

Efficacy of Management by Objectives in Handling Disciplinary Behaviours of Students in Secondary Schools in Benue State, Nigeria

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ABSTRACT

The study focused on the efficacy of Management by objectives in handling disciplinary behaviours of students in secondary schools in Benue State, Nigeria. The study was guided by three objectives, three research questions and three hypotheses. Survey research design was adopted for the study. The population of the study consisted of 2,052 school administrators made up of principals, vice principals (academic), vice principals (administration) and deans of studies in 513 secondary schools in Benue State. The sample for the study consisted of 400 school administrators selected from 100 secondary schools in Benue State using multi-stage sampling technique. The instrument for data collection was a self-structured questionnaire. The instrument consisted of a 33-item questionnaire developed by the researchers. The items of the instrument were validated by two experts in the area of Educational Administration and Planning and one expert in the area of Measurement and Evaluation. The reliability coefficient of the instrument was established using Cronbach Alpha statistic. The reliability coefficient for the entire instrument was 0.89 which indicates that the instrument is reliable. The research questions posed in the study were descriptively answered using mean and standard deviation. The hypotheses formulated were tested at 0.05 level of significance using inferential statistics of independent t-test. The findings of the study indicated that disciplinary behaviours are very common among students in rural secondary schools than students in urban secondary schools in Benue State and also that disciplinary behaviours are prevalent among students in public secondary schools than students in private secondary schools in Benue State. The results equally showed that Management by Objective is effective to be used to handle the disciplinary behaviours of students in urban and rural secondary schools in Benue State. Based on these results, it was recommended that there should be a closer monitoring and supervision of public secondary schools by school administrators to reduce the incidence of disciplinary behaviours that is springing up. Moreover, efforts should be made by school administrators to proffer solutions to the rising incidence of disciplinary behaviours in rural secondary schools. In addition, management by objective should be used by school administrators to handle the disciplinary behaviours of students in urban and rural secondary schools in Benue State.

Keywords: *management techniques, disciplinary behaviours, management by objectives, students, secondary schools*

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I. Introduction and Statement of the Problem

Discipline in schools is required to ensure that schools are able to provide quality education for all students and to guarantee the care and safety of the school community. School discipline has two main objectives. The first objective is to ensure the safety of staff and students while the second objective is to create an environment conducive to learning. Discipline at school level is a process of enforcing simple school rules to

facilitate learning and to minimize disruption. School discipline is an essential element in school administration. One of the problems which beset secondary schools in Nigeria is indiscipline. Students' indiscipline is a prevailing problem affecting schools not only in Nigeria but across many nations of the world (Olaitan, Mohammed & Ajibola, 2013). Indiscipline among students could be viewed as undesirable activities and misconducts. School disciplinary problems can be viewed as behaviours that run contrary to laid down rules and regulations of schools. According to Benson (2013), all behaviour problems are indiscipline and the author itemized behaviour problems among students to include physical fighting, stealing, disobedience, smoking, impersonation, lateness, absence from school, lying, wearing incorrect uniform, extortion of money and property from junior students by senior students.

In any civilized society, the fostering of discipline is a necessary condition in the maintenance of law and order. Discipline is paramount to teaching and learning in secondary schools. It is also very important for peace and harmony in any learning environment. The essence of school discipline therefore is to ensure the safety of staff and students and to create an environment conducive to learning. School indiscipline is an issue of concern for educators, policy makers and the society. The growing incidence of school indiscipline has left stakeholders in education shaky and nervous (Gaustad, 2012). Indiscipline in schools is obviously a matter of immediate concern to the teaching profession. Indiscipline poses a great challenge to school management in Nigeria and Benue State in particular; and it is very important that the school administrators play a vital role to ensure that all the students perform well not only in academic but also in good behaviour to avoid any negative impact. For a school to be very productive and effective, the discipline of the learners is very important. Once there is an issue of indiscipline in school, it tells in all activities that go on in the school and in turn effective outcome is hampered. School administrators are expected to help students to overcome disciplinary problems by employing management techniques that would help to achieve the objectives of secondary education in urban or rural schools, public or private secondary schools.

Management is concerned with developing people and working with them. It is a process by which human and non-human resources are coordinated to achieve a given set of objectives. Management according to Oboegbulem and Onwurah (2011) is a process of planning and organizing operations in order to achieve a coordination of human and material resources essential to the effective and efficient attainment of set objectives. The authors also maintain that Management is the art of purposeful action of planning, organizing, directing communicating and controlling scarce human and material resources to achieve organizational goal.

Management techniques in education are the techniques adopted in educational organization to help the organization to achieve its stated objectives. In other words, management techniques are systematic procedures of investigation and planning which are applied to management problems (Oboegbulem & Onwurah, 2011). The techniques assist the school administrators to perform their task effectively and improve efficiency in the given tasks. Educational administrators have to perform several tasks to improve the teaching and learning conditions within the classrooms so as to motivate students to perform better in schools. There are varieties of management techniques often applied in an organization to solve a given task and they include management by objectives (MBO), behaviour modification technique, Delphi technique, planning programming and budgeting system (PPBS). The focus of this article will be on management by objectives (MBO).

Management by objectives (MBO) is one of the management techniques in which the school administrators and staff participate jointly in setting organization goals and defining the means for achieving them. Idoko (2015) sees management by objective (MBO) as a process whereby both the superior and the subordinates in an organization jointly make work plans by identifying common goals. In other words, management by objectives (MBO) is a personnel management technique where school administrators and employees work together to set, record and monitor goals for a specific period of time. It involves goal setting, action planning, self-control and periodic review. The core concept of MBO is planning, which means that an organization and its members are not merely reacting to events and problems but are instead being proactive in solving identified problems. MBO requires that employees set measurable personal goals based upon the organizational goals. Goals are set down in writing annually and are continually monitored by school administrators to check progress (Agbe, Kwaghbo & Yawe, 2013).

Tyokyaa (2016) sees management by objectives as a modern management and planning techniques that focuses on organization objectives in determining what should be done, who should do what, and by what means should the things be done. Management by objectives prescribes that an organization defines its objectives at all levels and assists management to define the individual employers' objectives focusing on areas of effectiveness within the overall framework of the organization. Management by objectives (MBO) is one of the management techniques in which the chief executive and his employees participate jointly in setting

organization goals and defining the means for achieving them. Oboegbulem and Onwurah (2011) sees management by objective (MBO) as a process whereby both the superior and the subordinates in an organization jointly make work plans by identifying common goals and defining each individual's major area of responsibility in terms of results expected of the organization. It is a means of integrating both individual needs and organizational demands to the success of an enterprise. It is a personnel management technique where managers and employees work together to set, record and monitor goals for a specific period of time. MBO aims at improving the performance of an organization by motivating, assessing and training its employee through integrating their personal goals with the objectives of the organization. It involves goal setting, action planning, self-control and periodic review. Thus the philosophy behind MBO is that the ability of an organization to achieve its goals is influenced by the degree to which the workers in the organization are motivated to use their abilities in the achievement of organizational goals.

MBO emphasizes a collaborative and joint management of the organization by supervisors and other individuals by strategically setting the organization objectives, determining the strategies to be followed, setting datelines for the realization of the objectives as well as providing an effective evaluation process for the achievement of the objectives. Management by objectives (MBO) as planning technique is structured to not only achieve organizational goals but to achieve the goals of other members of the organization. Management by objectives (MBO) also has inherent mechanism of detecting and addressing factors which tend to negatively affect the achievement of set goals (Tyokyaa, 2016). This is done through the validation of objectives and through periodic reviews of the objectives. Also corrective actions are taken during the implementation of the objectives as any noticed deviations from the original plan are immediately corrected. Management by objectives (MBO) as a management technique allows for collaboration between top management and the staff who jointly participate in goal setting, determination of roles and activities necessary in achieving the envisaged objectives, determining time frame and target dates as well as formulating policies and strategies for achieving the goals.

Management by objectives (MBO) has some basic characteristics. Management by objectives emphasizes cohesive management. It emphasizes management collaboration where all efforts of the participants are collectively and integratively harnessed to achieve the overall organizational objectives. Under this element according to Tyokyaa (2016), management by objectives clearly defines organizational goals, emphasizes the need to arrange the objectives in order of priority as well as defines the responsibilities of each employee by ensuring that every task must exist for a reason.

Another basic characteristic of management by objectives is that it is motivational in nature. Management by objectives aims at ensuring that the individuals are involved right from the beginning in the setting up of organizational goals and this encourages the workers towards contributing immensely in realizing the objectives. This in itself motivates the workers in ensuring that they contribute maximally to the overall performance of the organization. Management by objectives is technique that values individual employee contribution in the setting and achievement of the objectives of the organization. It has an inbuilt capacity to measure the achievement of each worker in reference to the objectives of the organization. Management by objectives emphasizes the improvement of both the organizational and individual objectives and the achievement of the results which otherwise would not have been achieved. The importance of management by objectives is its effectiveness in crises and conflict management. Management by objectives as a planning technique emphasizes joint and collaborative participation of top management and the staff. To this end, conflicts and crises are avoided or reduced to the barest minimum as the workers and the management are jointly engaged in defining the vision and mission as well as the general and specific objectives of the organization. Management by objectives creates autonomy of employees and other individuals in the organization. Staff who have sufficient autonomy are motivated to do better. Management by objectives as a technique grants workers a great deal of autonomy and discretion to choose the best means of achieving the objectives. Management by objectives enhances communication, accountability and effective reporting as the tool controls bottlenecks of bureaucracy, corruption and inept behaviours of supervisors. The core concept of MBO is planning, which means that an organization and its members are not merely reacting to events and problems but are instead being proactive. MBO requires that employees set measurable personal goals based upon the organizational goals. MBO is a supervised and managed activity so that all of the individual goals can be coordinated to work towards the overall organizational goal. Goals are set down in writing annually and are continually monitored by managers to check progress. Rewards are based upon goal achievement. MBO provides a means to identify and plan for the achievement of goals. If one does not know what his or her goals are, he or she will not be able to achieve them. One of the goals of schools is to instill discipline in the students

so as to achieve success. However, indiscipline could hinder the attainment of goals in schools. Hence MBO could be applied to address issues of indiscipline by students in secondary schools.

Managing students' behaviours has been a great task and concern to school administration. Many schools face the challenges of disciplinary behaviours by students such as fighting, verbal abuse, bullying, sexual harassment, rule violation, lack of respect for authority, beating of teachers, riot at the slightest opportunity, inflicting violence on one another and destruction of school property. The disciplinary behaviours of students could hamper good atmosphere for teaching and learning in secondary schools. This could lead to loss of time for classroom learning, threaten school safety and ruin students' chances of becoming successful in their academic pursuit. Acts of indiscipline among students at the secondary school level of education are universal challenges that are facing every school in Nigeria and Benue State inclusive. The problem of indiscipline may affect activities in schools irrespective of whether the schools are located in urban or rural, private or public schools; though the degree and magnitude may vary from school to school. The techniques often applied to indiscipline acts have not adequately addressed the situation in urban and rural secondary schools, public and private secondary schools. The danger is that if the trends continue, the objectives of the secondary school education may not be realized. Some school administrators feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities and unnecessary political interference. In order to handle the problem of indiscipline, school administration often use disciplinary techniques such as corporal punishment, suspension from classes, invitation of parents for useful discussion concerning their ward, expulsion from school, signing of undertaking to be of good behaviour, reporting to the law enforcements agents for actions and control, deprivation of prefect-ship, reasoning and dialoguing with the students, rewarding good behaviours and establishment of synergy among principals, teachers, parents as well as school-based guidance counsellors. In spite of the application of these techniques, disciplinary problems are still on the increase. Students still bully, steal, riot, collect items from junior students forcefully, absent themselves from classes, insult and mock teachers, make noise during lessons, destroy school properties, get involved in drug abuse, cultism, examination malpractices, truancy, immoral acts, as well as in other disruptive behaviours. Based on this submission, there is therefore a missing link in the management techniques used in handling acts of indiscipline by students in secondary schools in Benue State. This study therefore focuses on the efficacy of management by objectives in handling disciplinary behaviours of students in secondary schools in Benue State, Nigeria.

Objectives of the Study

The objective of the study is to determine the efficacy of management by objectives in handling disciplinary behaviours of students in secondary schools in Benue State, Nigeria.

Specifically, the study sought to:

1. ascertain the school administrators' perception of the prevailing students' disciplinary behaviours which require the application of management techniques to handle in urban and rural secondary schools in Benue State.
2. ascertain the school administrators' perception of the prevailing students' disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State.
3. determine how effective school administrators use Management by Objectives in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State.

Research Questions

The following research questions were raised to guide the study:

1. What are the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in urban and rural secondary schools in Benue State?
2. What are the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in public and private secondary schools in Benue State?
3. How effective are school administrators' use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 5% level of significance.

1. There is no significant difference in the mean ratings by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in urban and rural secondary schools in Benue State.
2. There is no significant difference in the mean ratings by school administrators' on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State.
3. There is no significant difference in the mean ratings by school administrators' on the effectiveness of the use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State.

II. Review of Related Empirical Studies

Ekpoh and Bassey (2011) conducted a study on the influence of school location on principals' management of teachers' indiscipline in Akwa Ibom State secondary schools, Nigeria. The researchers posed four research questions and four hypotheses. A survey design was adopted for the study. The population of the study consisted of 752 principals and vice principals (academic and administration) from 376 secondary schools in Akwa Ibom State. A sample of 450 respondents made up of principals and vice principals, was drawn. A structured questionnaire was used for data collection. Data were analyzed using mean and standard deviation to answer the research questions independent t-test to test the hypotheses at 5% level of significance. The findings revealed that school location influences principals' management of indiscipline. The result showed that principals in urban schools showed a higher capacity to manage indiscipline than principals in rural schools. The intensity of indiscipline problems was higher in urban areas because of the effect of civilization and development, whose attendant effect made teachers to behave in undesirable ways. The result also revealed that urban teachers were more prone to indiscipline behaviour such as truancy and higher absentee tendency than their counterparts in rural areas largely due to distractions created by the urban environment. The study revealed that such distractions include opportunities for further studies, money making opportunities and other forms of urban attractions. Since the incidence of teachers' indiscipline behaviour is more prevalent in urban schools, it therefore means that principals in urban setting are more conversant with such problems. Hence principals of urban schools had over time shown a higher capacity to manage indiscipline as indicated by higher mean scores than rural principals. In the case of rural areas whose civilization and development had not permeated so much to the extent that they pose serious problem, the occurrence of these problems might be minimal.

Osakwe (2013) carried out a study on the management techniques of principals for resolving disciplinary problems in Nigerian public secondary schools in Delta State. Two research questions and two hypotheses were raised to guide the study. The survey method was adopted for the study. The population of the study comprised all the 602 public secondary school principals in Delta State. A sample of 200 principals was randomly selected from 602 public secondary schools in Delta State using systematic random sampling technique. Structured questionnaire was used to collect data. The reliability of the instrument was established using split half method and the value obtained was 0.70. Pearson product moment correlation was used as the statistical tools for data collected. The results of the study showed that there is a significant relationship between male and female principals' management techniques in resolving disciplinary problems. Results also revealed that there is a significant relationship between rural and urban principals' management techniques and their assessment of students' behavioural outcomes. The understanding of individual's behaviours over the years and management techniques utilized by the principals confirm this finding

Olaitan, Mohammed, and Ajibola (2013) conducted a study on the management of disciplinary problems in secondary schools: Jalingo metropolis in focus. The researchers posed six research questions but did not frame any hypothesis. The design of the study was survey research design. The population for the study was 1174 respondents comprising 150 school management, 450 teaching staff and 574 non-teaching staff. A sample size of 600 respondents comprising 90 school principal and vice principals, 510 teaching and non-teaching staff were used in the selected schools. A self-developed questionnaire was used for data. The data collected were analyzed using descriptive statistics of mean and standard deviation. The results showed truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in the study area. The study also revealed that indiscipline is more in public schools now than in private schools and that parental/home, political, social and economic, school environment, school curriculum and peer group influence among others as the causes of disciplinary problems.

Ali, Dada, Isiaka, and Salmon (2014) carried out a study on the types, causes and management of indiscipline acts among Secondary School Students in Shomolu Local Government Area of Lagos State. The researchers posed four research questions and formulated four hypotheses. The researchers adopted a survey research design. The population of the study consisted of 2000 respondents. A sample size of 90 respondents was used. Data were collected using questionnaires designed by the researchers. The research questions were answered using simple percentage, mean and standard deviation; while independent t-test and one-way analysis of variance (ANOVA) were used to test the hypotheses. The findings of the study revealed that indiscipline acts common among students are: bullying, truancy/absenteeism, vandalism of school property, theft/stealing and fighting. The results of the study equally revealed that democratic style of leadership has significant effect in the management of disciplinary behaviours of students regardless of school type and location. This finding also shows that most strategies and methods employed by the schools in the study area are not effective as reduction strategies of act of indiscipline in the study area; such strategies among others include: expulsion, corporal punishment by the teachers, verbal reprimand, smacking, etc. This study therefore concluded among other things that the methods of maintaining discipline in schools could not be applied wholesale, but they were contingent upon the environment. Thus, the effectiveness of each method depended on the traditional and ethos of schools and their immediate environment. The study further revealed that corporal punishment and expulsion are not effective because of their negative psychological effects on the students. Moreover, behaviour modification techniques are effective in managing unruly behaviours of the students as alternative to expulsion and corporal punishments of different kinds and that each school should have a trained guidance counsellor. Above, if all schools have a set of rules and regulations that would guide all actions and in-actions of the students during school hours and are constantly read to the hearing of all students, cases of indisciplinary behaviours among students would be reduced to the barest minimum.

Gutuza and Mapolisa (2015) carried out a study on the analysis of indiscipline amongst secondary school students in Nyanga District of Zimbabwe. The researchers used four research questions and formulated no hypotheses for the study. The study employed a survey research design and made use of a quantitative methodology. The sample for the study consisted of 200 teachers drawn from 10 schools with a population of 585 teachers and 35 schools. The instrument used for data collection was structured questionnaire. Data collected with the aid of questionnaire were analyzed using descriptive statistics of mean and standard deviation to answer the research questions. The study revealed that indiscipline in secondary schools was largely caused by poor group influence, bad company within and outside the school, lack of discipline at home and in school, irresponsible parents and guardians, use of drugs and alcohol, family problems, poor teacher-student relationships and failure of the school to effectively enforce school rules and regulations. The study further revealed that if all secondary schools have qualified guidance counsellors to deal with students' behaviour problems and schools enforce school rules effectively, the issues of disciplinary behaviours would be reduced in urban and rural schools whether public or private schools.

Mohammed and Usman (2016) conducted a study on teachers' perceptions on prevailing students' indiscipline and the management techniques used by secondary school principals in handling students' indiscipline in Bauchi metropolis. Three research questions were posed with no hypothesis was formulate. Descriptive survey research design was adopted. The population of the study was 350 teachers from 29 Senior Secondary Schools in Bauchi metropolis. The sample size for study was 100 teachers. The instrument for data collection was a structured questionnaire. The data collected were analyzed using mean to answer the research questions. The findings of the study revealed that noise making, lateness, examination malpractice, absenteeism, indolence and lying are the major prevailing discipline problems in Bauchi metropolis. Other discipline problems are disobedience, drug abuse, sexual immorality, hooliganism and riot. The study also revealed that corporal punishment, invitation of parents, signing undertaking and dialogue were used in handling the problems. However it revealed that inviting parents, signing undertaking, dialogue, rewarding for good behaviours and synergetic approach between teachers, parents and counselors are very effective in dealing with disciplinary problems. Finally the expulsion and sending student out from class are not effective. It was discovered that all the management techniques that are harsh are not effective. The authors advocated for other techniques like: invitation of parents for useful discussions concerning their wards, signing of undertaking to be of good behaviour, reasoning and dialoguing with students, rewarding good behaviours of students by open commendation and praise as ways to deter indiscipline and using pastoral counselling techniques.

Owiti (2016) conducted a study on the influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu Sub County, Kenya. The researcher posed five research questions but has no hypothesis. Descriptive research design was used. The study sampled 230 teachers and 28 principals. Questionnaires were used for data collection. Data were analyzed using descriptive statistics. The findings showed the existence of a positive influence between the principal's leadership style and students' discipline. The study also found out that the use of democratic leadership had a positive influence on students' discipline, hence needs to be strengthened. The use of transformational leadership style has a positive bearing on the

discipline of the students, especially the application of guidance and counseling. The study also found out that the principals applied transactional leadership styles in the schools where punishments and rewards were being used to reinforce discipline. This style was also found to influence the discipline of students positively.

III. Methodology

The research design for this study is survey research design. The study was carried out in Benue State. The justification for the choice of Benue State is based on the fact that majority of the youth population between the ages of 11-18 years are in secondary schools and there are reported cases of disciplinary behaviours among students in the secondary schools which may affect the educational growth in the State if left unchecked. The population of the study was 2052 secondary school administrators in 513 secondary schools (public and private) in Benue State. The sample for the study consisted of 400 school administrators which comprised 100 principals, 100 vice principals academic, 100 vice principals administrations, 100 dean of studies selected from 100 secondary schools in Benue State. The sampling technique used in this study was multi-stage sampling technique. Multi-stage sampling technique is a procedure used whenever different sampling techniques are applied at different stages of a research study (Emaikwu, 2019). The researcher sampled 10 local government areas from the population of the 23 local government areas in Benue State using simple random sampling technique. In each of the sampled secondary schools, the researcher selected the principal, the vice principals academic, the vice principal administration and the dean of studies using purposive sampling technique. The instrument for data collection was a self-structured questionnaire. The instrument consists of a 33- item questionnaire developed by the researcher and anchored on the continuum of Strongly Agree, (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) in clusters 1 and 2, while the items in cluster 3 were anchored on the continuum of Very Effective (VE), Effective (E), Ineffective (IE), and Very Ineffective (VIE) with varying point values of 4, 3, 2, and 1 respectively. The items of the instrument were validated by two experts in the area of Educational Administration and Planning, one expert in the area of Measurement and Evaluation from Federal University Agriculture Makurdi.

The reliability of the instrument was computed using Cronbach Alpha method. The reliability coefficient for the entire instrument was 0.89 which indicates that the instrument is reliable. The items of the instrument were administered to the stipulated school administrators in their various schools by the researchers with the help of two research assistants. The research questions were analyzed using mean and standard deviation. The hypotheses formulated were tested at 0.05 level of significance using inferential statistics of independent t-test.

IV. Results and Discussion

This section deals with the presentation of results of data analysis and discussion of findings based on the results of the study. The presentation follows the sequence of the research questions posed and the corresponding hypotheses that guided the study. The research questions were answered using mean and standard deviation, while the hypotheses were tested using independent t-test statistic.

Descriptive Analysis

Research question 1: What are the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in urban and rural secondary schools in Benue State?

To answer this research question, the responses of school administrators to disciplinary behaviours which require the application of management techniques to handle in urban and rural secondary schools in Benue State were collected, analyzed and their mean responses and standard deviation are presented in Table 1 using the responses to items 1-18 of the instrument.

Table 1: Mean and Standard Deviation of Disciplinary Behaviours that require the Application of Management Techniques to handle in Urban and Rural Secondary Schools in Benue State

S/No.	Items	Urban School			Rural Schools				
		N	Mean	S.D	Rank	N	Mean	S.D	Rank
1.	Bullying	208	2.82	.93	9 th	192	2.92	1.24	11 th
2.	Wrong school uniform		2.33	.67	15 th		2.47	1.06	14 th
3.	Noise making		3.16	.93	3 rd		3.71	.97	3 rd
4.	Smoking		3.10	.76	5 th		3.63	.91	5 th
5.	Stealing		2.42	.56	11 th		2.48	.98	13 th
6.	Quarreling and fighting		3.15	.90	4 th		3.72	.90	2 nd
7.	Alcoholism		2.56	.97	10 th		2.81	1.06	12 th
8.	Membership of secret cults		2.92	.55	8 th		3.04	.97	9 th
9.	Lateness to school		3.02	.88	7 th		3.75	.88	1 st
10.	Truancy		3.06	.78	6 th		3.46	.52	7 th
11.	Not doing homework		2.36	.49	14 th		2.46	1.03	15 th
12.	Sexual immorality		2.40	.45	13 th		2.97	1.08	10 th

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13.	Destruction of school properties	2.21	.89	16 th	2.43	.79	17 th
14.	Indolence/laziness	2.41	.74	12 th	2.37	1.07	18 th
15.	Violent demonstration	2.20	.59	17 th	2.45	.85	16 th
16.	Unwanted pregnancy	2.16	.83	18 th	3.52	.94	6 th
17.	Examination malpractice	3.60	.34	1 st	3.69	.69	4 th
18.	Drug abuse	3.27	.90	2 nd	3.43	.89	8 th
Cluster mean and standard deviation		2.73	.73		3.28	.94	

The data presented in Table 1 showed that items 1-18 in urban schools had mean values of 2.82, 2.33, 3.16, 3.10, 2.42, 3.15, 2.56, 2.92, 3.02, 3.06, 2.36, 2.40, 2.21, 2.41, 2.20, 2.16, 3.60, and 3.27 with corresponding standard deviation values of .93, .67, .93, .76, .56, .90, .97, .55, .88, .78, .49, .45, .89, .74, .59, .83, .34, and .90 respectively. Also the data presented in Table 1 showed that items 1-18 in rural schools had mean values of 2.92, 2.47, 3.71, 3.63, 2.48, 3.72, 2.81, 3.04, 3.75, 3.46, 2.46, 2.97, 2.43, 2.37, 2.45, 3.52, 3.69 and 3.43 with corresponding standard deviation values of 1.24, 1.06, .97, .91, .98, .90, 1.06, .97, .88, .52, 1.03, 1.08, .79, 1.07, .85, .94, .69 and .89 respectively. On the basis of the criteria set for decision making, any item with a mean rating of 2.50 and above would require the application of management techniques to handle such disciplinary behaviours in urban and rural secondary schools. Table 1 also shows the ordered rankings of the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in urban and rural secondary schools. From Table 1, examination malpractice, drug abuse, noise making, quarreling and fighting, smoking, truancy, lateness to school, membership of secret cults are the eight most ranked disciplinary behaviours in urban secondary schools in Benue State, while lateness to school, quarreling and fighting, noise making, examination malpractice, smoking, unwanted pregnancy, truancy are the eight most ranked disciplinary behaviours in rural secondary schools in Benue State. The cluster mean and standard deviation for urban schools are 2.73 and .73 while for the rural schools; the cluster mean and standard deviation are 3.28 and 0.94. To ascertain if the difference in the two group cluster means is statistically significant in urban and rural schools, the corresponding hypothesis was tested in Table 4.

Research question 2: What are the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in public and private secondary schools in Benue State? To answer this research question, the responses of school administrators to disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State were collected, analyzed and their mean responses and standard deviation presented in Table 2 using the responses to items 1-18 of the instrument.

Table 2: Mean and Standard Deviation of Disciplinary Behaviours that require the Application of Management Techniques to handle in public and private secondary schools in Benue State

S/No.	Items	Public School			Private Schools				
		N	Mean	S.D	Rank	N	Mean	S.D	Rank
1.	Bullying	172	3.80	.96	1 st	228	2.82	.84	3 rd
2.	Wrong school uniform		2.41	1.17	14 th		2.32	1.05	13 th
3.	Noise making		3.12	.93	7 th		3.09	.87	1 st
4.	Smoking		3.21	1.03	6 th		2.39	.81	10 th
5.	Stealing		2.47	1.06	13 th		2.18	.89	18 th
6.	Quarreling and fighting		3.25	.93	4 th		2.71	.97	4 th
7.	Alcoholism		3.10	.97	8 th		2.61	1.03	7 th
8.	Membership of secret cults		2.98	.93	10 th		2.64	.80	5 th
9.	Lateness to school		3.32	.81	3 rd		2.59	.98	8 th
10.	Truancy		3.22	.79	5 th		2.46	.92	9 th
11.	Not doing homework		2.37	.97	15 th		2.26	1.09	14 th
12.	Sexual immorality		2.48	.95	12 th		2.36	1.04	12 th
13.	Destruction of school properties		2.26	.89	17 th		2.23	.89	16 th
14.	Indolence/laziness		2.49	1.07	11 th		2.37	1.03	11 th
15.	Violent demonstration		2.32	.81	16 th		2.25	.95	15 th
16.	Unwanted pregnancy		2.14	.93	18 th		2.19	.84	17 th
17.	Examination malpractice		3.73	.84	2 nd		2.92	.89	2 nd
18.	Drug abuse		3.02	.89	9 th		2.63	.91	6 th
Cluster mean and standard deviation			2.87	.94			2.50	.93	

The data presented in Table 2 showed that items 1-18 in public secondary schools had mean values of 3.80, 2.41, 3.12, 3.21, 2.47, 3.25, 3.10, 2.98, 3.32, 3.22, 2.37, 2.48, 2.26, 2.49, 2.32, 2.14, 3.73, and 3.02 with corresponding standard deviation values of .96, 1.17, .93, 1.03, 1.06, .93, .97, .93, .81, .79, .97, .95, .89, 1.07,

.81, .93, .84, and .89 respectively. Also the data presented in Table 2 showed that items 1-18 in private secondary schools had mean values of 2.82, 2.32, 3.09, 2.39, 2.18, 2.71, 2.61, 2.64, 2.59, 2.46, 2.26, 2.36, 2.23, 2.37, 2.25, 2.19, 2.92 and 2.63 with corresponding standard deviation values of .84, 1.05, .87, .81, .89, .97, 1.03, .80, .98, .92, 1.09, 1.04, .89, 1.03, .95, .84, .89 and .91 respectively. On the basis of the criteria set for decision making, any item with a mean rating of 2.50 and above in Table 2 would require the application of management techniques to handle such disciplinary behaviours in public and private secondary schools in Benue State. Table 2 also shows the ordered rankings of the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in public and private secondary schools in Benue State.

From Table 2, bullying, examination malpractice, lateness to school, quarreling and fighting, truancy, smoking, noise making, alcoholism, are the eight most ranked disciplinary behaviours in public secondary schools, while smoking, examination malpractice, bullying, quarreling and fighting, membership of secret cults, drug abuse, alcoholism, lateness to school are the eight most ranked disciplinary behaviours in private secondary schools in Benue State. From Table 2, the cluster mean and standard deviation for public secondary schools are 2.87 and .94 while for the private secondary schools; the cluster mean and standard deviation are 2.50 and .93. To ascertain if the difference in the two group cluster means is statistically significant, the corresponding hypothesis was tested in Table 5.

Research question 3: How effective are school administrators' use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State?

To answer this research question, the responses on the effectiveness of the school administrators' use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State were collected, analyzed and their mean responses and standard deviation are presented in Table 3 using the responses to items 19-33 of the instrument. The benchmark for decision making is that, any item with a mean value of 3.50 to 4.00 is regarded as very effective (VE), and any item with a mean value of 2.50 to 3.49 is regarded as Effective (E), while any item with mean response of 1.50 to 2.49 is regarded as ineffective (IE), whereas any item with mean response of 0.50 to 1.49 is regarded as very ineffective (VIE).

Table 3: Mean and Standard Deviation of Management by Objective in Handling Disciplinary Behaviours of Students by school administrators in Urban and Rural Secondary Schools in Benue State

S/No.	Items	N	Urban School			N	Rural Schools		
			Mean	S.D	Remark		Mean	S.D	Remark
19.	Involvement of students representatives in decision-making	208	2.82	.84	E	192	2.82	.81	E
20.	Maintenance of democratic style of leadership in handling students' matters		3.25	.82	E		3.23	.79	E
21.	Maintenance of regular dialogue and good communication channel with the students		3.37	.60	E		3.32	.58	E
22.	School administrators staying close to the school and maintaining good collaborative supervision		3.38	.62	E		3.36	.59	E
23.	School administrators' possession of effective leadership skills to handle disciplinary behaviours of students		3.50	.60	VE		3.45	.57	E
24.	Collective efforts in searching and ceasing dangerous weapons from students would enhance discipline		3.11	.75	E		2.97	.78	E
25.	Dialoguing with students helps to amicable solutions to the indiscipline problems		3.16	.95	E		3.10	.89	E
26.	Sensitizing students on the need to love and do right things		3.32	.81	E		2.61	.83	E
27.	Setting measurable personal and academic goals based upon the school goals for students to attain		2.58	.88	E		2.73	.72	E
28.	Ensuring that school authority is being proactive to disciplinary issues		3.08	.72	E		3.10	.80	E
29.	Ensuring that goals are set down in writing for students annually and are continually and collectively monitored to check progress		2.79	.86	E		2.68	.64	E
30.	Make school goals transparent and provide consistent feedback to students periodically		2.82	.92	E		2.85	1.13	E

31.	Creating cordial relationship among administrators, teachers, students and their parents on regular basis to rub minds on common issues that affect students	3.12	.72	E	3.07	.71	E
32.	Creating a platform to involve students in decision-making, guiding and teaching them to make intelligent and informed decisions	2.94	1.03	E	2.81	1.12	E
33.	Ensuring that the process of developing and implementing rules and regulations requires the collaborative decision making of the management, staff and students	2.97	.88	E	2.89	.78	E
Cluster mean and standard deviation		3.08	.67	E	3.00	.65	E

KEY: Any item with mean response of:3.50 to 4.00 =Very Effective (VE), 2.50 to 3.49 = Effective (E), 1.50 to 2.49= Ineffective (IE), 0.50 to 1.49 = Very Ineffective (VIE).

The data presented in Table 3 showed that items 19-33 in Urban secondary schools had mean values of 2.82, 3.25, 3.37, 3.38, 3.50, 3.11, 3.16, 3.32, 2.58, 3.08, 2.79, 2.82, 3.12, 2.94 and 2.97 with corresponding standard deviation values of .84, .82, .60, .62, .60, .75, .95, .81, .88, .72, .86, .92, .72, 1.03 and .88 respectively. Also the data presented in Table 3 showed that items 31-45 in rural secondary schools had mean values of 2.82, 3.23, 3.32, 3.36, 3.45, 2.97, 3.10, 2.61, 2.73, 3.10, 2.68, 2.85, 3.07, 2.81 and 2.89 with corresponding standard deviation values of .81, .79, .58, .59, .57, .78, .89, .83, .72, .80, .64, 1.13, .71, 1.12 and .78 respectively. On the basis of the criteria set for decision making, any item with a mean rating of 3.50 to 4.00 is regarded as very effective (VE), and any item with a mean value of 2.50 to 3.49 is regarded as effective (E) in Table 3 and are therefore effective to be used by school administrators as indices of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. However, any item with mean response of 1.50 to 2.49 is regarded as ineffective (IE), whereas any item with mean response of 0.50 to 1.49 is regarded as very ineffective (VIE). It can be observed that no item has a mean response below 2.50 in Table 3 thereby indicating that all the items are effective as indices of Management by Objective to handle disciplinary behaviours of students. From Table 3, the cluster mean and standard deviation for urban secondary schools are 3.08 and .67 while for the rural secondary schools; the cluster mean and standard deviation are 3.00 and 0.65. To ascertain if the difference in the two group cluster means is statistically significant, the corresponding hypothesis was tested in Table 6

Test of hypotheses

The hypotheses formulated for the study were tested using independent t-test statistic at 0.05 level of significance.

Hypothesis 1: There is no significant difference in the mean ratings by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in urban and rural secondary schools in Benue State.

To test hypothesis 1, the independent t-test statistic is conducted at 0.05 level of significance and the result obtained is presented in Table 4.

Table 4: The t-test Analysis of Mean Ratings by School Administrators on the Prevalence of Students' Disciplinary Behaviours to Handle in Urban and Rural Secondary Schools in Benue State

Location	N	Mean	Std Dev.	Std error	Df	t-cal	t-tab	Remark
Urban	208	2.73	0.73	0.0035	398	6.50	1.96	S, Reject H ₀
Rural	192	3.28	0.94	0.0049				

N=Number of respondents, Std Dev= Standard deviation, Std error= standard error of mean, Df= degree of freedom, t-cal= t-calculated value, t-tab = t-tabulated value, S=Significant result (t-cal ≥ t-tab)

The data presented in Table 6 showed that the t-calculated value of 6.50 is greater than the t-tabulated value of 1.96 with 398 as degree of freedom at 0.05 level of significance. This indicates that the test statistic is significant and hence the null hypothesis is rejected. This therefore implies that there is a statistical significant difference in the mean rating by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in urban and rural secondary schools in Benue State. Based on the values of the two means calculated for schools in the two locations, the result indicates that disciplinary behaviours are more prevalent among students in rural schools than students in urban schools in Benue State.

Hypothesis 2: There is no significant difference in the mean ratings by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State

To test hypothesis 2, the independent t-test statistic is conducted at 0.05 level of significance and the result obtained is presented in Table 5.

Table 5: The t-test Analysis of Mean Ratings by School Administrators on the Prevalence of Students' Disciplinary Behaviours to Handle in Public and Private Secondary Schools in Benue State

School type	N	Mean	Std Dev.	Std error	Df	t-cal	t-tab	Remark
Public	208	2.87	0.94	0.0045	398	3.92	1.96	S, Reject H ₀
Private	192	2.50	0.93	0.0048				

N=Number of respondents, Std Dev= Standard deviation, Std error= standard error of mean, Df= degree of freedom, t-cal= t-calculated value, t-tab = t-tabulated value, S=Significant result (t-cal ≥ t-tab)

The data presented in Table 5 showed that the t-calculated value of 3.92 is greater than the t-tabulated value of 1.96 with 398 as degree of freedom at 0.05 level of significance. This indicates that the test statistic is significant and hence the null hypothesis is rejected. This therefore implies that there is a statistical significant difference in the mean rating by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State. Based on the values of the two means calculated for school type, the result indicates that disciplinary behaviours are more prevalent among students in public schools than students in private schools in Benue State.

Hypothesis 3: There is no significant difference in the mean ratings by school administrators on the effectiveness of the use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. To test hypothesis 3, the independent t-test statistic is conducted at 0.05 level of significance and the result obtained is presented in Table 6.

Table 6: The t-test Analysis of Mean Ratings by School Administrators on the Effectiveness of the Use of Management by Objective in Handling Disciplinary Behaviours of Students in Urban and Rural Secondary Schools in Benue State

Location	N	Mean	Std Dev.	Std error	Df	t-cal	t-tab	Remark
Urban	208	3.08	0.67	0.0032	398	1.21	1.96	NS, Accept H ₀
Rural	192	3.00	0.65	0.0034				

N=Number of respondents, Std Dev= Standard deviation, Std error= standard error of mean, Df= degree of freedom, t-cal= t-calculated value, t-tab= t-tabulated value, NS=Not Significant (Accept H₀)

The data presented in Table 6 showed that the t-calculated value of 1.21 is less than the t-tabulated value of 1.96 with 398 as degree of freedom at 0.05 level of significance. This indicates that the test statistic is not significant and hence the null hypothesis is accepted. This therefore implies that there is no statistical significant difference in the mean rating by school administrators on the effectiveness of the use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. It also means that Management by Objective can be used effectively in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State.

V. Discussion of Findings

The outcome of findings from research question one and hypothesis one indicate that there is a statistical significant difference in the mean rating by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in urban and rural secondary schools in Benue State. Based on the values of the two means calculated for schools in the two locations, the result indicates that disciplinary behaviours are more prevalent among students in rural schools than students in urban schools in Benue State. The common disciplinary problems in rural secondary schools in Benue State in order of their rankings which require the application of management techniques to handle are lateness to school, quarreling and fighting, noise making, examination malpractice, smoking, unwanted pregnancy, truancy, drug abuse, membership of secret cults, sexual immorality, bullying and alcoholism. The common disciplinary problems in urban secondary schools in Benue State in order of their ranking which require the application of management techniques to handle are examination malpractice, drug abuse, noise making, quarreling and fighting, smoking, truancy, lateness to school, membership of secret cults, bullying, and alcoholism.

This result agrees with Mohammed and Usman (2016) who conducted a study on teachers' perceptions on prevailing students' indiscipline and found that that noise making, lateness, examination malpractice, absenteeism, indolence, lying, disobedience, drug abuse, sexual immorality, hooliganism and rioting are the major prevailing discipline problems among students. The result of the present study also agrees with Olaitan, Mohammed and Ajibola (2013) who reported truancy, absenteeism, fighting, stealing and drug addiction among others as typical examples of disciplinary problems experienced in both urban and rural schools. From these findings, even though indiscipline is on the increase in our secondary schools, the trend is currently common in rural secondary schools than in urban secondary schools. The result is in disagreement with Ekpoh and Bassey (2011) whose result revealed that the intensity of the disciplinary problems was higher in urban areas because of the effect of civilization and development, whose attendant effect made teachers to behave in undesirable ways. The result also revealed that urban teachers were more prone to indiscipline behaviour such as truancy and higher absenteeism tendency than their counterparts in rural areas largely due to distractions created by the urban environment. The study revealed that such distractions include opportunities for further studies, money making opportunities and other forms of urban attractions. In the rural areas, civilization and development had not permeated so much as to pose serious problem, hence the occurrence of these problems might be minimal.

The outcome of findings from research question two and hypothesis two show that there is a statistical significant difference in the mean rating by school administrators on the prevalence of students' disciplinary behaviours which require the application of management techniques to handle in public and private secondary schools in Benue State. Table 2 shows the ordered rankings of the prevailing students' disciplinary behaviours as perceived by school administrators which require the application of management techniques to handle in public and private secondary schools in Benue State. From Table 2, bullying, examination malpractice, lateness to school, quarreling and fighting, truancy, smoking, noise making, alcoholism, are the eight most ranked disciplinary behaviours in public secondary schools in Benue State, while smoking, examination malpractice, bullying, quarreling and fighting, membership of secret cults, drug abuse, alcoholism, lateness to school are the eight most ranked disciplinary behaviours in private secondary schools in Benue State. Based on the values of the two means calculated for school type, the result indicates that disciplinary behaviours are more prevalent among students in public schools than students in private schools in Benue State. The outcome of this study agrees with the submission of Olaitan, Mohammed, and Ajibola (2013) who reported that indiscipline is more in public schools now than in private secondary schools. Also the outcome of this study does not differ from the submission of Gutuza and Mapolisa (2015) who reported that there is high level of indiscipline in public secondary schools. The outcome of this result confirms what currently obtains in Nigerian society where government institutions are failing in their constitutional responsibilities. This decay in public secondary schools has made many Nigerian parents to send their children to private secondary schools where the rate of indiscipline is at minimal and controllable levels.

The outcome of findings from research question three and hypothesis three show that there is no statistical significant difference in the mean rating by school administrators on the effectiveness of the use of Management by Objective in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. It also means that Management by Objective can be used effectively in handling disciplinary behaviours of students in urban and rural secondary schools in Benue State. The indices of Management by Objective such as maintenance of democratic style of leadership in handling students' matters, maintenance of regular dialogue and good communication channel with the students, collective efforts by administrators and school prefects in searching and ceasing dangerous weapons from students, are effective strategies that can curb disciplinary behaviours of students in urban and rural secondary schools. The result supports the findings of Owiti (2016) who reported that the use of democratic leadership style has a positive influence on students' discipline in schools. This result equally agrees with Osakwe (2013) who revealed that there is a significant positive relationship between rural and urban principals' management techniques in handling disciplinary students' behavioural outcomes. This therefore implies that the management technique to be used in handling the disciplinary behaviours of students do not depend heavily on the location of schools and that Management by Objective could be effectively used by efficient school administrators to handle disciplinary behaviours of students irrespective of whether the school is located in urban and rural areas in Benue State. The result supports the earlier report of Ali, Dada, Isiaka and Salmon (2014) which indicated that if all schools have a set of rules and regulations that would guide all actions and in-actions of the students during school hours and are constantly read to the hearing of all students, cases of disciplinary behaviours among students would be reduced to the barest minimum irrespective of whether the school is located in urban and rural areas. However, the result of this finding is in disagreement with Ekpoh and Bassey (2011) whose result revealed that school location influences principals' management of indiscipline in secondary schools.

VI. Conclusion

Based on the findings of this study, it can be concluded that disciplinary behaviours are more common among students in rural secondary schools than students in urban secondary schools in Benue State. This implies that educational development of secondary schools in rural areas would be affected by the menace of indiscipline if it is left unchecked. Moreover, it can also be concluded that disciplinary behaviours are more common among students in public secondary schools than students in private secondary schools in Benue State. Above all, it has been affirmed that Management by Objective could be effectively used to handle the disciplinary behaviours of students in urban and rural secondary schools in Benue State.

VII. Recommendations

Based on the findings of the study, the following recommendations are made.

1. Since disciplinary behaviours are more common among students in rural secondary schools than students in urban secondary schools in Benue State, there should be a closer monitoring and supervision of rural secondary schools so as to reduce the incidence of disciplinary behaviours that is springing up.
2. It is evident from the findings that disciplinary behaviours are more common among students in public secondary schools; therefore there is an urgent need for the state government and other stakeholders in education to proffer solutions to the rising incidence of disciplinary behaviours in public secondary schools.
3. Since it has been affirmed that management by objective could effectively be used to handle disciplinary behaviours of students in urban and rural secondary schools in Benue State, effort should be made by school administrators to use this management technique so as to reduce the incidence of disciplinary problems of students to the barest minimum in secondary schools.

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