukwudi (2013) indicates the home environments, parental attitudes and background of the quality of maternal love are considered to be significant factors that influence children behavior. Also, Chinelo (2011) states that the root of any law breaking society is linked to the way and manner a child grew up in the home. Furthermore, the findings supported by Butchart (2018) indicates that emotional disconnection from family, friends, and peers result in feelings of isolation and alienation for the child, these findings experienced by the child may ultimately develop into what is referred to as psychological pains, which may ultimately cause gang violence, substance abuse, and many other disciplinary problems.

III. CONCLUSION

The results of the study established that political and social factors as it affect effective discipline among secondary

school students and inability of students to perform well in class, low self esteem on the part of the students, and incessant experience of parental disputes at home and inadequate motivation of parents as regards to students. This situation has been exacerbated by government nonchalant attitude to provide the needed support and home environments, parental attitudes and background of the quality of maternal love are considered to be significant factors that influence children behavior.

IV. RECOMMENDATION

- ✓ Quality and Conducive school with physically decorated environment will enhance students 'school attendance, involvement in academic activities and academic performance will yield positively.
- ✓ Poor supply, poor maintenance and management will yield poor quality of teaching and learning in all schools. Facilities are regular features in secondary schools. It will encourage a conducive environment for knowledge and skill acquisition.
- ✓ There should be peace and tranquility in the family to enhance and foster effective discipline and academic motivation of students.
- ✓ Students' emotional trauma should be addressed in order to put their academic and developmental future right.

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