



MAINTENANCE OF DISCIPLINE AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

Kolawole, Adenike Olayinka Ph. D¹, Afolabi, Olujide Akinwumi Ph. D^{2*}, Jemilehin, Fayokemi Titilayo Ph. D³

Department of Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti.

*Corresponding Author

Afolabi, Olujide Akinwumi

Department of Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti.

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Abstract: The study examined the relationship between maintenance of discipline and teachers' productivity in Secondary Schools in Kwara State. The descriptive survey research design was used for the study. The population of this study consisted all 243 principals and 5,460 teachers in public secondary schools in Kwara State, Nigeria. The sample for the study consisted of 600 teachers and 30 principals from 30 public secondary schools in Kwara State. The sample was selected using Multi-stage sampling procedure. Two self-designed research instruments tagged "Maintenance of Discipline Questionnaire (MDQ)" and "Teacher Productivity Questionnaire (TPQ)" were used to collect relevant data for the study. The instruments were validated by experts in Educational Management. The reliability of the instruments (MDQ and TPQ) was determined through the test re-test method and a co-efficient of 0.79 and 0.85 were obtained for MDQ and TPQ respectively. The data obtained were analyzed using inferential statistics. The hypothesis was tested at 0.05 level of significance. The study revealed that there was significant relationship between maintenance of discipline and teachers' productivity. Based on the findings of the study, it was concluded that maintenance of discipline is essential to teachers' productivity in public secondary schools in Kwara State, Nigeria. Based on the findings of the study, it was recommended that the management of public secondary schools should make maintenance of discipline an integral part of the school in order to enhance teachers' productivity.

Keywords: Maintenance, Discipline, Teacher, Productivity, Secondary School.

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Introduction

Artificial intelligence (AI) has become an increasingly integral part Education can be described as a potent weapon in the arsenal of any nation. It plays a vital role in the economic, social, cultural, political and technological development of a country. Educational organizations that is, schools are established to help the citizens of a country acquire knowledge, skills and attitudes which are of necessity in contributing meaningfully to the betterment of the nation.

According to the National Policy on Education, the major aim of secondary education in Nigeria as stated is of two-folds thus: for useful living within the society and for higher education (Federal Government of Nigeria, 2014). Teachers play a key role for the transfer of knowledge in schools, hence, the importance of productivity of teachers cannot be over-emphasised.

Teachers' productivity refers to as giving more to students and be more efficient. There are issues that tend to be coupled with teacher productivity. These issues are individual's aptitude and cleverness to do the job, motivational level, the operating human resources policies and the organizational atmosphere tend to operate jointly and concurrently to determine an individual's or teacher's level of productivity on the job (Peter, 2012). The terms teachers' performance can stands as a yardstick for measuring

Teachers' productivity. On this note, the performance of the teachers might be measured through yearly account of his or her deeds based on lesson preparation, teaching, message giving and the teachers' dedication to job, extra-curricular activities, leadership effectiveness, inspiration, punctuality in school and students' output.

The researchers observed that the level of teachers' productivity in Kwara State public secondary schools is below expectation which may perhaps be seen in teachers' lukewarm character, lack commitment, seems inactive, portray disloyal attitude, and look to be less concerned for students, while some neglected their teaching duties in schools to concentrate to other businesses that could bring them instantaneous benefits. Similarly, the observed teachers' productivity decline in secondary schools materialized as an indication of principals' leadership incompetence.

The poor productivity of the teachers in public secondary schools in Kwara State, Nigeria has been observed by the researchers that, one looks if the low productivity of teachers is not as a result of maintenance of discipline. In other words, maintenance of discipline maybe what bring about the teachers' low productivity. The researchers observed that maintenance of

discipline must be properly put in place to improve teachers' productivity.

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. Discipline denotes a method by which arranged action and control are preserved for the management effectiveness of the organization in established institutions. Repeatedly, the expression "to discipline" carries an unconstructive overtone. This is the reason for enforcement of command – that is, ensuring orders are performed – is often synchronized through chastisement (Ibanga, 2004). Discipline has viewed by some people as limitation to their possession (to act with no control). Autonomy behaviour with no instruction within the school may result to disorderliness, lack of course in the affairs of person and un-attainment of the lay down goals of the school. It appears that devoid of a strong discipline level, or the menace of punitive deed, the effectiveness of the school may be ruthlessly weathered.

In Kwara State secondary schools today, the researcher observed that a number of learners are consistent latecomers, which is opposing to the school set of laws and policies. Without authorization some leave school locality; do not come with their books to school; repudiate homework; rebuff any sort of authority and refuse to accept any penalizing measures taken against them. Absent from school by some teachers on the other part; current ill-prepared lessons; fall short in classroom practice discipline and lack an expert norms. All these clues seem to be as a consequence of discipline maintenance on the part of the school principal. Bieketty (2004) explains that not has discipline and reverence amid teachers cause a rigorous obstacle in the classroom for effective teaching and learning. The ineffective discipline management by some school principal appears to cause low teachers' productivity.

Purpose of the Study

The study examined the relationship between maintenance of discipline and teachers' productivity in Kwara State, Nigeria.

Table 1: Relationship between maintenance of discipline and teachers' productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Maintenance of Discipline	579	11.50	0.77	0.508*	0.000
Teachers' Productivity	579	62.54	3.48		

*P<0.05

Table 1 showed that the r-cal value of 0.508 is significant at 0.05 level of significant because the P-value (0.000) < 0.05. The null hypothesis was rejected. Therefore, this implies that there is significant relationship between maintenance of discipline and teachers' productivity in public secondary schools in Kwara State, Nigeria. Maintenance of discipline is moderately related to teachers' productivity.

Conclusion and Recommendation

Based on the findings of the study, it was concluded that maintenance of discipline is essential to teachers' productivity in public secondary schools in Kwara State, Nigeria. Based on the findings of the study, it was recommended that the management of public secondary schools should make maintenance of discipline an integral part of the schools in order to enhance teachers' productivity.

Research Hypothesis

1. There is no significant relationship between maintenance of discipline and teachers' productivity.

Methodology

The descriptive survey research design was adopted in this study. The population of this study consisted of all 243 principals and 5,460 teachers in public senior secondary schools in Kwara State. The sample for the study consisted of 600 teachers and 30 Principals from 30 public secondary schools in Kwara State, Nigeria. Two self-designed research instruments tagged "Maintenance of Discipline Questionnaire" (MDQ) and "Teachers' Productivity Questionnaire" (TPQ) were used to collect relevant data for the study. The instruments were validated by experts in Educational Management. The reliability of the instruments was determined through the test-retest method and a co-efficient of 0.79 and 0.85 were obtained for PSQ and TPQ respectively. The data collected through the instruments were analyzed using inferential statistics. The research hypothesis was tested using inferential statistics of Pearson Product Moment Correlation at 0.05 level of significance.

Result

Hypothesis 3: There is no significant relationship between maintenance of discipline and teachers' productivity

In testing this hypothesis, data on maintenance of discipline were collected from the responses of the respondents to items under Section B of MDQ (item 1– 5) in the questionnaire. Data on teachers' productivity were collected from the responses of the respondents to items under Section B of TPQ (item 1-20) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 1.

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