

STUDENTS' DISCIPLINE MANAGEMENT, PERSONNEL SERVICES AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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ABSTRACT

This study investigated extent students discipline management and personnel services contributes to teachers' productivity in senior secondary schools in Enugu State, Nigeria. Two research questions with two null hypotheses in line with two objectives guided the study. The study adopted a correlation research design. The sample of the study comprised all the 291 principals (211males and 80 females) in the 17 LGA of Enugu State. The purposive sampling technique was used to arrive at the sample size. Two self designed instruments titled "Principal Students' Discipline and Personnel Management Scale" (PSDPMS) and "Teacher Productivity Questionnaire" (TPQ) were used to collect data. Face and content validities of the instruments were ensured. The reliability of PSDPMS is given at 0.79 while TPQ was given at 0.82 respectively using Cronbach Alpha statistics. Linear regression coefficient of determinism was used to answer the research questions while t-test associated with linear regression was used to answer the null hypotheses. It was found out among others that The principals' provision of students discipline contributes only 6.1% of teachers' productivity in senior secondary schools in Enugu State while 93.9% is contributed by some other factors. It was recommended among other things that Students' attitude towards education should be developed by the principals and teachers through incentives and rewards on acceptable behaviours in order to enhance teachers' productivity to a great extent in secondary schools in Enugu State, Nigeria.

INTRODUCTION

The principal is employed to give meaning and direction to the organization, direction and management of the school. The school principal as the head of helms of affairs is saddled with interwoven and overwhelming responsibilities. One of such responsibilities is in the area of personnel administration. The personnel administration is the various works or efforts put in place by the school principal to bring about the best in the personnel for the organizations growth and development. This is why Okafor (2004) reported that staff personnel administration is the utilization of human potentials in order to realize educational objectives as well as meeting the needs of the staff. The author emphatically reported that staff personnel administration paramount in order to accomplish a particular predetermined goals and objectives in an organization. This fact is explicitly made clear in the words of Kontz in Haruna (2008) that personnel administration is an act of planning, directing/leading, coordinating the activities of individuals in an organization or system.

The way and manner that facilities are managed determines the way organization functions in due course. Obi (2004) submitted that personnel administration is putting human energy into productivity to achieve a desired goal in an organization. Iyede in Olagboye (2000) opined that personnel administration has to do with harnessing of the totality of the peoples skills, energies, talent, latent capacities, social characteristics and beliefs to achieve educational

objectives and simultaneously making people to be part and parcel of organization in fulfilling their goals. The principal as a leader tries to commit every teacher to work by a means of giving out responsibility according to functional ability.

Thomson (2007) pointed out that personnel administration encompasses those managerial actions concerned with the acquisition and utilization of labour services by any organization. No wonder Ponder (2004) elaborated that the purpose of personnel administration is to attract, retain, motivate and develop personnel to organizational goals, because education is a labour intensive enterprise and effective personnel administration in education is essentially important. It is of the essence to note that one of the reasons while administrators are employed is to bring out the best from every worker given the space of time and experience through training, education, seminar and motivation. Gregg (2007) has it that educational administration aims at using both human and material resources within the educational system for the realization of educational objectives. Personnel administration cannot work outside the goals and objectives of education, because personnel are attracted, guided and managed based on the implementation guidelines of the organization. Haruna (2008) in his words mentioned that students' personnel administration in secondary school involves all the activities and services that are rendered to the students for the achievement of educational objectives which are not the normal classroom instructions. The author is of the view that students' personnel administration is not only for the normal classroom activities but other services that go on in the classroom. Mgbodile (2004) further explained that the role of principals in students' personnel administration lies in helping to secure discipline among the students, monitor their attitude to their studies and their commitment to hard work and learning

Discipline could be seen as the process of bringing into the life of the students and the teachers the values of the school and the society at large. Madumere-Obike and Abraham (2004) saw discipline in a school setting as being measured to the extent to which members of the school are self-controlled and are willing to obey the rules and regulations of the school. Okorie (2000:3) saw discipline as behavioural control achieved by self restraint or imposed by authorities. She further stated that discipline is necessary for co-ordination, to ensure organizationally predictable, reliable and supportive behaviour. The school head has it as his responsibilities to carry out disciplinary actions in the school for the reputation of his school. Madumere-Obike and Abraham (2004) stressed that the staff should provide moral, disciplinary leadership and supervision in the school in order to ensure that teaching and learning take place in a condition of appropriate social order, thereby enhancing the tone of the school. Otamiri, Enaohwo and Okeke (eds.) (2000:203) submitted that lack of commitment of teachers to the teaching profession is a problem in school administration. If the teachers are not committed to teaching or do not have intrinsic satisfaction, they may be a source of indiscipline in the school. There are cases of rape, examination malpractice, bullying, abscondment, insubordination, theft fighting, gossip, leaving school for some days, disobedience, rejection of transfer and abuse of school properties. Madumere-Obike and Abraham (2004) summarized the causes of indiscipline among staff as inadequate facilities/equipment to affect teaching and learning, sudden change in educational policy, administrator's leadership styles, principal-staff relationship, and lack of supervision by the administrators and inspectors from the Ministry. Madumere-Obike and Abraham (2004) noted that disciplinary agencies are schools management board (primary and secondary), Teachers Registration Council (TRC) Home, the school and the large society Abraham (2003) has it that discipline is a system of arranging conditions for healthy living and learning conforming to established positive societal norms. These agencies are as important as every

other school administrators in the school since discipline is the hallmark of effective teaching and learning.

Statement of the Problem

Decreased productivity of secondary school teachers in Nigeria is evident in research literature. In the case of Enugu State, Nigeria, the researcher has experienced that most teachers are not committed to their duty. Some of these teachers paid by tax payers' money are not punctual to work, absent themselves most often from school, exhibit poor classroom management and lack the will to perform their duties enthusiastically. The unpleasant behaviours of these teachers cannot enhance productivity. No wonder some employers of labour continue to question the credibility of Nigerian graduates.

The principals are however employed to perform some administrative tasks that will checkmate the teachers and enable them be committed to their duties, and increase productivity. But the question is, to what extent do these administrative tasks performed by principals account for the teacher's productivity in secondary schools in Enugu State? This is the problem this study is set out to investigate.

Purpose of the Study

The aim of the study is to investigate students' personnel services, students' discipline management and teachers' productivity in public secondary schools in Enugu State, Nigeria. Specifically put, the study sought to:

- 1) examine the extent students' personnel services by the principals contributes to teachers productivity in public secondary schools in Enugu State, Nigeria; and
- 2) determine the extent students discipline management by principals contributes to teachers productivity in public secondary schools in Enugu State, Nigeria.

Research Questions

The following research questions are asked to guide the study:

- 1) To what extent does students' personnel services by the principals contributes to teachers' productivity in public secondary schools in Enugu State?
- 2) To what extent does management of students discipline by the principals contribute to teachers' productivity in public secondary schools in Enugu State?

Hypotheses

The following hypotheses were tested in this study:

- 1) Students' personnel services by the principals do not significantly contribute to teachers' productivity in public secondary schools in Enugu State.
- 2) Students' discipline management by the principals does not significantly contribute to teachers' productivity in public secondary schools in Enugu State.

Methodology

The study adopted a correlational design. The population of this study comprised all the 291 public secondary schools in all the seventeen L.G.As in Enugu State, Nigeria. The respondents comprised all the 291 principals in these schools. The strata were 211 males

principals and 80 females principals respectively. The sample size of the study also comprised all the 291 principals (211 males and 80 females). Two instruments were developed in this study. The first instrument was a self designed instrument titled “Students’ Discipline Management and Personnel Services Scale’ (SDMPSS) and the second one was “Teacher Productivity Questionnaire” (TPQ). Section A of the instrument elicited information on bio data of the respondents. Section B elicited information on students discipline management and personnel services while section C dealt with teachers’ productivity. The face and content validities of the instruments were ensured by experts. Principal Students Discipline Management and Personnel Services Scale’ (PSDMPSS) is 0.78 and Teacher Productivity Questionnaire” (TPQ) coefficient is given at 0.82. Multiple regression and t-test associated with linear regression were used to answer the research questions and test the hypotheses respectively.

RESULTS

Research Question One

To what extent does students’ personnel services by the principals contribute to teachers productivity in public secondary schools in Enugu State?

Table 1a: Regression analysis of principals’ provision of personnel service on teachers’ productivity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 ^a	.273	.271	1.24479

Table 1a shows that R value is .523, $R^2=.273$ and coefficient of determinism of 27.3%. This shows that principals’ provision of personnel services contribute only 27.3% of teachers productivity in senior secondary schools in Enugu State while 72.7% is contributed by some other factors.

Hypothesis One

Students’ personnel services by the principals do not significantly contribute to teachers’ productivity in public secondary schools in Enugu State.

Table 1b: t-test associated with linear regression of principals’ provision of personnel services on teacher productivity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.583	1.859		9.458	.000
	Personnel services	.524	.050	.523	10.426	.000

Table 1b showed that with degree of freedom of 289, the t-test value is 10.426. $t(10.426)$, $df(289)$, $p < 0.000$. The calculated probability value of 0.05 is greater than the critical value of 0.000. Therefore, the null hypothesis is rejected. By implication, there is a significant contribution of principals' provision of personnel services on teachers' productivity in public senior secondary schools in Enugu State. $Y = AB + X$. $Y = 17.583 + 0.524$.

Research Question Two

To what extent does management of discipline by the principals contribute to teachers' productivity in public secondary schools in Enugu State?

Table 2a: Regression analysis of students discipline on teachers' productivity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.247 ^a	.061	.059	1.15909

Table 2a shows that R value is .247, $R^2 = .061$ and coefficient of determinism of 6.1%. This shows that principals' provision of students discipline contributes only 6.1% of teachers' productivity in senior secondary schools in Enugu State while 93.9% is contributed by some other factors.

Hypothesis Two

Students' discipline management by the principals does not significantly contribute to teachers' productivity in public secondary schools in Enugu State.

Table 2b: t-test associated with linear regression of students' discipline on teacher productivity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.248	1.561		10.655	.000
	Student discipline	.052	.042	.247	13.026	.000

Table 2b has it that with degree of freedom of 289, the t-test value is 13.026. $t(13.026)$, $df(289)$, $p > 0.000$. The calculated probability value of 0.05 is greater than the critical value of 0.000. Therefore, the null hypothesis is rejected. By implication, there is a significant contribution of principals' provision of students discipline on teachers' productivity in public senior secondary schools in Enugu State. $Y = AB + X$. $Y = 40.723 + .052$.

SUMMARY OF FINDINGS

The findings of this study are summarized as follows:

- 1) The provision of personnel services by the principals contributes only 27.3% of teachers' productivity in senior secondary schools in Enugu State while 72.7% is contributed by some other factors.
- 2) The management of students discipline by the principals contributes only 6.1% of teachers' productivity in senior secondary schools in Enugu State while 93.9% is contributed by some other factors.
- 3) There is a significant contribution of principals' provision of personnel services on teachers' productivity in public senior secondary schools in Enugu State. $Y = AB + X$.
 $Y = 17.583 + 0.524$.
- 4) There is a significant contribution of principals' provision of students discipline on teachers' productivity in public senior secondary schools in Enugu State. $Y = AB + X$.
 $Y = 40.723 + .052$.

DISCUSSION OF FINDINGS

Contribution of Principals Provision of Personnel Service on Teacher Productivity

The findings showed that principals' provision of personnel services contributes only 27.3% of teachers' productivity in senior secondary schools in Enugu State while 72.7% is contributed by some other factors. There is a significant contribution of principals' provision of personnel services on teachers' productivity in public senior secondary schools in Enugu State. $Y = AB + X$. $Y = 17.583 + 0.524$. The finding revealed that personnel services contributed very highly on the teacher productivity in secondary schools in Enugu State, Nigeria. This is why Okafor (2004) reported that staff personnel administration is the utilization of human potentials in order to realize educational objectives as well as meeting the needs of the staff. Effective utilization of human potentials to a great extent will lead to teacher productivity in the secondary schools in Enugu State, Nigeria. This could be seen and reported as perceived by Iyede in Olagboye (2000) that personnel services is harnessing of the totality of the peoples skills, energies, talent, latent capacities, social characteristics and beliefs to achieve educational objectives and simultaneously making people to be part and parcel of organization in fulfilling their goals. No much productivity will be achieved if the personnel services are not properly directed. Thomson (2007) has opined that personnel administration is encompassing those managerial actions concerned with the acquisition and utilization of labour services by any organization. No wonder Ponder (2004) elaborated that the purpose of personnel administration is to attract, retain, motivate and develop personnels to achieve organizational goals, because education is a labour intensive enterprise. Gregg (2007) submitted that educational administration aims at using both human and material resources within the educational system for the realization of educational objectives. This is invariant when Mgbodile (2004) further explained that the role of principals in students' personnel administration lies in helping to secure discipline among the students, monitor their attitude to their studies and their commitment to hard work and learning.

Contribution of Principals Provision of Students Discipline on Teachers' Productivity

This shows that principals provision of students discipline contribute only 6.1% of teachers' productivity in senior secondary schools in Enugu State while 93.9% is contributed by some other factors. There is a significant contribution of principals' provision of students discipline on teachers' productivity in public senior secondary schools in Enugu State. $Y = AB + X$. $Y =$

40.723 + .052. The finding showed that there is a significant contribution of principals' provision of discipline on teacher productivity. Madumere-Obike and Abraham (2004) stressed that the staff should provide moral, disciplinary leadership and supervision in the school in order to ensure that teaching and learning take place in a condition of appropriate social order, thereby enhancing the tone of the school. Otamiri, Enaohwo and Okeke (eds.) (2000.203) submitted that lack of commitment of teachers to the teaching profession as a problem in school administration. Abraham (2003) has it that discipline is a system of arranging conditions for healthy living and learning conforming to established positive societal norms. If the school lacks the required disciplinary action to be meted with the students who are non conformist to the rules and regulation of the school, it may help the students to metamorphose into the state where they become morally unacceptable in the classroom hence making teaching and learning a very tedious task.

CONCLUSION

Based on the finding of this study, it was concluded that management of students discipline and provision of personnel by the principals services significantly contribute to teachers' productivity in secondary schools in Enugu State, Nigeria.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the researcher therefore recommends that:

- 1) The principals should engage the teachers in welfare scheme and insurance to enable the teachers discharge their duties with every amount of commitment.
- 2) The principals should declare zero tolerance on any disruptive behaviours in and outside the classrooms in secondary schools in Enugu State, Nigeria in order to present teachers with well cultured students for enhanced productivity.

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