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Application of Innovative Monitoring Measures in Controlling Indiscipline among Secondary School Students in Enugu State.

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ABSTRACT

The main purpose of the study was to determine the extent to which principals apply innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. One research question and two null hypotheses were formulated and tested at .05 level of significance. The entire population of 295 secondary school principals was used for the study. The population was made up of 160 male and 135 Female principals in the 242 rural and 53 urban public secondary schools in Enugu State. No sampling was done because the population was manageable. A self-structured questionnaire was used for data collection. The instrument was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha Reliability Coefficient: The overall reliability coefficient was .89, indicating that the instrument was reliable and suitable for the study. 295 copies of questionnaire were administered and retrieved by the researcher with the help of six research assistants. The data collected were analyzed using Mean (\bar{x}) with Standard Deviation (SD) to answer the research question. The null hypotheses were tested using t-test statistic at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). Mean scores of 2.50 and above were considered positive and those below 2.50 were regarded as being negative. The null hypotheses were rejected when the significant level was less than 0.05 and were not rejected when the significant level was more than .05 level of significance. From the result of the findings the following conclusion were made; principals' to a great extent apply innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. Comparison of the male and female principals showed that, there was significant difference in the mean responses of male and female principals on the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. Similarly, on the influence of location of schools, it was found in this study there is no significant difference in the mean ratings of urban and rural principals on the extent of principals' application of innovative monitoring measures and mentoring measures in controlling indiscipline among secondary school students in Enugu State. It was, therefore recommended among others that principals' application of the innovative monitoring measures in controlling indiscipline should be strengthened both at the urban and rural secondary schools in Enugu State.

Keywords: innovative, monitoring, measure, indiscipline secondary school, students.

INTRODUCTION

Education is the bedrock of all human development. Its importance in nation building cannot be overemphasized for it is a step towards making the citizenry keep fate with destiny. A nation which fails to plan and take cognizance of its educational sector, plans to fail in all endeavours because of the direct impact of education on the welfare of the youths who are the

leaders of tomorrow (Eke, 2018). According to Alhassan (2013), education is expected at any level to influence the behaviour of those experiencing it. Education, Alhassan continues is influenced in turn by physical, emotional, intellectual, psychological, social and economic changes occurring contiguously around the learner's environment. Student's misbehaviour is one



of the prevailing problems affecting the standard of education in secondary schools not only in Nigeria but also across many nations around the world. Due to the arduous task presented to teachers in the form of child socialization and education, it is pertinent that while on the task, orderliness should exist and persist in the school environment. This orderliness can be achieved and maintained through the use of discipline in schools.

Discipline refers to systematic instructions given to members of a group such as students, to follow a particular code of conduct. Maduekwe (2017) defined discipline as the process whereby one comes to regulate his own behaviour to fit in the large purpose or norms of the society. Nwajagu (2016) saw discipline as the process of developing the norms of society and training the youths to show good character. In the opinion of Anderson (2017) discipline has a variety of definitions which include teaching instructions, training which corrects, strengthen or chastisement as well as control gained by enforcing obedience order as in a school or army. With particular reference to schools, school discipline refers to regulation of school children and the maintenance of order or rules. These rules may, for example, define the expected standards of clothing, time keeping, social behaviour and work ethics which will achieve the objectives for which schools were established (Nakpodia, 2017). Discipline in the school may be seen as the exhibition of the spirit of right conduct by students and teachers conformity with societal norms and school regulations which help in the smooth running of the school (Nwajagu, 2016). A well-disciplined school is one in which there are disciplined students and teachers with enormous records of progress, peace and tranquility under the leadership of the school administration. On the other hand, Mbang (2013) posited that lack of discipline among secondary school

students results in the flouting of established laws, rules and regulations, disrespect for constituted authority and for other persons by students. Generally, truancy, disobedience, dishonesty, abuse of drugs and sex among others in the school constitutes indiscipline in the school environment.

Indiscipline may be seen as a situation in which people do not control their behaviour or do not obey rules. Adeola (2019) defined indiscipline as a behaviour that contradicts the acceptable rules and regulations of the school system. Orhungur (2013) explained that indiscipline is the absence of one's readiness or ability to regard rules and regulations in the society. It refers to the exhibition of behaviour that negates formulated rules in a given society. Adeola (2019) noted that students manifest indisciplinary behaviour in various forms which include among others; drug abuse, sex abuse, truancy, rioting, cultism, insulting, gambling and stealing. Incidentally, elders or constituted authorities are the target of many indisciplinary acts. Amanda (2019) classified indiscipline in three levels; disobedient acts that disrupt classroom serenity, delinquent acts that can cause quarrel among class members and rebellious acts that lead to conflict among students and teachers. In the opinion of Gutuza and Mapaliza (2015) indiscipline among students is a common phenomenon in Nigerian education system. Gutuza and Mapaliza further emphasized that rapid rise of indiscipline among secondary school students could be traced to the environment and education of the school child. An environment where there is a prevalence of low parental control, substance use and abuse, use of too much corporal punishment, peer group influence and media could trigger indiscipline among students. Madziyire (2018) claimed that indiscipline in schools should be blamed on the parents to have neglected the discipline of their

children at home. Macmanus (2019) asserted that lack of discipline among parents, teachers and school administrators contribute grossly to students' indiscipline and delinquent behaviour in the schools; Macmanus further noted that such delinquent behaviour had always been met with, through the use of corporal punishment in schools which often yield little or no impact.

Corporal punishment is commonly the imposition of an undesirable or unpleasant outcome upon a group or individual, meted out by an authority as a response and deterrent to a particular action or behaviour that is deemed undesirable or unacceptable (Odi, 2019). Corporal punishment is the infliction of some kind of pain or losses upon a person for a misdeed (Britannica, 2020). Kent (2019) opined that corporal punishment is the infliction of physical pain as a penalty for an infraction. Eke (2018) saw corporal punishment as the deliberate infliction of physical pain or discomfort and psychological humiliation as a response to undesired behaviour by a student or group of students. In schools, the term corporal punishment often involves striking the student directly across the buttocks or palms of their hands with a tool such as a rattan cane, slipper, wooden paddle, leather strap among others.

Advocates of school corporal punishment in Maduekwe (2017), noted that it provides an immediate response to indiscipline so that the student is quickly called to order. On the contrary, opponents including medical and psychological societies along with human rights group argue that physical punishment is ineffective in the long term because it interferes with learning and leads to antisocial behaviour as well as causing low self-esteem and other forms of mental distress. According to this group, it is a form of violence that breaches the rights of children (Kaburu, 2016). According to

Ngworabueni (2015), school corporal punishment is no longer legal in any European country. Poland was the first nation to outlaw the use of corporal punishment in schools in 1783. By 2016, an estimated number of 128 countries had prohibited corporal punishment in schools including all the Europe and most of South America and East Asia, however approximately 69 countries still allow the use of corporal punishments in schools, including parts of the United States, some Australian states and a number of countries in Africa and Asia (Kent, 2019).

Corporal punishment banning in schools has been advocated as another cause of indiscipline among in-school adolescents. Mwaniki, Ngunjiri and Kanjogu (2016) revealed that the first thrust of children's rights and subsequent banning of corporal punishment has encouraged learners to disrespect their teachers. Mwaniki et al, (2016) emphasized that the students did this because they know that nothing will happen to them. In addition Kaburu (2016) opined that even the guidance and counselling services that could have been used to curb indiscipline among students were not effective because there are very few counsellors in the schools, while some schools did not have counsellors and available teachers do not have the skills. Murithi (2020) lamented that even though a lot has been done by the government to curb indiscipline in the society, the act seems to still be on the increase in schools and society at large. In view of this, Madziyire (2018) argued that in order to achieve high academic performance, teachers and school principals must join hands to eradicate disciplinary acts among students.

In the opinion of Charles (2012) many of the discipline techniques relied on by schools over the years are ineffective especially those that involve demanding, bossing, scolding, belittling and punishing

as these tactics can keep behaviour partially under control only for a while. Charles added that they can produce detrimental side effect such as uneasiness, fearfulness, avoidance, dishonesty, and undesirable attitude towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible. Nwajagu (2016) asserted that maintenance of discipline in secondary schools is a very important aspect of the school life, which, requires well thought out strategies and measures. Nwajagu further added that such strategies and methods should be non-punishment based, as the use of corporal punishment in the school setting is assumed to give room for an increased mal-adjusted behaviour than the expected outcome.

Non-punishment based disciplinary measures according to Charles (2012) refers to measures void of scolding, belittling, infliction of physical pain, canning or punishment on a student disobeying the rules and regulations of the school. It involves the maintenance of discipline in secondary schools without the use of punishment (Uzoechina, 2015). Maduekwe (2017) noted that non-punishment disciplinary measures involve among others; innovative monitoring measures.

Innovative monitoring measure involves adoption of modern and contemporary electronic devices in controlling indiscipline in school environment. Nwajagu (2016) noted that innovative monitoring measures include teaching of school rules and regulations to students as a subject or as part of Civic Education. Studies have shown that students that are punctual to class perform better academically than those who do not. Thus, if attendance to classes is strictly monitored, students' academic performance will improve and fear of failure reduced.

The uses of ICT-based monitoring method such as CCTV in monitoring examination halls and movements as well as the use of

finger printing machines to monitor attendance and punctuality are indispensable in teaching and learning environment (Odi, 2019). Study by Ugwu (2019) revealed that the principals in urban schools also adopt preventive/monitoring strategies while principals in the rural schools do not. Findings by Azikiwe, et al (2018) showed that monitoring measures are vital in the control of sex abuse in secondary schools.

The use of Information Communication Technology based monitory equipment such as CCTV (Close Circuit Television) in all classrooms, offices, laboratories, and the school environment at large shall go a long way in controlling indiscipline in secondary schools. Nwajagu (2018) noted that the use of ICT-based monitory methods is less stressful, more reliable and difficult to beat. The use of innovative monitoring measures do not only serve as a non-punishment based measure but also create fear, uprightness and respect for academic activities in secondary schools as an institutions of learning.

Utilization of this non-punishment measure in secondary schools should be permitted and directed by principals who are the heads of the school. Onyeike and Nwosu (2018), noted that principals are the uncompromising leaders of their schools as well as administrators in whose hands lies the future of the institution. Okoli (2015), asserted that the success or failure of secondary school programmes depends on the individual principals' ability and leadership skills to maintain discipline in the school. Principals' behaviour according to Ngene (2016), normally encourages the subordinates to achieve and maintain the school standard by setting rules and guidelines pertaining to school standard. It is the duty of the secondary school principals to ensure that the goals of educational policies and programmes are realized. It is worthy to note that the goals

of the educational policies and programmes can only be realized through a conducive school environment where discipline is upheld. Nwajagu (2018), asserted that non-punishment measure is an effective tool for maintaining discipline in secondary schools' but it however, depends on the leadership style of the principal which is equally affected by factors such as gender and location of the principal.

Gender is described as the biological sex of an individual in terms of being male or female. It has to do with socially expected behaviours of male and females. In Nigerian society, there are differences and inequalities in the assignment of responsibilities between women and men, activities taken, access to and control over resources as well as possession of some qualities (Adigwu, 2014). Eunice, Selpher and David (2015), stated that there is significant relationship between secondary school principals' gender and effectiveness in managing discipline in secondary school. Alhourani (2013), observed that female principals are found to encourage discipline in school than their male counterparts. Manning (2014), asserted that male principals pay more attention to school challenges than the female principals. The observed difference is probably due to man's assumption of their ability to handle and deal with disciplinary issues, unlike women who may not be prepared to deal with violent situations so they make adequate plans and preparations to prevent the occurrence of violence and indiscipline in the school. The issue of gender has gained much attention with little or no conclusion especially as regards the secondary school principal's disciplinary measures in controlling indiscipline in any location (both urban and rural) secondary schools in Enugu State.

Location refers to the urban or rural setting or situation of the school. Sarah (2015)

observed that there is significant difference in the performance of secondary school principals in promoting learning climate in urban and rural secondary schools. Mulkeen (2015) remarked that monitoring of school activities in the rural areas are difficult as factors such as poor security and other administrative arrangements as well as inaccessible roads which keep the principal away from challenge to adequate school monitoring. Schools in the rural areas are less likely to be visited by external inspectors according to Uduak and Usang, (2015) thus, constituting to a high rate of indiscipline within the rural schools with corporal punishment as the only applicable measure in controlling indiscipline. Odi (2019), pointed out that even in most rural schools, punishment cannot be used to control indiscipline as a result of fear of teachers being harmed by the students. Many cases have been reported according to Odi (2019) of secondary school teachers and principals being ambushed and tortured by students of rural schools.

This researcher is worried that if adequate measures are not taken to institute discipline in secondary schools in Enugu State, education delivery might be jeopardized. This is because no meaningful teaching and learning can occur in an environment characterized by indiscipline. In this case, both the teachers and students will be living in fear of being bullied, harassed and abused to mention but a few. The principals' on the other hand will be unable to enforce rules and regulations that will enhance effective education delivery. This situation will scare away students from school and encourage teachers' absenteeism. When this happens, teachers' productivity will be affected and by extension, students' performance in both internal and external examinations will be adversely affected.

As capital punishment has been proved to be counter-productive in inculcating discipline

among students, it has become imperative that another measure of ensuring discipline in schools should be explored. It is against this background that the researchers are motivated to carry out this research on application of innovative monitoring measure in controlling indiscipline among secondary school students in Enugu State. This constitutes the gap that this study intends to fill.

Statement of the Problem

It has been realized that student's indiscipline in the secondary schools in Enugu State is on the increase. It seems students have become uncontrollable and highly disrespectful to themselves, teachers, parent, and even to the school principals and society at large. Students portray different types of indiscipline behaviour among which include boycotting of lessons, watching and practicing of different forms of illicit sexual acts, drug abuse, violence, telling lies, confronting teachers and principals, vandalism, lateness, rioting, cultism to mention but a few. These ill-behaviour have direct effect on the teaching and learning process in secondary schools and may not be efficiently controlled with the use of corporal punishment measures that have been adopted over decades which have yielded little or no impact.

More so, the society has become more complicated and complex as a result of civilization and industrialization and this complexity has crept into the school system. This may explain why the degree of indiscipline in secondary schools has escalated exponentially and the structure of education at the verge of utter collapse. Consequently, there is the need to determine ways innovative monitoring, non-punishment based measure could be used in controlling indiscipline in secondary schools. The application of innovative monitoring (ICT) measures in controlling indiscipline in schools could yield

productive results necessary to achieve school goals and objectives as well as checkmating mal-adjusted behavioural patterns among secondary school students. It is against this background that the researchers are motivated to investigate the extent to which these measures can curb indiscipline in secondary schools in Enugu State, hence the need for this study to determine the extent to which innovative monitoring measure is applied in controlling indiscipline in secondary school students in Enugu State?"

Purpose of the Study

The main purpose of the study is to determine the extent to which innovative monitoring measure is applied by principals in controlling indiscipline among secondary school students in Enugu State. Specifically, the study sought to:

1. ascertain the extent to which principals apply innovative monitoring measures in controlling indiscipline in secondary school in Enugu State.

Research Questions

The following research question is posed to guide the study;

1. What is the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State?

Hypotheses

The following null hypotheses were formulated and were tested at .05 level of significance.

1. There is no significant difference in the mean response scores of male and female principals on the extent of application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.
2. There is no significant difference in the mean response scores of urban and rural

principals on the extent of application of innovative measures in controlling indiscipline among secondary school students in Enugu State

Method

The researchers adopted descriptive survey research design for the study. Descriptive survey research design is that in which the researcher does not manipulate the independent variable to determine their effect on the dependent variables (Idoko, 2011). It was deemed suitable for the study because it is concerned with finding out and describing the situation the way it is. Specifically, census survey research design was adopted meaning that the entire respondents were involved. It was considered appropriate for the study following the description of census survey by Odi (2019) as the type of survey research design in which the entire population for the study is used. The design specifies how such data are collected and analyzed. The research was carried out in Enugu State, Nigeria. Enugu State is one of the five States in South East States of Nigeria and it has 17 Local Government Areas with many Federal and State-owned secondary schools. It has inter-State boundaries with Kogi and Benue State in the North, Abia State in the South, Anambra State to the West and Ebonyi State to the East. Its capital is Enugu. Enugu State is predominately made up of civil servants and farmers of Igbo speaking tribe of Nigeria. It is also known for its rich cultural heritage, commercialization and artifacts. The choice of Enugu State is as a result of the current prevalence of indiscipline in the public secondary schools within the State.

The population for the study comprised all the 295 secondary school principals in the public secondary schools in Enugu State under the control of PPSMB. It comprises of 135 female 160 male principals in the 242 rural and 53 urban public secondary schools

in Enugu State respectively. This was based on data obtained from the Post Primary School Management Board Enugu (PPSMB, 2022). The entire population of 295 secondary school principals was used for the study. No sampling was done because the population was manageable. A structured questionnaire named “Innovative Monitoring Measures in Controlling Indiscipline among Secondary School Students (IMMCISSS), developed by the researcher was used for data collection. The instrument has two sections; A and B. Section A contains the respondents bio data while section B has 11 items, structured to assist the researchers in providing answers to the research question that guided the study. The response format for the instrument was 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE). Each response option had a numerical value assigned to it as follows;

Very Great Extent (VGE) = 4 points
Great Extent (GE) = 3 points
Low Extent (LE) = 2 points
Very Low Extent (VLE) = 1 point

In order to ensure the face validity of the instrument, 3 draft copies of the instrument together with the research topic, purpose of the study, research questions, hypotheses, and the developed instrument were given to three experts. Two experts were from the Department of Guidance and Counselling while the other expert was from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The experts were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 9 generated items were increased to 11 items as suggested by the validators, while double barrel questions

and grammatical errors were also corrected. The validators' comments were used to draft the final instrument that was used for data collection.

The reliability of the instrument was determined by administering 30 copies of the questionnaire to a sample of 18 male and 12 female principals from public secondary schools in Ebonyi State, in a trial testing to ascertain the internal consistency of the instrument. The choice for Ebonyi State was dictated by the fact that both states have the same educational characteristics in terms of administration, population and environment. The respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents' responses were analyzed using Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument. The overall reliability coefficient was .89, indicating that the instrument is reliable and suitable for the study. The questionnaire was administered and retrieved by the researchers with the help of six research assistants that were properly briefed on the content of the questionnaire and its administration to ensure that the questionnaire is properly administered. Appointment was booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the

nature of their job. The whole copies of the distributed instrument were completely retrieved indicating 100 percent return rate. The data collected with the questionnaire were analyzed using Mean (\bar{x}) with Standard Deviation (SD) and grand mean to answer the research question. However, each of the null hypotheses was tested using t-test statistic at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). For the decision rule, real limit of the mean scores was applied, therefore, the upper and lower limits of the mean was used as follows;

Mean scores from 3.50 – 4.49 Very Great Extent (VGE)

Mean scores from 2.50 – 3.49 Great Extent (GE)

Mean scores from 1.50 – 2.49 Little Extent (LE)

Mean scores from 0.50 – 1.49 Very Little Extent (VLE)

The null hypotheses were rejected when the significant level was less than .05 and were not rejected when the significant level was more than .05 level of significance.

Results

Research Question 1: What is the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State?

Table 1: Mean Responses and Standard Deviations of the Principals' on their Application of Innovative Monitoring Measures in Controlling Indiscipline among Secondary School Students in Enugu State.

N=295													
S/N	principals' application of innovative monitoring measures include;	Principals			Principals			Principals			Principals		
		Male = 160			Female = 135			Urban = 53			Rural =242		
		\bar{x}	SD	Dec	\bar{x}	SD	Dec	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1.	use of Close Circuit Television to monitor students behaviour in classroom	2.94	.94	GE	3.70	0.46	GE	3.14	1.08	GE	2.98	.85	GE
2.	use of Close Circuit Television to monitor students behaviour in examination halls	3.06	.79	GE	3.69	0.47	GE	3.20	1.06	GE	2.57	1.11	GE

3.	use of Close Circuit Television to record activities of unruly students	2.78	.96	GE	3.57	0.84	GE	2.64	1.19	GE	2.98	.80	GE
4.	use of finger printing to monitor students attendance to class	2.71	1.10	GE	3.40	0.79	GE	3.04	1.04	GE	2.58	1.09	GE
5.	use of finger printing to monitor students attendance in examination hall	2.88	.98	GE	3.34	0.88	GE	2.91	1.08	GE	2.79	.97	GE
6.	use of finger printing to monitor students attendance to other non-academic activities in school	3.00	.90	GE	2.45	1.16	LE	3.69	0.47	GE	2.58	1.12	GE
7.	use of dormitory prefects to write confidential reports on students behavior	2.74	1.09	GE	3.65	0.73	GE	3.00	1.08	GE	2.99	.87	GE
8.	use class prefects to write confidential reports on students' behaviour.	2.87	.98	GE	3.67	0.71	GE	2.75	1.15	GE	3.05	.81	GE
9.	use of peers to write confidential reports on students' behaviour.	3.02	.86	GE	3.40	0.79	GE	2.93	1.14	GE	2.98	.80	GE
10.	use of psychological testing equipment to monitor students' behaviour	2.58	1.08	GE	3.34	0.88	GE	2.87	.97	GE	2.58	1.09	GE
11.	periodic teaching of school rules during assemble ground	2.78	.96	GE	2.45	1.16	LE	3.47	.51	GE	2.79	.97	GE
Grand Mean		2.85	.96		3.33	.75		3.04	1.02		2.80	.96	GE

From Table 1 above, the results of data analysis for research question 3 indicated that the male and female principals; urban and rural principals' responses are of great extent with mean responses that were higher than the cut-off point as indicated in the real limit of number, except for item 6 under the female principals. The value of the grand mean was also high at 2.85 for the male principals, 3.33 for female principals, while 3.04 was the grand mean for urban principals and (2.80) for rural principals. The standards deviation showed close agreement among the responses of the respondents in terms of the items. This implied that the respondents agreed that most of the items were innovative monitoring measures in controlling

indiscipline among secondary school students in Enugu State. Going by the decision rule for interpreting the respondents mean score, the answer to research question 1, is that to a great extent principals' apply innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Hypotheses

Hypothesis 1: There is no significant difference in the mean response scores of male and female principals on the extent of their application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Table 2: t-test Analysis on the Mean Ratings of Male and Female Principals on the Extent of Application of Innovative Monitoring Measures in Controlling Indiscipline among Secondary School Students in Enugu State

GENDER	N	Mean	Std. Deviation	t	df	Sig.	Dec.
MALE	160	2.85	0.96	-1.12	293	.08	Reject H ₀₁
FEMALE	135	3.33	0.75				

Table 2 shows that the t value for the difference in mean rating of male and female principals on the extent of their application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State is (-1.12), significant at (.08) level of significance, which is greater than (.05) set for the study. The null hypothesis is, therefore, rejected. This means that there is a significant difference in the mean ratings

of male and female principals on the extent of their application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Hypothesis 2: There is no significant difference in the mean response scores of urban and rural principals on the extent of their application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Table 3: t-test Analysis on the Mean Ratings of Urban and Rural School Principals on the Extent of their Application of Innovative Measures in Controlling Indiscipline among Secondary School Students in Enugu State

LOCATION	N	Mean	Std. Deviation	t	df	Sig.	Dec.
URBAN	53	3.04	1.02	2.34	293	.04	Do not reject H ₀₁
RURAL	242	2.80	0.96				

Table 3 shows that the t value for the difference in the mean rating in the urban and rural school principals on the extent of application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State is (2.34), significant at (.04) level of significance, which is less than (.05) set for the study. The null hypothesis is, therefore, not rejected. This means that there was no significant difference in the mean ratings of urban and rural school principals' on the extent of application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Summary of the Findings

Principals apply innovative monitoring measures to a great extent in controlling indiscipline among secondary school students in Enugu State. This is also supported by the fact that there is significant difference in the mean responses of male and female principals on the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State: This therefore, implies that while *there is no significant difference in the mean ratings of urban and rural principals* on the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Discussion

The findings in research question one indicated that principals' to a great extent apply innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. This finding is in contradiction with Nkerenwem (2013) who stated that only 40% of the Nigerian secondary schools are averagely equipped, with innovative monitoring measures, while the rest 60% do not have. This finding is equally in line with Nwajagu (2016) who revealed that the inadequacy of facilities has put the school system at a disadvantage. The finding is also in consonance with Maduekwe (2017), who noted that most secondary schools lack media, ICT facilities and this does not give students a practical knowledge and experience. It is important to note that innovative monitoring measures in secondary schools are critical in ensuring discipline. The absence of innovative monitoring measures in school adversely affects the administrative effectiveness of principals and by extension, teaching and learning. Thus, innovative monitoring measure will go a long way in curbing indiscipline in secondary schools if adequately adopted.

Comparison of the male and female principals on Table 7 showed that there is a significant difference in the mean responses of male and female principals' on the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. *This finding agrees with that of Ainabor (2020) who observed that the degree of principal's leadership performance is dependent on gender. Thus gender plays a significant role in principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.*

Similarly, on the influence of location of schools, it was found in this study that there

is no significant difference in the mean ratings of principals serving in urban and rural secondary schools on the extent of their application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. This finding disagrees with Ugwu (2019), who revealed that principals serving in urban schools adopt preventive/monitoring strategies while principals in the rural schools do not. Findings by Azikiwe, et al (2018), showed that monitoring measures are vital among secondary school students. The use of innovative monitoring measures do not only serve as a non- punishment based measure but also create fear, uprightness and respect for academic activities in secondary schools as an institutions of learning.

Conclusion

From the discussion of the findings, it was concluded that principals to a great extent apply innovative monitoring measures in check mating indiscipline among secondary school students in Enugu State. Comparison of male and female principals showed that, there were significant differences in the mean responses of male and female principals on the extent of principals' application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State.

Similarly, *on the influence of location of schools*, the study also showed that *there is no significant difference in the mean ratings of principals serving in urban and rural secondary schools on the extent of their application of innovative monitoring measures in controlling indiscipline among secondary school students in Enugu State. Thus, principals' application of the above non-punishment based disciplinary measure in controlling indiscipline should be strengthened both at the secondary school located in urban and rural areas in Enugu State.*

Counselling Implications of the Findings

The findings of this study hold implication for secondary school authorities, teachers and students.

The study holds implication for the school authorities as the result of this study will find better means of controlling indiscipline in secondary schools instead of the traditional use of corporal punishment which have yielded little or no result in controlling indiscipline in schools. The findings of this study will serve as a guide to the school authorities on the best strategy to be adopted in school environment at each given situation while dealing with indiscipline.

The study holds implication for the students who stand to gain more from the results of this study as it will serve as a guide to the students against indiscipline and will help the students to develop self-esteem, assertiveness and adjustment in behaviour, in the hope of making them better contributors and academic efficient members of society.

The findings of this study holds an implication for the counsellors and teachers whom are saddled with the responsibility of assisting students with educational, vocational and personal social problems of which indiscipline is one in secondary schools. The educational implication of this study, therefore, provides secondary school counsellors and teachers with better strategies in controlling indiscipline bearing in mind that, it appears that no non-punishment based strategy have been adopted in controlling indiscipline in secondary school in Enugu State to the best knowledge of the researchers.

Recommendations

Based on the findings of the study the following recommendations were made.

1. Innovative monitoring measures should be strengthened in the secondary schools for controlling indiscipline in secondary school in Enugu State.
2. Deliberate efforts should be put to place at establishing and strengthening the use of non-punishment based disciplinary based measures in controlling indiscipline in the secondary school in Enugu State should be emphasized.
3. Government and school authorities should ensure that non-disciplinary based measures in controlling indiscipline should be encouraged in both rural and urban secondary schools in Enugu State.

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