
Staff-Discipline and School Management in Delta State Secondary Schools.

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Abstract

This study examined staff-discipline and school management in Delta State secondary schools. The study adopted a descriptive survey research. The population of the study consisted of 14,745 secondary school teachers in Delta State. The sample for this study consisted of three hundred and forty-six (346) teachers that were drawn from thirty (30) public secondary schools in Delta State. The researcher constructed questionnaire was used for data collection. The instrument was validated and the reliability co-efficient of 0.81 was obtained using Pearson Product Moment Correlation Co-efficient. Data collected were analysed and tested using the Chi-Square at 0.05 level of significance. The result of the data analysed, showed that there is significant relationship between staff-discipline and school management; there is significant relationship between staff-discipline and job performance; there is a significant relationship between work environment and staff-discipline. Based on the findings of the study; it was recommended among others that principals should put in place information strategies with room for flexibility with a view to responding to the various disciplinary changes, which subsequently have been bringing problems to the school; working environment and condition of teachers should be adequately enhanced by school management; Principals should encourage equity between effort put into the job and promotion to encourage discipline and hard work.

Educational institutions are established and structured to pursue and achieve certain aims and objectives. The most important of these goals is increased output in terms of quality of service delivery and development of students that would build the nation. No school can survive without putting in place disciplinary measures as this will bring about effective and efficient discharge of responsibilities by the teachers. This, in no small measure, will bring about the achievement of the set goals (Morgan, 2002). Besides, both school administrators and teachers who interact with one another

within the school system are aware that they are pursuing these set aims and objectives. Thus, the effectiveness and efficiency of an educational or school system is usually measured on the basis of the theories of Human Resources Trend Analysis theory, Academic theory of Human Resources Management, Systems and Chaos Theory and Organization theory (Oribabor, 2003, and Legon, 2001). Teachers are the building blocks of an educational system or school. The success of any educational system depends on the collective efforts of the teachers. The teachers collectively contribute to the growth of the educational system when they are motivated. This implies that teachers discipline is an intervening variable, which affect the growth and development of the school or educational system (Rowne, 2005).

It is a well-known fact that, school institutions remain a preparatory ground to empower and certify the requirement for human development. For effective functioning of any school the teachers must learn to be discipline and perform their jobs at a satisfactory level of proficiency. Discipline is vital in ensuring the growth, development and the attainment of the aims and objectives of the school. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. According to Bazemore (1997) many school administrators (principals) believe the word “staff-discipline” has to do with punishment, it doesn’t, it pertains to improving teachers performance through a process of assisting the teachers (at least at first) to learn so he or she can perform more effectively. Also it is a systematic process of altering the behaviour and attitude of staff in a direction to increase their effectiveness and school goal achievement. Koontz and Weihrich (2003) opined that people are unique- they have different needs, different ambition, different attitudes, and different desires for responsibility.

Shamange (2004) opined that lack of staff-discipline appears to be a chronic problem plaguing both the public and private schools. Teachers take their cue from their principals or Head-teachers, and if they are ill-disciplined, that is precisely how the teachers behave. Many teachers echo the sentiment that school administrators and managers have one set of rules for teachers and one set for themselves - otherwise known as double-standards (Muraina, 2006). The seriousness and potential negative impact of this problem is generally grossly under-estimated. If educational institution practice is inconsistent, meetings are not held regularly, decisions are not implemented, systems and procedures are not reviewed, teachers are not evaluated on the basis of performance, performance standards are not set or enforced, teachers views are ignored, timeliness is not emphasized, school rules and regulations are violated regularly and indiscriminately without fear, teachers expectations are low, and managers and supervisors are unavailable and/or unapproachable, the institution must suffer from a poor work ethic (Smit, 1994).

No educational institution or organization can attain its aims and objectives if its teachers are grossly indisciplined. When indiscipline acts such as lateness to work, absenteeism, shoddy discharge of responsibilities, etc are common in an educational institution, the achievements of its objectives/goals become a difficult task to attain. This being the case the study investigated the impact of staff-discipline on school management.

Hypotheses

H₀₁: There is no significant relationship between staff-discipline and school management.

H₀₂: There is no relationship between staff-discipline and teachers job performance.

H₀₃: There is no significant relationship between work environment and staff-discipline.

Methodology

The study adopted the descriptive research design. The population of this study was 14,745 secondary school teachers in Delta State. The sample for this study consisted of three hundred and forty-six (346) teachers that were drawn from thirty (30) public secondary schools in Delta State. To ensure adequate distribution of our research instrument, the stratified/systematic random sampling technique was used for selecting the respondents. The research instrument for the study was the questionnaire. The instrument consisted of two sections, section 'A' and 'B'. Section 'A' contained personal information of the respondent, while Section "B" contained twenty (20) questions based on the impact of staff discipline on school management. The items were rated on 4 points scale of: SA. (Strongly Agree) 4, A. (Agree) 3, D. (Disagree) 2, and SD. (Strongly Disagree) 1. The face and content validity of the study were established. The reliability of the instrument was also established. The instrument had a reliability co-efficient value of 0.81. Data collected were analysed using chi-square at 0.05 level of significant.

Result

Hypothesis 1

There is no significant relationship between staff-discipline and school management.

Table 1: Summary of X² on the relationship between Staff-discipline and School Management.

Variable	Agreed	Disagreed	Total	df	X² Cal.	X² Crit.
Staff Discipline	197	9	206	1	4.89	3.84
School Management	139	1	140			
TOTAL	336	10	346			

The hypothesis says that is there is no significant relationship between staff-discipline and school management. The test for the hypothesis is shown in table 1. In testing this hypothesis, the Chi-square calculated (4.89) was greater than the Chi-square table (3.84), therefore the hypotheses was rejected proving that there is significant relationship between staff-discipline and school management.

Hypothesis 2

There is no relationship between staff-discipline and Teachers Job performance.

Table 2: Summary of relationship between staff-discipline and Teachers Job Performance.

Variables	Agreed	Disagreed	Total	df	X ² Cal.	X ² Crit
Staff-Discipline	189	14	203	1	4.67	3.84
Job Performance	123	20	143			
TOTAL	312	34	346			

Hypothesis two tested stated that there is no relationship between staff-discipline and teachers' job performance. The statistical analysis as shown in table 2 proved that the assumption was wrong. Therefore, the hypothesis is rejected because the Chi-square calculated (4.67) was greater than the Chi-square table (3.84), it is therefore concluded that there is significant relationship between staff-discipline and job performance.

Hypothesis 3

There is no significant relationship between work environment and staff-discipline.

Table 3: Summary of Relationship between Work Environment and Staff-Discipline.

Variables	Agreed	Disagreed	Total	df	X ² Cal.	X ² Crit
Staff-Discipline	171	21	192	1	4.07	3.84
Work Environment	133	21	154			
TOTAL	304	42	346			

The result in table 3 shows that significant relationship exist between work environment and staff-discipline. This is due to the fact that the calculated value of 4.07 is greater than the table value of 3.48 at 0.05 level of significance. The null hypothesis, which states that there is no significant relationship between work environment and staff-discipline, is therefore rejected.

Discussion of Results

The result of hypothesis one which states that there is no significant relationship between staff-discipline and school management apparently showed significant relationship, hence the hypothesis was rejected. The result showed that there is a significant relationship between staff-discipline and school management. The finding of this result is in agreement with that Dodge (1993), Rowne (2005) and Muraina (2006) who reported that for effectiveness in any organization schools inclusive, staff-discipline is very important. A good principal must ensure discipline among the personnel in the school (teachers and non-teaching staff). Staff-discipline remains the life blood of the school.

The result in table 2 shows that there is a significant relationship between staff-discipline and teachers job performance. This is due to the fact that when staffs are disciplined, it results to efficient and effective discharge of the responsibilities or duties leading to efficient and effective school management and the realization of school aims

and objectives. This finding is in agreement with the views of Ogunaju and Ojulabi (2001) and Morgan (2002), who opined that management brings about excellence and quality and it helps to give concrete and constructive advice and encourage teachers in order to improve teaching and learning. Principals should therefore make judicious use of managerial skill to encourage staff-discipline and job performance. This follows that management plays vital role in the effective school management of the schools. Effective and adequate supervision and management is required by the principals, perhaps as a result of the fact that human being are lazy, who do not want to do their jobs as expected. It is therefore germane for the principal to get them supervised from time to time in order to ensure that they do their jobs as required. There is no gain saying the fact where teachers are not properly supervised and managed, it will have adverse effect on the administrative effectiveness and excellence of the school principals.

The result of hypothesis three which states there is no significant relationship between staff-discipline and work environment showed significant relationship does exist, hence the hypothesis was rejected. The result showed that school work environment have effect on staff-discipline. This finding conform the views of Morgan (2002), Oyedeji (2002), Shamange (2004) and Omu (2006) who pointed out that who pointed out that the absence or non-functionality of a proper working environment will prompt indiscipline and anxiety in staff and students and inhibit the teaching learning process and school management.

Shamange (2004) came up with a conclusion which affirms the present study, that poor work environment which include, inadequate training, non-availability of modern instructional materials, lack of functioning laboratories as well as dilapidating school plant and facilities affect staff discipline negatively. No wonder Oyedeji (2002), posited that of all the major functions of the school principals' no one is greater than their functions as school managers and supervisors, instruction and curriculum planners. The principals are therefore the overall supervisors of the school programmes. The management skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal provide suitable enabling working environment for teaching-learning activities.

Conclusion

Staff-discipline is necessary for effective school management, if the goals of the school are to be accomplished. The thrust of this study was to reach a verdict on whether or not there is relationship between staff-discipline and school management. On the whole, the results of the findings reported in this paper have reached verdict that there is relationship between staff-discipline and school management. The teachers' job performances would be enhanced when they are adequately supervised and managed by principals using the various management techniques. From these therefore, it is very necessary for secondary school principals to ensure the utilization of the various management skills for teachers to improve staff-discipline and overall work performance in the school. Hence, teachers' job performance depend significantly on staff-discipline have been found as basis for improvement in the quality of teachers job

performance. The efficient and effective management of staff will bring about the required staff discipline. Undisciplined workforce will lead to poor job performance. More so, poor work environment will lead to lack of staff-discipline.

Recommendations

1. For optimum staff-discipline, school principals and management should put in place disciplinary measures such as suspension, dismissal, warning, etc.
2. Principals should put in place information strategies with room for flexibility with a view to responding to the various disciplinary changes, which subsequently have been bringing problems to the school.
3. Working environment and condition of teachers should be adequately enhanced by school management.
4. Principals should encourage equity between effort put into the job and promotion to encourage discipline and hard work.
5. Inappropriate behaviour or actions in the school system should be, at minimum, noted, and the fact communicated with the teacher, right at the first occurrence.

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