

Original Article

APPLICATION OF MENTORING MEASURE 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 mentoring 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 were 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 structured questionnaire named “Application of Mentoring Measure in Controlling Indiscipline among Secondary School Students Questionnaire’ (AMMCISSSQ), 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 stood at .69, indicating that the instrument was reliable and suitable for the study. 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 two hypotheses were tested using t-test statistics 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 0.05 level of significance. From the result of the findings the following conclusion were made; principals’ to a great extent apply mentoring measures in controlling indiscipline among secondary school students in Enugu State. Comparison of the male and female principals showed that, there was no significant difference in the mean ratings of male and female principals on the extent of application of mentoring 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 urban and rural principals on the extent of principals’ application of and mentoring measures in controlling indiscipline among secondary school students in Enugu State.* It was, therefore recommended among others that mentoring measures should be applied in controlling indiscipline should be strengthened both at the urban and rural secondary schools in Enugu State.

Keywords: Application, Mentoring, Indiscipline, Secondary School, Students.

Introduction

The role of Education in the development of an individual and society cannot be over-emphasized. It is believed that education is an instrument for national development, and to this end the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education (Federal Republic of Nigeria, 2013). Ude (2015), noted that the potentials deposited in individuals are exposed through education so that an individual can acquire training and knowledge in a profession and earn a living. In the opinion of Enyi (2015), education enables an individual to cultivate good habits and develop the right attitude to work and life as good citizens especially the secondary education level. Secondary education does not only occupy an important place in the Nigeria education system, it also serves as a link between the primary and tertiary level of education. As a result of its central position, its programmes have functional roles such as giving students access to higher education as well as preparing them for work. Ibe (2016), asserted that secondary education provides avenue for interaction among human beings with divergent needs, interest and motives. According to the Federal Republic of Nigeria (2013) the goals of secondary education are to;

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- Offer diversified curriculum to cater for the differences in talents, opportunities and future.
- provide trained manpower in the applied science, technology and commerce at sub professional grades
- develop and promote Nigerian language, art and culture in the context of worlds cultural heritage
- Inspire studies with a desire for self-improvement and achievement of excellence.
- foster national unity with a desire for self-improvement and achievement of excellence
- foster national unity with an emphasis on the common ties that unite us in our diversity

- raise a generation of people who can think for themselves, respect the dignity of labour, appreciate those specified under our broad national goals and live as good citizens and
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development (P.23).

It is not a gainsaying that secondary education is unique in the educational development of a child, being the link between the primary and the tertiary education. The knowledge, skills, values and traits which a child acquires at this stage will complement those acquired at the primary level and when these are combined will prepare the child for tertiary education. In spite of the role of the secondary education, Ajayi (2017), and Omoregie (2018) reported that secondary education is riddled with crises of various dimensions which include indiscipline. Aleke (2016), posited that the goals of secondary education cannot be achieved amidst social instabilities, conflicts and indiscipline. Consequently indiscipline is one of the major problems that secondary education aims at eliminating.

Discipline refers to systematic instructions given to members of a group such as students, to follow a particular code of conduct. Maduekwu (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 (2017) saw discipline as the process of developing the norms of society and training the youths to show good character. 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, 2017). 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 behaviours that negate formulated rules in a given society. Adeola (2019), noted that students manifest indiscipline 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 disciplinary 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.

Indiscipline among students is a common phenomenon in the Nigerian education system. Gutuza and Mapaliza (2015), noted 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 (2017), 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 behaviours 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 call 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 interferers 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, 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 (2017), argued that in order to achieve high academic performance, indiscipline must be eradicated among the parents, teachers and school principals.

In the opinion of Charles (2017), 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 (2017) asserted that maintenance of discipline in secondary schools is a very important aspect of the school life, thus, requires a well thought out strategies and measures. Nwajagu 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; the use of mentoring measures.

Mentoring measure have to do with assigning of each student to a teacher as guardian and making form masters move along with their classes as they progress in years. According to Cafarella (2014), the presence of a teacher near a student checks or eliminates undesirable behaviour, such a student feels that somebody is caring and does all he can to be positive. Principals and teachers in secondary schools are supposed to dispose themselves as role models to the students. Cruess (2014), saw role modeling as a powerful teaching tool for passing on knowledge, skills and values. It may be said to be teaching by example and learning by imitation. Role modeling promotes good behaviour in students especially if the role model works hand-in hand with the student in question.

Mentoring measures encompass every aspect of the child's education and well-being. More fundamentally, mentors look to help students refine both their character and their general thinking skills. Character education focuses on making sure that young people are not just being taught academic subjects but are also empowered to refine personal virtues such as resilience, confidence, self-responsibility, team work, critical-thinking skills among others (Odi, 2019). Odi added that the principal is pivotal to helping the student develop and build these virtues. The functions of the principals centers on all aspects of the school system; that explains why they have been described with different names and accolades. They are referred to as strategic problem solver, educator, leaders, managers, politicians, cultural leaders, role models among others. Uche (2017), asserted that part of the principals' and teachers' roles is to serve as models of positive behaviour, positive self- concept and respect for others and to establish important of academic achievement. Ugwu (2019), asserted that mentoring has been part of the educational process over the years; however it has not been strengthened as a measure for controlling indiscipline. Onyeike and Nwosu (2018), noted that utilization of these non-punishment measures in secondary schools must be permitted and directed by principals who are the heads of the school. This buttresses the need for this study on the extent to which non-punishment based

disciplinary measures can enhance the control of indiscipline in secondary schools in Enugu State. This is the gap that this study intends to fill.

Utilization of mentoring measures in secondary schools must 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 programs 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 goals of educational policies and programs 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 (2017), asserted that non-punishment measure is an effective tool to maintenance of discipline in secondary school setting but however, depends on the leadership style of the secondary school principal which is equally affected by factors such as gender and location of the secondary school 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 management of discipline in secondary school. Alhourani (2013), observed that female principals are found to encourage discipline in the school than their male counterparts. Manning (2014), showed that male principals pay more attention to school challenges than the female principals. An ex-post factor design

study of 100 male and 100 female high school principals by Ikoy (2013), showed that more female principals (60%) used mentoring approach to inculcate discipline in schools. 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 forms 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 in controlling indiscipline as a result of fear of teachers being harmed by the students. Frame (2018), posited that school location had significant effect on the philosophy, tradition, perspective, discipline and performance of staff members. Many cases have been reported according to Odi (2019), of secondary school teachers and principals being ambushed and tortured by students of rural schools.

These researchers are 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. 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. 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 behaviours 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-behaviours have direct effect on 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 but have yielded little or no impact.

Stakeholders in education have argued that since corporal punishment for purpose of ensuring discipline in schools has not yielded the desired results, another measure of checkmating indiscipline need to be explored. According to them, these measures include the application of non-punishment based measures by school principals. This concept of non-punishment based disciplinary measures includes mentoring disciplinary measures. This approach, according to these stakeholders has the capacity of inculcating discipline in students more than any other approach. It is against this background that the researcher is 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 principals' apply mentoring based disciplinary measures 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 principals apply mentoring disciplinary measure in controlling indiscipline among secondary school students in Enugu State. Specifically, the study sought to:

1. Determine the extent principals apply of mentoring measures in controlling indiscipline in secondary schools in Enugu State.

Research Question

The following research question is posed to guide the study;

1. What is the extent of principals' application of mentoring 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 mentoring 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 their extent of application of mentoring measures in controlling discipline among secondary school students in Enugu State

Method

Descriptive survey research design was utilized for this study. Descriptive survey research design according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The descriptive survey research design is considered suitable since the study solicited information from the respondents directly and afford all the respondents equal chance of being chosen for the study. 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 “Application of Mentoring Measure in Controlling Indiscipline among Secondary School Students Questionnaire’ (AMMCISSSQ), 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 16 items, structured to assist the researcher 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). The instrument was validated by three research 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 10 generated items were increased to 16 items as suggested by the validators, while barrel questions and grammatical errors were corrected as well. The validators’ comments were used to draft the final instrument that was used for data collection. 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 .69, indicating that the instrument is reliable and suitable for the study. The questionnaire was administered and retrieved by the researchers with the help of three 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 where 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 two hypotheses was tested using t-test statistics 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 not rejected when the significant level was less than 0.05 and were rejected when the significant level was equal or more than 0.05 level of significance.

Results

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

Table 1: Mean responses and standard deviation of the principals’ application of mentoring measures in controlling indiscipline among secondary school students in Enugu State.

N=295

| S/N | Principals’ application of mentoring measures include; | VGE | GE | LE | VLE | \bar{x} | SD | DEC |
|-----|--------------------------------------------------------|-----|-----|----|-----|-----------|------|-----|
| 1 | assigning students to a particular teacher for | 130 | 129 | 34 | 2 | 3.31 | .698 | GE |

| | | | | | | | | |
|------------------------------|-------------------------------------------------------------------------------------------------------|-----|-----|----|----|-------------|--------------|-----------|
| 2 | guidance form masters/mistresses moving with their classes as they progress | 90 | 81 | 66 | 58 | 2.69 | 1.106 | GE |
| 3 | inviting eminent members of the society to speak to the students periodically | 76 | 62 | 80 | 77 | 2.46 | 1.136 | LE |
| 4 | sending unruly students to spend time with respectable members of the society | 87 | 86 | 72 | 50 | 2.71 | 1.067 | GE |
| 5 | assigning junior students to a particular senior student for guidance | 112 | 135 | 47 | 1 | 3.21 | .713 | GE |
| 6 | assisting students to develop positive self-image | 98 | 109 | 85 | 3 | 3.02 | .814 | GE |
| 7 | help students to develop positive image of others | 113 | 129 | 27 | 26 | 3.12 | .904 | GE |
| 8 | help students to achieve new relations with age mates of both sexes. | 78 | 81 | 77 | 59 | 2.60 | 1.083 | GE |
| 9 | encourage healthy interpersonal relationship among students | 96 | 103 | 89 | 7 | 2.98 | .851 | GE |
| 10 | encourage students to have weekly individual session with the school counselor | 80 | 74 | 76 | 65 | 2.57 | 1.110 | GE |
| 11 | instructing form masters/ mistresses to hold regular interactive sessions with their assigned classes | 91 | 108 | 95 | 1 | 2.98 | .804 | GE |
| 12 | using audio visual materials to shape students behaviours | 130 | 129 | 34 | 2 | 3.31 | .698 | GE |
| 13 | daily teaching of moral instruction on the assembly ground | 78 | 81 | 77 | 59 | 2.60 | 1.083 | GE |
| 14 | displaying good qualities for students to model after | 87 | 86 | 72 | 50 | 2.71 | 1.067 | GE |
| 15 | assist students to achieve a socially responsible behaviour | 98 | 109 | 85 | 3 | 3.02 | .814 | GE |
| 16 | providing mentorship seminar program for students | 80 | 74 | 76 | 65 | 2.57 | 1.110 | GE |
| Grand Mean/Overall SD | | | | | | 2.80 | 0.941 | GE |

From Table 1 above, the results of data analysis for research question 1 indicated that the principals' responses showed that most of the items are of great extent with mean responses that were higher than the cut-off point as indicated in the real limit of number, except item 3. The overall standard deviations were high which indicated that the respondent responses were scattered around the mean. The value of the grand mean was also high at 2.80. This implied that the respondents agreed that the items raised were mentoring 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 mentoring 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 application of mentoring measures in controlling indiscipline among secondary school students in Enugu State

Table 2: t-test on the mean ratings of male and female principals on the extent of application of mentoring measures in controlling indiscipline among secondary school students in Enugu State.

| GENDER | N | Mean | Std. Deviation | t | dt | Sig. | Dec. |
|--------|-----|------|----------------|-------|-----|------|------|
| MALE | 160 | 2.77 | 1.00 | -1.64 | 293 | .000 | NS |
| FEMALE | 135 | 3.43 | 0.67 | | | | |

Table 2 shows that the t value for the difference in mean rating male and female principals on the extent of application of mentoring measures in controlling indiscipline among secondary school students in Enugu State is (-1.64), significant at (.000) level of significance, which is less than .05 set for the study. The null hypothesis was not rejected. This means that there was no significant difference in the mean ratings of male and female principals on the extent of

application of mentoring measures in controlling indiscipline among secondary school students in Enugu State.

Hypothesis 2: There will be no significant difference in the mean response scores of urban and rural principals on their extent of application of mentoring measures in controlling discipline among secondary school students in Enugu State.

Table 3: t-test on the mean ratings of urban and rural school principals on the extent of application of mentoring measures in controlling discipline among secondary school students in Enugu State.

| LOCATION | N | Mean | Std. Deviation | t | dt | Sig. | Dec. |
|----------|-----|------|----------------|------|-----|------|------|
| URBAN | 53 | 3.08 | 0.92 | -.42 | 293 | .04 | NS |
| RURAL | 242 | 2.78 | 0.89 | | | | |

Table 3 shows that the t value for the difference in the mean ratings of urban and rural school principals on the extent of application of mentoring measures in controlling discipline among secondary school students in Enugu State is (-.42), 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 mentoring measures in controlling discipline among secondary school students in Enugu State.

Discussion

The research question sought to find out the extent of principals' application of mentoring measures in controlling indiscipline among secondary school students in Enugu State. The findings revealed that principals to a great extent apply mentoring measures in controlling indiscipline among secondary school students in Enugu State. This finding disagrees with Ugwu (2019), who asserted that mentoring has been part of the educational process over the years; however it has not been strengthened as a measure for controlling

indiscipline. This finding to a reasonable extent agrees with Onyeike and Nwosu (2018), who noted that utilization of these non-punishment measures in secondary schools must be permitted and directed by principals who are the heads of the school. Therefore mentoring measures should be constantly strengthened as a measure of controlling indiscipline in secondary schools in Enugu State.

Comparison of the male and female principals on Table 8 showed that there is no significant difference in the mean ratings of male and female principals on the extent of application of mentoring measures in controlling indiscipline among secondary school students in Enugu State. This finding disagrees with Ikoy(2013), who observed that more female principals (60%) used mentoring approach to inculcate discipline in schools. 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. Female genders appear to prefer adequate plans and preparations to prevent the occurrence of violence and indiscipline in the school.

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 urban and rural principals on the extent of principals' application of mentoring measures in controlling indiscipline among secondary school students in Enugu State. This finding is in line with Uduak and Usag (2015) who noted that principals in the urban schools had over time, showed a higher capacity to manage indiscipline. Frame (2011), posited that school location had significant effect on the philosophy, tradition, perspective, discipline and performance of staff members. It is therefore necessary that principals' apply mentoring measures in controlling indiscipline in both urban and rural secondary schools in Enugu State.

Conclusion

From the discussion of the findings, it was concluded that principals to a great extent apply mentoring measures in controlling indiscipline among secondary school students in Enugu State. Comparison of male and female principals showed that, But there was no significant difference in the mean ratings of male and female principals on the extent of application of mentoring 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 urban and rural principals on the extent of principals' application of mentoring measures in controlling indiscipline among secondary school students in Enugu State. Therefore, principals' application of the above non-punishment based disciplinary measures in controlling indiscipline should be strengthened both at the urban and rural secondary school in Enugu State.

Educational Implications of the Findings

The findings of this study holds 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 researcher.

Recommendations

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

1. Mentoring measures should be strengthened in the secondary schools for controlling indiscipline in the secondary school in Enugu State.
2. Deliberate efforts 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.

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