

Managing Discipline for Effective Goal Attainment in Senior Secondary Schools.

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Abstract

The paper aimed at investigating how managing discipline for effective goal attainment in senior secondary schools. The study examine the concept of discipline, nature of discipline, the needs for discipline in senior secondary schools, types of discipline, the concept of indiscipline, the concept of effective, effective secondary school and goal attainment. From the review of the study it showed that the principals are concerned for ensuring that managing discipline helps for effective goal attainment in senior secondary schools. It is also reviewed that principals of Senior Secondary Schools have the responsibility to ensure that disciplinary skills exist in the system. To this, the following suggests are made: that the principals should ensure that discipline policies should be distinguished between categories' of offenses. Rules made should be communicated to staff and students, and as well be fair and consistent enforcement. Also social rewards should given to well behaved staff or student such as praising. Principal should be flexible in their instructional practices to accommodate a variety teaching and learning process.

Keywords: Discipline Effective Goal Attainment Senior Secondary School.

INTRODUCTION

It is quite disgraceful that this day, secondary school students have taken it as a fashion in disobeying the stated laws of the school system such as bullying their fellow students, fighting with teachers, distracting the teachers, taking other students belongings, engaging in examination malpractices, having sexual intercourse with fellow students within the school community. To this the study is to investigate on managing discipline for effective goal attainment in senior secondary schools. The basis for discipline for effective goal attainment in senior secondary schools is to ensure that sanity is maintained, so that people do not do things that will destroy the image of the school and to some extent correct the unlawful students' acts. Though, most of this unacceptable behavior of students and staff can be traced from their various homes. It is the responsibility of the principals to ensure that these students are molded with good characters and the staff behave well to help them to realize the set goals and objectives of the school.

The study will be based on theoretical framework on discipline, and as well reviewing the concepts of discipline, nature of discipline, and types of discipline. It also will look out for the needs for discipline in secondary schools, concept of indiscipline, concept of effective, effective Secondary Schools and goal attainment.

The study is based on theoretical framework on discipline and reinforcement theory. The behaviorist thinkers that believed on effective use of reinforcement should make the use of punishment unnecessary. They maintain that the most effective way for good behavior is to use reinforcement such as to ignore it, that punishment is not a preferred means of changing behavior or maintain discipline. Tuckman (1992) stated that when bad behavior is punished it may merely be suppressed and may repeat later under different circumstances which the punisher will serve as a role model for future aggressive behavior on the part of the person that is being punished. This means that the educator or teacher who believes in corporal punishment as a child or learner may be an adult educator that has been subjected to corporal punishment. It also considers theories of educational transformation which Glassers (1992) developed three theories that are used to transform educational discipline. It is used in attempt to transform and vitalize education in schools such as secondary schools. He came up with three model practices such as choice theory, quality management and reality therapy.

Choice theory: This theory is described as a biological theory that is about our functioning as living being. The theory believes that all behavior is an attempt by individual and has to be satisfied with the needs that are built into the genetic structure of human being. Moreover, the emphasis is that all motivation is internal not external, that is to say that motivation is directed from brain and makes as cognitive in nature. This theory consists of five elements of basic needs; love and belonging, power, competence, survival, fun diversion and freedom to choose option.

Quality management: This model comprise educational transformation theory that believes that one cannot bribe a person to do quality work, even though educator may make learners or students to do some work to avoid punishment he cannot make them to do quality work, that quality work is done not because it is forced rather doing quality work one satisfies one's own internal need for love and acceptance. Palmatier (1998) opined that in order to manage individual successfully one must persuade them to put what you want into their own quality worlds. For example in secondary school when students agree to customize their quality worlds they will as

well do quality work and in the process they transform the school into a quality school which could lead to the realization of goals and objectives of the school.

Reality therapy: Reality therapy consists of counseling that includes solving immediate problems rather than dwelling too much on the past. The theory is based on the assumption that no one can force anyone to do anything. Therefore, there is the need to carry out a willing agreement act to ways which would prefer or require a warm and friendly environment, that persuasion requires trust between individuals. At this stage supportive and non punitive must be accepted, micro- managing is out, encouraging is in. reality therapy seeks for what is right and builds on positive.

In addition, he stated that choice theory is mostly applied in the classroom discipline practices whereby students choose to behave as they do, but not being forced. Moreover, that misbehavior is a bad choice and appropriate behavior is a good choice. He urges that educators (principals, teachers) should formulate rules and the consequences of breaking these rules, and to involve the students in the process. He insists that no excuses for misbehavior and always see to it that students experience the reasonable consequence pleasant or unpleasant of the choices they make. He further maintains that educators role in discipline should be one of the continually helping students to make better behavior choices.

Concept of Discipline

Discipline is all about obeying the required laws of the land, institution, organization or firm. It consists of self control, respect for self and others, restraints from evil acts. Discipline brings about one behaving morally, obeying social principles and it makes one to do things that are right. Adesina (1981) defined discipline as when students are taught to respect the school authorities, observe school laws and regulations and maintain established standard behavior. This means that discipline allows peace and order in the institutions. Udeozor (2004) stated that discipline is a system of guiding the individual to make reasonable and responsible decisions. Akubue (1999) cited that discipline is a punishment of enforcing students to take responsibilities for their actions. Robert – Okah (2014) stated that discipline is an available asset to school administrator. He further said that a disciplined group of teachers, students are signs of a successful school administration. Discipline is a means of changing an individual, student or teachers wrong attitude to a better one to help them become better persons in the society. It showcases a gentleman in the society. it involves a number of specific roles that results in

developmental strategies of students such as to learn standard of conduct required in the society they find themselves. Olagboye (2004) refers discipline as the readiness or ability of students and teacher to respect authority, observe and obey schools rules and regulations and to maintain a high standard of behaviors necessary for smooth running of the teaching and learning process. Iheanacho (2018) stated that discipline is the centre stage in the actualization of schools objectives. He further said that discipline is a system of control and a process of healthy character formation which is gained through training in self control.

Having viewed the definitions of the above scholars it is therefore the responsibility of the school principals to ensure high disciplinary relationship is maintained with his / her subordinates. Peretomode (1995) viewed discipline as the ability to respect constituted authority and observe established laws of any organizations or society. Discipline is a character molder. Sinha (2019) viewed discipline as a means that teaches how to behave at home as well as outside school.

Discipline is a way of making students behaving in a certain pattern and working with regulations in the school. Igwe (1980) saw discipline as a positive force which is connected with training, not correction or punishment, arranging conditions for learning and not restricting. Ndu (1980) viewed discipline as a type of training that develops character, orderliness, self control and efficiency. Ibara (2017) opined that discipline is necessary to maintain peace and order in the classroom and school through making of simple, but helpful rules and regulations to check offences and misbehavior. To this students can become good citizens of the country and are representatives wherever they go. Duke (1989) stated that discipline is a means to develop the attitude, habit, ideas and code of conduct through the medium of social life of the school which should be organized on a cooperate basis and inspired by higher ethical teaching religion. Study Lecture Note (2020) defined discipline as a state of mind which order makes it possible for the students to do the best work and capable to experience a way satisfying joy of achievement. Moreover, it looks at discipline as the ability to establish good relationship with students to organize classroom routine to promote teaching and learning process. Sharma (2020) in his study saw discipline to be self-improvement practice that helps the individuals to achieve their goals. Nevertheless discipline requires knowledge, skills sensitivity and self confidence. Longman dictionary (2020) defined discipline as a way of training someone so that he will learn to controls his / her behavior and as well obeys rules.

Nature of Discipline

Ibara (2017) described the nature of discipline especially in the school systems in the following ways:

- It serves as a number of specific roles in the development process of students
- It assists the students to learn standard of conduct acceptable in the society.
- It trains the character of the students by helping them acquire certain characteristics; self control, tolerance, diligence, integrity, patriotism etc.
- It checks offences and misbehaviors
- It maintains peace and order in the classroom.

Types of Discipline

Discipline consists of different ways. David (2015) described three types of discipline such as Preventive, Supportive and Corrective disciplines.

Preventive discipline: Is the type of discipline that focuses on providing a motivational curriculum that can accept the interest of the students, teachers, and principals to focus on their studies or duties. It involves showing concern and passion to the students and calling their names to improve their attention.

Supportive discipline: Assists the students, teachers and principals to have self control as to help them get back on track. It provides positive feedback and helping them out with difficulties.

Corrective discipline: This includes dealing with issues directly such as briefing the students, teachers not to make them uncomfortable in order to stop disruptive behavior. This could be done by speaking privately with the misbehaving student or teacher and invoking consequences for the act or misbehavior of the teacher or student.

The Needs for Discipline in Secondary Schools

Discipline in a social system such as senior secondary schools is a key that help any manager, administrator of school to focus on the set goals. It makes them to stick to work on their duties in order to succeed. With discipline, management of schools can make sure intuitive decisions are taken, which requires self control that will leads to improved physically, mentally and emotionally. Therefore, it is a way of maintaining peace in the school community and as to the society. This takes place due to the presence of laws and order.

Kelly (2019) defined discipline in school as a means of creating an effective learning environment. He further stated that school should be able to produce students with the educated

foundation to build successful independent lives. Discipline in school is a system consisting of code of conduct, punishment and behavioral strategies for students, teachers and other staff to ensure orderliness in the school community. Lawson (2020) saw discipline in school to be that action taken by a teacher or school organization towards a student or group of students when the students behavior disrupt the ongoing educational activities or breaks a rule created by the teacher or school authority. To this, discipline in school aim to create safe and conducive learning environment in the classroom. Moles (1989) reviewed that discipline in school consists of the safety of the students and staff as well creates an environment that is conducive to learning. Alfred (2013) opined that discipline in school as the purpose to help individual students, teachers to acquire knowledge, power, habits, interest and ideas which are designed for the well being of himself and his followers. He further stated that discipline is a matter of education. George (2020) viewed discipline in school as one the factors of good education in the country. So it required set of rules administered to teachers and students which they have to obey or expect to be punished for their disobedience.

Discipline has been a measure used in creating a habit. Rahul (2018) stated six reasons for discipline. They are as follows;

- It creates a habit
- It helps get things done
- It helps individuals focus on their goals.
- It boosts self esteem and good work ethics.
- It helps to achieve mastery.
- It helps to develop best version of individuals.

It creates a habit: Self discipline creates a habit in the life of a student and the teacher that builds up the student. Examples, successful students discipline themselves to learn, read and stay consistent in doing things which becomes a habit to them, in doing that, it attracts success in their lives. So an individual, students, or teachers can turn their bad habits into good ones by the following ways:

- Identify the bad habits e.g. procrastination, bullying fellow students, lateness to school etc.
- Deciding to change bad habits and sticking to such decisions.
- Employ discipline such as reading books, being punctual, respecting others etc.

- Be consistent: make sure consistency exist to form a habit (positive habit). It is the key to breaking bad habits.
- Start one by one: Eliminating the bad habits one after the other, changing from one bad habit to the next until it builds up into good habits.
- It helps to get things done: Discipline gets things done effectively such as obeying rules and regulations, students commit to reading their books, teachers teach their subjects as well as principals performing their duties.
- It helps individuals (students, teachers, principals) to focus on the stated goals of the institution in order to achieve success.
- It boosts self esteem and work ethics: It is to boost self esteem and work ethics, objectives are to be completed as it is designed, being confident in doing the rightful things at the right time. This helps to achieve objectives.
- It helps to achieve mastery: Masters are achievers of success spending time in doing the right things. Discipline brings mastery. Most people, students, teachers and principals fail in achieving their goals because they don't master what they are trying to do or learn. Therefore discipline allows mastery and mastery brings forth success.
- It helps to develop better versions of individuals: It helps to improve individuals daily by doing something consistently; it increases positive development in the life of the individual. It employs unlimited potential to reach the greatest level of success.

Concept of Indiscipline

Indiscipline is the deliberate breach of school rules and regulation. It is also the lack of self control as opposed to discipline. Edem (1982) defined indiscipline as the violation of schools rules and regulations that is capable of obstructing the smooth and orderly functioning of the school system. Liegit (2019) stated that indiscipline is the violation of school rules and that it is not welcome in any school. Danuma (2015) defined indiscipline as the intentional refusal to follow rules and regulations of a given society. Indiscipline is the lack of control in the behavior of a group of people (Hornby, 2000). Information Nigeria (2013) viewed indiscipline as a lack of discipline, lack of control, lack of proper training, unruly behavior, disobedience, disorder. Indiscipline is improper dressing, lateness, misbehavior, bullying, hooliganism, damaging property, drug abuse etc. Richard (2007) stated that indiscipline implies lack of self control and disobedience resulting in harshly violation of rules and regulations which in turn creates great

confusion and commotion. Student diary (2013) cited that discipline includes untoward behavior such as violence, street fighting, hooliganism, truancy at school, improper dressing, moral laxity, and other immoral acts. To this, indiscipline consists of different ways which (Ibara, 2017) in his study considered the followings as types of indiscipline.

- Stealing
- Dishonesty
- Sexual offences
- Disobedience
- Truancy
- Assault and insult
- Drug offences
- Wickedness
- cultism
- Mass demonstration

Stealing: This includes taking things from fellow students and school property as well as withholding school fees given to the child by the parents.

Dishonest: This includes falsifying report booklet or report card, cheating during examination, telling lies and impersonation.

Sexual offences: This is about students having sexual intercourse within the school premises especially in conventional schools, being in possession of pornographic videos, literatures as well as carrying out abortion.

Disobedience: Students not obeying the rules and regulations of the school, such as flouting specific orders, putting on the wrong uniform.

Truancy: When students refuse to resuming or leaving the school premises without the required authority from the school management. Student dodging specific lesson periods e.g. mathematics class, teachers not going for their lessons or arriving late.

Assault and insult: This includes beating up junior students by the senior students, frequent fighting, both fellow students and teachers, not being respectful to the school heads.

Drug offences: Students smoking cigarettes and Indian hemp, making use of over -the -counter drugs not prescribed by a doctor.

Wickedness: This involves willful destruction of school property as well as junior student properties, flogging and manhandling junior students.

Cultism: cultism is a secret society found by group of students that are involved illegal and violent activities that may leads to loss of life and properties. Practice of cultism in the school and in the society at large may result to the closure of the school by the school authority and death of innocent individual.

Mass demonstration: Students involved in demonstration against poor quality of school food, inadequate school facilities, high cost of school fees and inadequate teachers.

There are many factors that cause indiscipline in the school, such as follows:

- Parental upbringing
- Poor learning environment
- High level of immorality in the society
- Inadequate recreational facilities
- Increased student enrollment
- Enrollment of illiterate students
- Leadership style

Parental upbringing: The background of the student could influence the student positively or negatively. A student without good home training is bound to have bad conduct. If a child comes from a quarrelsome home, it will definitely affect that child's way of life.

Poor learning environment: Learning is better achieved in well designed conducive environment where all the learning materials are being provided that will enhance learning effectively. Such facilities like good infrastructure, library, laboratory desk or furniture etc. whereby those facilities are not put in place for the students use. It might lead to protest in the school.

High level of immorality in the society: Due to the desire for material wealth in the society which has eaten deep into our fabric and extended into the school system, it has made the students to engage in different misbehaviors such as premarital sex, unwanted pregnancy, skipping classes, examination malpractice, etc

Inadequate recreational facilities: Most of the schools are lacking facilities that support recreation. Students need such facilities to help them understand much more facts about life. They lack good football fields, playgrounds, etc where they can ease up tension and relax. The absence of such activities may lead to undesirable behavior in the school.

High enrolment of student: The quest for high student enrolment by the school administrator is not in harmony with the available facilities provided to the school. Thus leading to the over utilization of facilities and as well destruction of properties by the students which is caused by overcrowding in the classroom, library, recreational centers, the hostels etc.

Enrolment of illiterate students: The factor of quota system has caused school administrator to seek high admission of unqualified students into different schools. Some of these students do not even merit the common entrance examination and cannot cope with classroom activities. These students at the end will not meet the required grades rather they will seek for power to cause issues in the school community by joining fraternities or brotherhood.

Leadership style: Leadership style is an important factor that every school administrator must apply in order to achieve the school's goals. The question becomes what type of leadership style is best that could influence the governance of the school positively. Choosing a particular style such as autocratic, democratic etc could give rise to rebellion and uncooperativeness to the stakeholders of the school which will result to indiscipline in the school community.

In addition, these factors must be addressed as to have effective goal attainment in the system. The followings are seen as the remedy to it.

- Proper student orientation
- Positive parental upbringing
- Consistent PTA meetings
- Moral instructions
- Promotion of sport activities
- Provision of teaching materials
- Teachers welfare
- Staff training

Proper student orientation: The management of the school should ensure to organize proper orientation service for the new and returning students as to equip them with the school environment, its activities, rules and regulations, behavior they should display and also interpersonal relationship. This will help the students to understand the school's system.

Positive parental upbringing: The parent or guardian of the students should instill discipline in them to help in these students developing good characters which will reflect in their behavior at home and in school.

Consistent Parents Teachers Association meetings: Regular Parents Teachers Association (PTA) meetings will help the teachers and parents tackle problem ailing the students' attitude in school. It will also see to the welfare of the student and not ignoring their rights. It is necessary that this meeting takes place every term.

Moral instruction: This should be made a compulsory subject at all level of education. This could help to keep in check the students' negative influence in the school as well as society.

Promotion of sport activities: Annual sport activities can help to provide means for the student's relaxation to promote discipline in them.

Provision of teaching materials: Teaching and learning facilities should be provided to the school such as adequate classrooms, staff rooms, libraries and laboratories. It would provide conducive learning process and reduce the incidence of indiscipline.

Teacher's welfare: There is need for improvement in the teacher's condition of service. This would help to keep the teachers motivated. It could come as incentives, increased pay to keep them productive and maintaining discipline in the school.

Staff training: There should be regular skill improvement programs for the principals, teachers and non-teaching staff. This will produce effective management of human resources and financial resources available in the school. The school administrators are to be trained specially to have a clear understanding of the school as a social institution. Not everyone can assume the position of a principal. Principals should be made to pass through administrative training.

Concept of Effective

The word effective means successful, achieving what one want. Effective stresses the actual production of power to produce effect. Collins dictionary (2020) defined effective as a theory of a particular role or result in practice. Cambridge English Dictionary (2020) defined effective as a successful achievement of result that one wants. It is an adequate accomplishment of purpose. Effective is all about doing the right things. It can also be seen as way of producing positive desired effect. Wikipedia (2019) refers to effective as the ability to produce output. This definition means that effective is as a result of productivity. Effective is also anything that is able to achieve a desired end result Longman (2020). Effective consist of the power to produce a required effect. Effective is all about working well and producing a result that was wanted in an organization or institution. Macmillian (2019) stated that effective is something that attracts and produces a definite effect. Effective can only exist when there is a desired outcome.

Effective Secondary Schools

Robert (2019) cited that effective secondary schools are schools that demonstrate the following criteria;

- 95% or a greater percentage of all students at each grade level demonstrate minimum academic mastery and are prepared to succeed in the next grade level anywhere else.
- Students demonstrate minimum academic mastery as a function of socio-economic class, which must be obtained for a minimum of three consecutive years. Therefore, from the above definition, effective secondary schools looked out for learning in terms of test scores in a limited number of academic areas. It does not consider problem solving activities, social skills, not differentiating between dynamic and inert knowledge. Effective schools don't allow motivation. Effective schools ask for much less students who cover a traditional curriculum in order to master as much of it. It ignores initiators, seekers or builders but at the best reactors. The knowledge acquired is dutifully soaked up and not necessarily useful because it is taught to appear on test. It is quickly and easily forgotten.

Effective secondary schools are about an educational movement and body of research which examines school based factors. It allows positive influence learning outcome in schools. Wikipedia, (2020). Lynch (2013) stated that effective schools are schools that have the following attributes of leadership, high expectation, ongoing evaluation, goals and direction and secure and organized system. It is about schools that encourage proper teaching and learning interaction.

Effective Secondary School Process

National centre for effective schools Research and Development Foundation (2013) cited effective school process as a means to provide knowledge and tools to improve students' performance. It makes possible the dual goals of closing the achievement gap and allows academic excellence for all. Effective school process encourages a data guided and result-oriented process that can be implemented fully. It addresses equity and equality of schools through the following inter-related components.

- Effective school profile
- Leadership team
- Standard based instructional redesign

- Grade level
- School leadership team training
- Principal training and support
- Data-guided decision making

Effective school profiles: The process of effective schools starts with collection and analyses of school data that shows the current academic, demographic, perceptual conditions; it consists of profiles of present data to ensure that the school determines strength, needs, goals and priorities. It also guides the entire effective school process in a district.

Leadership team: Leadership team and support are very important in effective schools. This is comprised of the principal and other representatives from different participating schools which have the primary duties to coordinate the implementation of the effective school process. They are to keep the focus on improving teaching and learning. Their supports are based on policies, findings, proper instructions etc.

Standard based instructional redesign: This uses the profile data, district or local curriculum communities work with consultants to strange curriculum, instructions, assessment that have to deal with federal, state and local curriculum content standards. At the site level teachers are engaged in the implementation of research-based practices such as development of curriculum maps, unit plans, criterion referenced assessment that are stranged with the standards.

Grade level or department consultant: At this level, consultants facilitate and support classroom implementation of the curriculum standards through regular meetings with the teachers and as well with non teaching staff.

School leadership tem training and support: Leadership team in effective schools includes the principal, representative teacher, and parents who act as the stewards to guide the school's work in the effective school process. Therefore, they are to learn in the leadership faculty and that of the staff in setting and achieving the school goals. Professional development will also be provided to support total participation in the school-wide improvement effort in the system.

Principal training and support: Principals are provided with trainings on how to recognize quality instruction, such assessment to facilitate effective schools in the building. Thus, debrief frequently with the effective school consultants to monitor progress and reflect on the implementation of the effective school process.

Data guided decision making: The central aim of the effective school process is the use of data on the student mastery, and stakeholder's perceptions to make more appropriate and timely decisions. The staff learn to use the data management system or adopt it as to continuously monitor school improvement. In effective school process implementation is within the effective school context. This requires the teamwork of all the stakeholders to design, work out and make real necessary changes to educate all the students. Duke (1989) points out that effective school seeks to encourage responsible behavior, and to provide all students with satisfying school experience as well as to discourage misconduct.

Goal Attainment

A goal is an idea of future that an individual, organization, institution or group of people plan and commit to achieve which includes a finite time by setting deadline. Goal is an intangible which may be directed at achieving in non measurable things. It is the purpose toward which an endeavour is directed. Longman Dictionary (2020) define goal as something which one hope to achieve in the future. Therefore, goal attainment is the process through which human, material and financial resources are used for the achievement of collective goals and objectives realization.

In the social system like school the functions are met through mobilization which occurs by the generation and exercise of power. Goal attainment measures the achievement in school which compares every stakeholder to a standardized expectation for their age level regardless of their individual starting point. The school system is judged by the students' achievement and progress which they have made. It also consists of development of the range of skills, knowledge, attribute that are needed to succeed in the teaching and learning process and as well as job performance of the staff.

Conclusions

After due consideration of the study, it is reviewed that the topic above shows that the principals are concerned for ensuring that managing discipline which helps for effective goal attainment in senior secondary schools. It is also reviewed that principals of Senior Secondary Schools have the responsibility to ensure that disciplinary skills exist in the system, while the students and staff are to respect and obey the constituted laws of the school system to help achieve the set goals and objectives. The study examined different scholars' definitions of

concept of discipline, nature of discipline, the needs for discipline, concept of indiscipline, concept of effective, effective Secondary Schools and goal attainment.

Suggestions

1. School principals should ensure they acquire disciplinary skills and use it in performing their duties effectively and efficiently.
2. Discipline policies should be distinguished between categories of offenses.
3. The rules made should be communicated to staff and students properly.
4. There should be fair and consistent enforcement in the system.
5. Social rewards should be given to the well behaved staff or student.
6. The principals should be flexible in their instructional practices as to accommodate a variety of teaching and learning process.

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