UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL12;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. January-June, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

MANAGEMENT STRATEGIES OF PRINCIPALS AND TEACHERS IN CONTROLLING STUDENTS DEVIANT BEHAVIOURS IN SECONDARY SCHOOLS IN ANAMBRA STATE.

Dr. Ngozi Florence Iwuno
Department of Educational Management and Policy
Nnamdi Azikiwe University Awka, Anambra State.
E-mail: ngoziiwuno19@gmail.com; Phone: 08103403086

Dr. Juliet Umezor
Department of Educational Management and Policy
Nnamdi Azikiwe University Awka, Anambra State.
Phone: 08035085408

Dr. Chika Eziamaka
Department of Educational Management and Policy
Nnamdi Azikiwe University Awka, Anambra State.
Phone: 08168983792

Dr. Helen Nworah
Department of Educational Management and Policy
Nnamdi Azikiwe University Awka, Anambra State.
Phone: 08036123101

ABSTRACT

The study was carried out to find out the management strategies the principals and teachers in public secondary schools in Anambra State use in controlling students deviant behaviours. Two research questions and two hypotheses guided the study. Stratified random sampling technique was used to select 1,500 teachers out of 6,233 teachers in the state public schools and all the 256 principals were included in the study. These brought the total sample size to 1,756 respondents. The instruments for data collection was a structured questionnaire with 40 items titled "Questionnaire on Management Strategies of Principals and teachers in Controlling Students' Deviant Behaviours in Secondary Schools (QMSPCSDB) for both principals and teachers. The data collected were analysed using mean and standard deviation for the research questions while t-test was used for testing the hypotheses at 0.05 level of significance. The analysis for the data obtained showed that principals and teachers of public secondary schools in Anambra State use strategies like expulsion from school, corporal punishments, reporting to parents among others. Finally, there was no significance difference between principals and teachers on the management strategies for controlling students' deviant behaviour. The study therefore, recommended that management strategies that do not improve students' bad behaviours should be stopped like sending out of class, closure of school, expulsion among others. Effective strategies that would change students should be used especially those within the school like corporal punishment etc.

Keyword: Management Strategies; Principals and Teachers; Public Secondary Schools; Controlling; Students Deviant Behaviours.

Introduction

Secondary education on which the study focused attention was defined by the FRN (2014) as the form of education children receive after primary education and before the territory education. It is through education that the nation's goals are achieved and interpreted to our youths. The national policy on education enjoins the Nigeria system of education to raise a generation of people who can respect the worth and dignity of the individual, share responsibilities for the common goal of the society and respect the dignity of labour (FRN 2013).

Secondary education, as a vital part of the Nigerian educational system has among its aims:

(a) Raising people who can think for themselves, respect the views of others and live as good citizens.
(b) To prepare for higher education.

In order to achieve these, both the federal and state governments have been spending considerable sum of money on secondary education to see that responsible men and women are trained in order to be leaders of tomorrow. To this end, school administrators, managers, teachers and policy makers work out certain rules and regulations as guides in maintaining disciplines and ensure achievement of educational goals and objectives in our schools; in order to produce school leavers that are disciplined and can help in Nation building Bryson (2011).

In spite of this, there is much indiscipline and juvenile delinquencies among the secondary school boys and girls (Ozidi 2014). The school needs an environment that is effective for teaching and learning in secondary schools for academic activities so that the goals and objectives will be achieved. Alderfer (2016) opines that indiscipline is deviance from the normal rules, regulations and norms of the schools while Ugwuikpo (2012) regards indiscipline as a state of disregarding of laid down rules and regulations. Indiscipline in this study involves deviations from acceptable patterns of behaviour within the school environment such as indolence, cheating, wrong uniform, students' loitering in the streets during school hours, examination malpractice, lesbianism, homosexual practices and sexual abuse in the school, alcoholism, taking of hard drugs, cigarette smoking, rape, sexual harassment, absenteeism, noise making, lateness, truancy, disrespect for constituted authority, damage of school properties, beating of teachers, bullying or disturbing other students, stealing, destroying of public property, secret cult etc. (Onyemaechi, 2017).

The managerial effectiveness of both principals and teachers rests on their ability to control indiscipline among the students so that teaching and learning could be achieved. Where this is lacked, it means that both principals and teachers lack their managerial skills. Also, they should have the ability to resolve conflicts and disagreements, so that these do not hinder or negatively affect the establishment of the school. Managing the school environment requires the orchestration of classroom life which includes planning, organizing, arranging the environment for optimum efficiency, monitoring student problems and approach to the issue of indiscipline has

to do with the training of the mind and character, based on sound and constructive policies, rules and sound educative principles in handling indiscipline among students Busacanel (2013). The principals and teachers have to make sure that discipline is maintained in the school in order to attain to the objectives and goals of establishing a school. They have to institute some internal mechanism for monitoring and evaluating the schools achievement of instructional and educational goals and standards in order to handle the problems of indiscipline. Such as sending out student out of the classroom while classes are on, suspension from the dormitory or from school, expulsion, locking up in dark room or making the student carry a placard in which the offence committed is written on (Iwuno 2006).

Statement of Problem

Indiscipline among secondary students are so alarming in spite of several measures adopted by both principals and teachers. Is it that the measures are not effective or the students are unamendable? Therefore, the study sought to find out the managerial strategies of principals and teachers in controlling student's deviant behaviours in public schools in Anambra State.

Research Question

1. What are the deviant behaviours mostly practiced by students in the school?
2. What are the managerial strategies used by principals and teachers in handling these indiscipline by students?

Hypotheses

(1) There is no significance difference between the principals and teachers on the effectiveness of the disciplinary measures used in curbing student's indiscipline.

Method of Data Collection

The study was in Anambra State of Nigeria. It has twenty-one Local Government Areas and five educational zones with a total of 256 principals and 6,233 teachers in 256 government owned secondary schools in the state. A survey research design was used, the population for the study was 256 principals and 1,500 teachers totaling 1,756 respondents. The whole principals were used because they are small in number but 1,500 teachers were selected from the teachers using proportionate stratified random sampling techniques in all the six educational zones in the state. A structured form of questionnaire was used for collection of data. The instrument has 30 questions meant for both principals and teachers. It was divided into 2 sections, Section A and B. Section A comprises of the personal information while Section B has items structured using a 4 points rating of very high extent (4 points) High extent (3 points), low extent (2 points) and very low extent (1 point). The instrument was subjected to both face and content validity by two experts in educational management and one in research and statistics. Reliability co-efficient value of 0.70 was obtained using Cronbach Alpha technique. This was done by administering the instrument to a sampled respondents in private schools in the same state. After collection, the scores were analysed with the help of four trained research assistants, the researchers administered the copies of the questionnaire to the respondents. Mean and standard deviation were used to answer research questions and t-test was used to

test the null hypothesis at 0.05 level of significance. The range of the scores for the 4 point scale are

Very High Extent =3.50 -4.00
High Extent =2.50 - 3.49
Low Extent = 2.00 - 2.49
Very Low Extent =1.00 - 1.99

Presentation of Results

Table 1: Mean and standard deviation of principals and teachers on the deviant behaviours mostly practiced by students.

S/n	Prevailing Deviant Behaviours	Principals			Teachers		
		$\overline{X}$	SD	Decision	$\overline{X}$	SD	Decision
1.	Absenteeism	3.08	1.75	High Extent	3.46	1.66	High Extent
2.	Bullying	2.89	1.70	High Extent	3.46	1.66	High Extent
3.	Cultism	1.73	1.32	Very Low Extent	1.73	1.32	Very Low Extent
4.	Disobedience to teachers	3.35	1.83	High Extent	3.52	1.79	Very High Extent
5.	Drug abuse	2.27	1.57	Low Extent	1.62	1.27	Low Extent
6.	Eating in the class	3.54	1.88	High Extent	3.62	1.90	Very High Extent
7.	Exam Malpractice	1.62	1.27	Low Extent	2.81	1.68	High Extent
8.	Fighting	2.81	1.68	High Extent	1.62	1.27	Low Extent
9.	Forgery	3.11	1.76	High Extent	2.27	1.51	Low Extent
10.	Improper dressing	2.68	1.64	High Extent	2.99	1.73	High Extent
11.	Lateness to school.	2.89	1.70	High Extent	2.75	1.66	High Extent
12.	Leaving before school is over.	2.87	1.69	High Extent	2.87	1.69	High Extent
13.	Lateness to school.	3.23	1.79	High Extent	2.68	1.64	High Extent
14.	Loitering	3.53	1.88	High Extent	2.99	1.73	High Extent
15.	Noise making	2.99	1.73	High Extent	3.47	1.86	High Extent
16.	Rioting	1.97	1.40	Low Extent	1.62	1.27	Low Extent
17.	Sexual abuse	2.68	1.61	High Extent	1.71	1.31	Low Extent
18.	Sleeping in class.	1.71	1.31	Low Extent	2.22	1.49	Low Extent
19.	Stealing	3.19	1.79	High Extent	2.68	1.64	High Extent
20.	Truancy	3.08	1.75	High Extent	3.46	1.86	High Extent
	Mean						

The table 1 above reveals that not all deviant behaviours were prevailing among the students like rooting, eating in the class, sexual abuse, exam malpractice, cultism, acting and sleeping in the class while others are prevailing deviant behaviours among students such as indicated by both principals and teachers with a high extent scores.

Table 2: Mean and standard deviation of principals and teachers on the managerial strategies used by them in curbing students deviant behaviours.

S/n	Managerial Strategies	Principals			Teachers		
		$\overline{X}$	SD	Decision	$\overline{X}$	SD	Decision
1.	Cancellation of paper	3.46	1.89	Very High Extent	3.62	1.90	Very High Extent
2.	Counseling	3.46	1.86	High Extent	2.50	1.70	High Extent
3.	Corporal punishment.	3.62	1.90	Very High Extent	2.89	1.70	High Extent
4.	Closure of school	1.73	1.32	Low Extent	1.97	1.40	Low Extent
5.	Detention	2.99	1.66	High Extent	2.87	1.69	High Extent
6.	Expulsion/ Dismissal	2.75	1.66	High Extent	2.89	1.70	High Extent

7.	Forced apologies	2.22	1.49	Low Extent	1.63	1.29	Low Extent
8.	Fines	2.03	1.42	Low Extent	1.77	1.31	Low Extent
9.	Humiliation	2.52	1.59	High Extent	2.94	1.71	High Extent
10.	Invitation of parents	3.47	1.86	High Extent	2.99	1.73	High Extent
11.	Manual labour	3.66	1.91	Very High Extent	3.42	1.89	High Extent
12.	Ostracism	2.68	1.64	High Extent	3.23	1.27	Low Extent
13.	Repeating class	3.11	1.76	High Extent	2.68	1.64	High Extent
14.	Reporting to principal	3.09	1.36	High Extent	3.58	1.33	High Extent
15.	Sending the student home.	1.97	1.40	Low Extent	2.22	1.49	Low Extent
16.	Sending out of class.	1.97	1.40	Low Extent	1.71	1.31	Low Extent
17.	Standing, kneeling, running	2.52	1.59	High Extent	2.68	1.64	High Extent
18.	Suspension	2.63	1.62	High Extent	3.46	1.86	High Extent
19.	Threats/warning	3.32	1.82	High Extent	2.68	1.64	High Extent
20.	Transfers	3.44	1.85	High Extent	2.75	1.66	High Extent
	Mean						

Table 2 above reveals that most strategies used as a corrective strategies are workable such as cancellation of paper, counseling, invitation of parents, humiliation, manual labour, repeating of class etc. and some strategies do not affect students immensely such as closure of school, fines, forced apologies etc. with low extent scores by the respondents.

Hypothesis

Table 3: T-test of the mean rating of principals and teachers on the managerial strategies used in curbing students deviant behaviour.

Group	N	$\overline{X}$	SD	DF	T-cal	T-crit	Decision
Principals	2.56	2.85	1.68				
				1.75	1.86	3.57	Rejected
Teachers	1500	2.07	1.43				

Using the t-test, there was no significance difference between principals and teachers on their managerial strategies for curbing students' deviant behaviours. Therefore, the null hypothesis was rejected.

Discussion

From the study, it was found out that the prevailing deviant behaviours among the students were absenteeism, bullying, disobedience to teachers, fighting, improper dressing, lateness to school, loitering, noise making, stealing etc which have high extent scores by the respondents and there are those that have low extent scores by the respondents such as cultism, rioting, drug, addiction, sexual abuse etc this shows that they are not prevailing by the students. All strategies are used by both principals and teachers but teachers prefer those that are used within the school than those outside the school premises.

The null hypothesis was rejected that there is no significant differences between the principals and the teachers on the strategies used by both principals and teachers on the strategies used in curbing students' deviant behaviours.

Conclusion

Indiscipline in schools has numerous deviation effects on the students

and the society at large, such destructive effects include closure of schools, insecurity of lives and properties, staff job dissatisfaction, ineffectiveness of teachers, poor performances of students, burning down of school building among others. It is to forecast these connective measures against indiscipline in schools, including public establishments.

Recommendations

Based on the above findings, the following recommendations were made:

(1) Those corrective measures hitherto used that are not effective should be stopped as strategies of dealing with students deviant behaviours for example, closure of school, sending out of school or home, expulsion etc.

(2) The work of guidance counselors should be encouraged and well equipped offices made available for them for more effective work.

(3) Corrective measures that are within the school should be used more than those outside the school environment.

(4) Lastly, the government should make laws that will make expelled students from a school not to be taken in another school. They should also train principals on the necessary workable measures used in curbing students' deviant behaviours.

REFERENCES

Alderfer, C.P. (2014). Existence, relatedness and growth human needs in organizational settings. New York: The Free Press.

Bryson, J.M. (2011). Strategic planning for public and Non-profit organizations: A guide to strength and strengthening and sustaining organizations Achievement (Kindle Ed) San Francisco US Jessey-Bass.

Buscanol, B.C. (2013). The adequacy of principals' supervisory skills for teacher competence. Unpublished Master's Thesis. Nnamdi Azikiwe University, Awka.

FRN (2014). National Policy on Education and 4 years strategic plan for the Development. Education sector 2014 – 2020 (6th Ed) Yaba Lagos Nigeria NERDEC Press.

Iwuno, N.F. (2006). Appraisal of the effectiveness of Disciplinary measures used by staff in Curbing Students' Deviant Behaviours. Unpublished Master's Thesis. Nnamdi Azikiwe University, Awka.

Onyemachi, B.O. (2017). "Corporal punishment in high schools in states of America". Unpublished M.Ed Thesis.

Ozidi, O.A. (1917) "School Rules and Regulations" Ilupegu Nigeria. Macmillan.

Ugwuikpo, F.A. (2013). Perceived effectiveness of management techniques used by secondary school principals and teachers in handling students indiscipline in Enugu state. Unpublished Ph.D Dissertation Unizik Awka.