

INFLUENCE OF POOR DISCIPLINARY MEASURES IN THE MANAGEMENT OF SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE, ENUGU STATE, NIGERIA

Onwuakpa Chidimma Winifred

Department of Educational Management, Faculty of Education
Enugu State University of Science and Technology, Enugu

Abstract

The study examined the influence of poor disciplinary measures in the management of secondary schools in Enugu Education Zone, Enugu State, Nigeria. Three specific purposes and three research questions and three hypothesis guided the study. Descriptive survey research design was used for the study. This study was conducted in Enugu Education Zone of Enugu State. Population for the study consisted of 1863 teachers in public secondary schools in Enugu Education Zone. 373 teachers which represent 20% of the population were used as sample size for the study. Validated and reliable questionnaire was used as the instrument for data collection. The researcher visited all the schools and administered the questionnaire directly to the teachers with the help of three research assistants. Data collected on research questions relating to the study were analyzed using mean, standard deviation and t-test. Based on the result of data analysis, the following findings were made: respondents agreed that poor disciplinary measures influence the instructional management to a great extent (3.87) and there was no significant difference in the mean responses of the respondents in rural and urban location; teachers agreed that poor disciplinary measures influence the safety/security management to a great extent (3.73) and there was no significant difference in the mean responses of the respondents in rural and urban location; and poor disciplinary measures influence the community relationship management to a great extent (3.30) and there was significant difference in the responses based on location. This study highlights the significant negative impact of poor indiscipline measures on the management of secondary schools in the Enugu Education Zone of Enugu State. It underscores how inadequate management of student behavior can lead to compromised instructional quality, heightened safety concerns, and strained community relationship.

Keywords: Poor disciplinary Measures, Management of Secondary Schools and Teachers

Introduction

Poor disciplinary measures in secondary schools can significantly hamper effective management and can create an environment where educational objectives are compromised. According to Oduguwa (2023), indiscipline in secondary schools in Nigeria can be defined as the failure of students to adhere to established behavioral standards and norms within the educational environment, resulting in disruptive behaviors that hinder the learning process. This lack of adherence often manifests through actions such as disrespect towards teachers, classroom disturbances, bullying, and absenteeism. Adedeji (2023), adds that the repercussions of such indiscipline are far-reaching, affecting not only the individual student's academic achievements but also the overall school climate and educational quality. In support to this assertion, National Bureau of Statistics (2023), revealed that indiscipline remains a pervasive issue in secondary schools across Nigeria, with studies indicating that approximately 60% of students exhibit behavioral problems that disrupt the learning environment. Indiscipline behaviours may include truancy, bullying, and unrest during school hours, and they can lead to higher dropout rates and poorer academic performance among students (Oduguwa, 2023). This alarming trend not only undermines individual student outcomes but also jeopardizes the

broader educational framework within the country. Nwanegbo, Obi and Ifedili, (2023), added that lack of effective disciplinary measures can lead to a toxic school climate, causing long-term implications for students' social and emotional development. For instance, students who regularly participate in indisciplined behaviors may struggle to adapt to societal norms, affecting their prospects for future employment and community engagement.

Disciplinary measures in secondary schools in Nigeria refer to the strategies and actions taken by school authorities to address students' behaviors that violate school rules and norms, which ultimately aim to cultivate a conducive learning environment (Ogbondah, 2021). These measures can include warnings, suspension, expulsion, or counseling sessions designed to correct students behavior. For example, if a student is caught cheating in an examination, the school may impose a suspension or require them to attend a behavior correction program. The application of these measures can vary from one institution to another, depending on the school's policies and the severity of the infraction. These measures are intended to promote better discipline and enhance academic performance within the school environment. However, Mungai, Omollo and Oloko (2022), stated that secondary schools with inadequate disciplinary measures often experience increased disruptions, affecting both teaching effectiveness and students engagement. The authors emphasized that fostering a culture of discipline is crucial for creating a conducive learning atmosphere, enabling educators to maintain order and implement curriculum effectively. From the forgoing, it is evident that although indiscipline measures can reduce, if not eradicated the consequences of indiscipline in secondary schools, however poor indiscipline measures may worsen the situation as well as influence the overall management of secondary schools. Over the years, management of secondary schools in Nigeria has evolved from colonial frameworks to increasingly complex systems that aim to provide quality education amidst various challenges. According to Bush (2021), school management can be defined as the process of planning, organizing, directing, and controlling school resources and activities to achieve educational goals. It entails not only administrative functions but also leadership aspects that inspire teachers, engage students, and foster an effective learning environment. In line with these submissions, Adeleke and Alabi (2023), revealed that effective management in secondary schools is crucial in achieving educational goals, such as improving student performance and fostering a conducive learning environment. Furthermore, Adeyemi (2023), stated that addressing issues like resource allocation and teacher training through effective management contributes significantly to the realization of the objectives of secondary education in Nigeria.

Nevertheless, the management of secondary schools in Nigeria faces numerous challenges, including inadequate funding, shortage of qualified teachers, and poor infrastructural facilities, which impede effective education delivery (Olaniyan & Komolafe, 2023). Supporting this, Nwankwo (2023), found that many school administrators struggle to implement policies and practices that can effectively address the diverse needs of students and staff alike, leading to a decline in educational quality. In addition, Obi (2023), opined that issues like corruption and mismanagement of resources continue to hinder the progress of secondary education in the country. The lack of effective communication and collaboration among stakeholders further exacerbates these challenges, often resulting in disillusionment among educators and students (Ajakaiye & Akintola, 2023). Based on these submissions, it is evident that without systemic reform and improved management practices, the goals of secondary schools in Nigeria may remain largely unattainable, perpetuating a cycle of educational underachievement. However, one of the major factors that may influence the effective management of secondary schools is poor disciplinary measures. Mungai, Omollo and Oloko (2022), supports this assertion by stating that the instructional, safety, and community relationship aspects of management of secondary schools in Nigeria may be significantly impacted by issues stemming from poor indiscipline measures.

Effective instructional management hinges on a conducive learning environment. Therefore, poor indiscipline measures can disrupt the classroom atmosphere, adversely affecting teaching and learning. In line with this assertion, Ocho (2021), stated that secondary schools in Nigeria which are plagued by indiscipline may experience low academic performance because educators may struggle to maintain control and engage students. Students who display disruptive behavior not only hinder their own learning but also that of their peers. Consequently, teachers may resort to stringent disciplinary measures that can create a hostile learning environment. In addition Afolabi and Fadeyi (2022), indicated that schools that implement proactive discipline strategies report improved engagement and achievement among students. Thus, enhancing indiscipline management through positive approaches can foster better instructional outcomes. In addition to the influence of poor indiscipline measures in instructional management, the safety and security of students and staff is paramount to the effective functioning of schools. However, poor indiscipline measures can lead to an unsafe school environment, contributing to bullying, violence, and other criminal activities. According to Adedeji, Adeyemi and Okonofua (2022), secondary schools with inadequate discipline enforcement may face heightened risks of violence, which detracts from the overall educational experience. Such conditions may not only threaten the physical safety of students but can also lead to psychological distress, leading to absenteeism and dropout rates. This is why Ogunleye (2023), highlighted the need for comprehensive safety policies that incorporate discipline management, emphasizing the integration of conflict resolution programs and safety drills. Implementing robust safety protocols alongside effective discipline strategies is crucial for fostering a secure learning environment.

The relationship between schools and their communities can be significantly affected by how indiscipline is managed. Schools that adopt punitive measures may alienate parents and community members, who often view such approaches as a failure to address underlying societal issues. As noted by Ukwueze (2023), lack of collaboration with the community can exacerbate disciplinary problems, as families may feel disconnected from the educational process. Conversely, fostering positive community relationships through open communication and engagement can promote shared accountability for student behavior. Involving community stakeholders in disciplinary discussions and policy-making can lead to a more supportive environment for students, positively impacting their academic and social development. In this study, the influence of poor indisciplinary measures in the management of secondary schools is examined among teachers in public secondary schools in Enugu Education Zone, Enugu State. Teacher in secondary schools in Nigeria plays a crucial role not only in imparting knowledge but also in shaping the moral character and behavior of students (Nwosu, 2023). Teachers are expected to uphold school discipline, provide mentorship, and create an environment conducive to learning, making their perspectives on disciplinary measures particularly significant (Okoro, 2022). Conducting a study on the influence of undisciplined measures on the management of secondary schools among teachers is essential because it can unveil the challenges educators face and how these challenges affect their ability to maintain discipline in the classroom. Such research can inform policies that support teachers in effectively managing student behavior, contributing to improved educational outcomes. Moreover, teachers in secondary schools are either in rural or urban location. Therefore location is considered as an important variable in this study.

Location refers to the physical environment of an individual and in the context of this study, it refers to rural and urban area where the study is carried out. Okeke (2020), indicated that urban teachers may adopt stricter disciplinary measures due to higher levels of social pressure and student diversity. In contrast, rural teachers might focus on more communal approaches due to close-knit community dynamics, highlighting how location shapes educational strategies. Nevertheless, despite the existing body of research on discipline

management in Nigerian secondary schools, there is a notable paucity of studies that specifically examine how different school settings (rural versus urban) influence the effectiveness of discipline measures (Balogun, 2021). In addition, Ubah (2023), stated that while some studies discuss general discipline management, they often overlook contextual factors such as socio-economic conditions that could affect outcomes. This gap creates a compelling case for an in-depth exploration of the impact of poor disciplinary measures on school management, particularly focusing on location-based variables (Odeyemi, 2022). Therefore, a targeted investigation could provide valuable insights for policymakers and educators seeking to improve management practices in secondary schools across Nigeria. It is against this background that this study examined influence of poor disciplinary measures in the management of secondary schools in Enugu Education Zone, Enugu State

Statement of the Problem

Under normal circumstances secondary schools in the Enugu Education Zone is expected to implement effective disciplinary measures that foster a respectful and conducive learning environment. These measures would not only address behavioral issues proactively but also promote students' personal growth and academic achievement. This would create a supportive atmosphere where both educators and learners can thrive harmoniously. However, this ideal situation has not been enacted as many secondary schools in the Enugu Education Zone face challenges relating to indiscipline, which significantly compromises their management effectiveness. The researcher observed reports that indicated that instances of student misconduct, such as truancy and bullying, are on the rise, leading to a general decline in academic performance. In addition, the researcher observed that the rise of indiscipline in secondary school may be because the existing disciplinary measures often lack consistency and clarity, causing confusion among students and staff alike. As a result, the management of these schools struggles to maintain order, hindering the overall educational experience for students. The researcher was concerned that failing to determine the influence of discipline measures could lead to a pervasive environment of chaos in secondary schools, significantly diminishing the quality of education. This lack of effective management may result in increased dropout rates, as students become disengaged from their studies and the learning environment. Furthermore, persistent indiscipline can lead to detrimental behavioral patterns that extend beyond the school setting, affecting students' lives and future opportunities. In the long term, the unchecked rise of indiscipline may harm the reputation of these schools, making it difficult to attract both students and qualified staff. Therefore, addressing this issue is crucial for the sustainable development of secondary education in the area of study. The study examine influence of poor disciplinary measures in the management of secondary schools in Enugu Education Zone.

Purpose of the Study

The main purpose of this study is to determine the influence of poor disciplinary measures in the management of secondary schools in Enugu Education Zone, Enugu State. Specifically, the study sought to;

1. find out the extent to which poor disciplinary measures influence instructional management in secondary schools in Enugu Education Zone, Enugu State based on location
2. determine the extent to which poor disciplinary measures influence safety/security in secondary schools in Enugu Education Zone, Enugu State based on location
3. ascertain the extent to which poor disciplinary measures influence community relationship in secondary schools in Enugu Education Zone, Enugu State based on location

Research Questions

The following research questions guided the study:

1. To what extent do poor disciplinary measures influence the instructional management in secondary schools in Enugu Education Zone, Enugu State based on location
2. To what extent do poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone, Enugu State based on location
3. To what extent do poor disciplinary measures influence the community relationship in secondary schools in Enugu Education Zone, Enugu State based on location

Research Hypotheses

The following null hypotheses were tested at 0.05 degree of significance:

1. There is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the instructional management in secondary schools in Enugu Education Zone
2. There is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone
3. There is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the community relationship management in secondary schools in Enugu Education Zone

Methods

Descriptive survey research design was used for the study. This study was conducted in Enugu Education Zone of Enugu State. This area comprises of Enugu North, Enugu East and Isi Uzo Local Government Areas, Enugu State. The population consisted of 1863 teachers in public secondary schools in Enugu Education Zone. 373 teachers which represent 20% of the population were used as sample size for the study. Proportionate sampling technique was used to determine the proportion of rural (204) and urban (169) teachers used for this study. Purposive sampling technique was used to sample 15 secondary schools. Proportionate sampling technique was used to determine the proportion of teachers sampled from each of the 15 sampled schools while simple random sampling technique of balloting without replacement was used to determine the respondents that were used for this study. Validated and reliable questionnaire was used as the instrument for data collection. The researcher visited all the schools and administered the questionnaire directly to the principals with the help of three research assistants. The administered instruments were collected on the spot in order to minimize error. However, some of the questionnaire was filled incorrectly, therefore only 356 copies of the questionnaire were used for data analysis. This gave 95% return rate. Data collected on research questions relating to the study was analyzed using mean, standard deviation and t-test. The decision rule is that any item with mean 2.50 and above on responses was regarded as Great Extent (GE), while below (2.50) was considered as Low Extent (LE). For hypotheses, when the calculated t-value was equal or greater than the critical t-value, the null hypotheses were rejected. On the other hand, when the calculated t-value was less than the critical t-value the null hypotheses were not rejected.

Results

Research Question One: To what extent does poor discipline measures influence the instructional management in secondary schools in Enugu Education Zone, Enugu State based on location?

Table 1: Mean Scores and Standard Deviation of Respondents on the extent to which poor disciplinary measures influence the instructional management in secondary schools

S/N	Influence of poor disciplinary measures on instructional delivery	Rural X	N =189 SD	Urban $\bar{x}$	N = 167 SD	Total $\bar{x}$	Deci
1	Decreased student attention in class.	4.28	1.04	3.75	1.42	4.02	GE
2	Lower academic performance overall.	3.77	1.46	3.89	1.33	3.83	GE
3	Increased classroom disruptions.	4.22	1.05	4.51	0.71	4.37	GE
4	Higher teacher stress levels.	2.84	1.46	4.23	0.96	3.54	GE
5	Reduced time for effective teaching.	3.78	1.56	4.17	0.78	3.98	GE
6	Inequality in student participation.	3.54	1.59	4.05	1.25	3.80	GE
7	Growth of a negative school culture.	4.34	0.98	3.81	1.26	4.08	GE
8	Ineffective classroom management strategies.	3.35	1.71	4.20	1.06	3.78	GE
9	Inconsistent enforcement of rules.	4.01	1.42	3.83	1.02	3.92	GE
10	Difficulty in achieving educational goals.	3.89	1.25	2.79	1.21	3.34	GE
Grand Mean/ SD		3.80	1.35	3.92	1.10	3.86	GE

Key = A- Agree; D- Disagree; SD- Standard Deviation; Deci- Decision

The table 1 revealed that majority of the respondents in rural and urban areas agreed that poor indisciplinary measures influence management of secondary schools. The average grand mean of 3.86 signifies that poor disciplinary measures influence the instructional delivery in secondary schools in Enugu Education Zone, Enugu State.

HO₁: There is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the instructional management in secondary schools in Enugu Education Zone

Table 2: T-Test of difference between the mean response scores of teachers in rural and urban area on the extent to which poor disciplinary measures influence the instructional management in secondary schools in Enugu Education Zone

Variables	N	X	SD	Df	t-cal	t-crit	Decision
Rural	189	3.80	1.35	354	0.92	1.98	Do not Reject Ho
Urban	167	3.92	1.11				

The table shows that the calculated t-value is 0.92 while the critical t-value is 1.98 both measured at .05 level of significance and 354 degree of freedom. Since the calculated t-value (0.92) is less than the critical t-value (1.98) the null hypothesis was not rejected. It then shows that there was no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor discipline measures influence the instructional management in secondary schools in Enugu Education Zone.

Research Question Two: To what extent does poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone, Enugu State based on location?

Table 3: Mean Scores and Standard Deviation of Respondents on the extent to which poor disciplinary measures influence the safety/security management

S/N	Influence of poor disciplinary measures on safety/ security	Rural X	N =189 SD	Urban $\bar{x}$	N = 167 SD	Total $\bar{x}$	Deci
11	Increased bullying incidents.	2.67	1.31	4.93	0.36	3.80	GE
12	Higher risk of fights between students.	3.85	1.51	4.04	1.08	3.80	GE
13	Inadequate supervision during school activities.	3.41	1.50	4.24	0.87	3.83	GE

14	Lower student trust in safety protocols.	3.97	1.43	3.57	1.73	3.77	GE
15	Poor response to emergencies.	4.00	1.19	3.54	1.79	3.77	GE
16	Vulnerability to external threats.	4.19	1.22	4.01	1.52	4.10	GE
17	Greater potential for vandalism.	3.52	1.99	3.74	1.65	3.63	GE
18	Increased anxiety among students/ staff.	1.92	1.29	3.85	1.20	2.89	LE
19	Erosion of safety measures in school policies.	3.39	2.74	3.86	1.40	3.63	GE
20	Difficulty in maintaining a secure environment.	3.78	2.38	4.04	2.04	3.91	GE
Grand Mean/ SD		3.47	1.66	3.98	1.36	3.73	GE

The table 3 revealed that the respondents agreed with all the items except item 18. The total grand mean of 3.73 signifies that poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone, Enugu State to a great extent.

HO 2: There is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone

Table 4: T-Test of difference between the mean response score of teachers in rural and urban area on the extent to which poor discipline measures influence the safety/security management in secondary schools in Enugu Education Zone

Variables	N	X	SD	Df	t-cal	t-crit	Decision
Rural	189	3.47	1.67	354	3.17	1.98	Do not Reject Ho
Urban	167	3.98	1.36				

The table shows that the calculated t-value is 3.17 while the critical t-value is 1.98 both measured at .05 level of significance and 354 degree of freedom. Since the calculated t-value (3.17) is less than the critical t-value (1.98) the null hypothesis was not rejected. It then shows that there is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone

Research Question Three: To what extent do poor disciplinary measures influence the community relationship management in secondary schools in Enugu Education Zone, based on location?

Table 5: Mean Scores and Standard Deviation of Respondents on the extent to which poor disciplinary measures influence the community relationship management

S/N	Influence of poor disciplinary measures on community relationship management	Rural X	N =189 SD	Urban $\bar{x}$	N = 167 SD	Total $\bar{x}$	Deci
21	Erosion of trust between parents and school staff.	2.84	1.78	4.89	1.55	3.87	GE
22	Negative perceptions of the school in the community.	2.01	0.32	2.99	1.75	2.50	LE
23	Lower community engagement in school activities.	3.78	1.57	2.62	1.39	3.20	GE
24	Difficulty in forming partnerships with local organizations.	4.07	1.52	4.48	0.85	4.28	GE
25	Increased community complaints about student behavior.	4.15	1.01	4.34	1.02	4.25	GE
26	Weak school-community ties.	3.35	1.30	4.23	1.12	3.79	GE

27	Poor communication between school and families.	3.69	1.51	4.26	1.20	3.98	GE
28	Reduced support for school initiatives.	3.66	1.62	3.71	1.54	3.69	GE
29	Limited involvement of local businesses in education.	2.14	1.26	4.41	0.90	3.28	GE
30	Challenges in promoting a positive school image.	3.07	1.38	1.63	0.57	2.35	LE
31	Increased disengagement from school program	1.95	0.31	1.87	0.84	1.91	LE
32	.increased dropout rate due to lack of community support	1.52	0.59	4.11	0.73	2.82	LE
33	Limited access to resources due to negative community reputation	3.28	1.73	1.76	2.49	2.52	LE
34	Strained relationship with stakeholders leading to lack of collaboration	3.26	1.63	4.11	2.54	2.90	LE
Grand Mean/ SD		3.06	1.23	3.53	1.32	3.30	GE

The table 5 revealed that the respondents agreed with majority of the items and the total grand mean of 3.30 signifies that poor disciplinary measures influence the community relationship management in secondary schools in Enugu Education Zone, Enugu State to a great extent.

HO 3: There is no significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor discipline measures influence the community relationship management in secondary schools in Enugu Education Zone

Table Six: T-Test of difference between the mean response scores of teachers in rural and urban area on the extent to which poor disciplinary measures influence the community relationship management in secondary schools in Enugu Education Zone

Variables	N	X	SD	Df	t-cal	t-crit	Decision
Rural	189	3.06	1.23	354	3.47	1.98	Reject Ho
Urban	167	3.53	1.32				

The table shows that the calculated t-value is 3.47 while the critical t-value is 1.98 both measured at .05 level of significance and 354 degree of freedom. Since the calculated t-value (3.47) is greater than the critical t-value (1.98) the null hypothesis was rejected. It then shows that there was significant difference in the mean scores of responses of teachers in rural and urban location on the extent to which poor disciplinary measures influence the community relationship management in secondary schools in Enugu Education Zone.

Findings of the Study

Based on the result of data analysis, the following findings were made:

1. Respondents agreed that poor disciplinary measures influence the instructional management in secondary schools in Enugu Education Zone to a great extent (3.87) and there was no significant difference in the mean responses of the respondents in rural and urban location.
2. Teachers agreed that poor disciplinary measures influence the safety/security management in secondary schools in Enugu Education Zone to a great extent (3.73) and there was no significant difference in the mean responses of the respondents in rural and urban location
3. Poor disciplinary measures influence the community relationship management in secondary schools in Enugu Education Zone to a great extent (3.30) and there was significant difference in the responses based on location

Discussion

Findings revealed that poor disciplinary measures influence instructional management. Research indicates that effective discipline is crucial for maintaining a conducive learning environment. According to Adeyemi (2023), schools with strong disciplinary policies foster better student engagement and instructional performance. Poor discipline disrupts classroom activities, leads to increased absenteeism, and negatively affects academic outcomes. However, Nwosu (2023), argued that poor disciplinary measures do not solely account for instructional deficiencies. Factors such as curriculum quality, teacher efficacy, and available resources also influence instructional management. A study by Ogbondah (2021) suggested that while discipline is important, focusing on holistic educational practices may yield better results than prioritizing discipline alone. The researcher contends that while there are external factors impacting instructional management, the direct impact of indiscipline cannot be overlooked. Inconsistent disciplinary measures weaken the authority of educators, potentially leading to a chaotic learning environment where instructional delivery becomes ineffective. Finding also revealed that poor disciplinary measures influence safety/security management. Safe environments are integral to student well-being and learning efficacy. Adebayo (2023), supported this finding by stating that poor indiscipline can lead to higher instances of violence and bullying in schools, thereby creating a threatening atmosphere. Inadequate enforcement of discipline can leave students, particularly in schools dealing with high levels of unrest, feeling insecure and at risk. Furthermore, Nwanegbo, Obi and Ifedili (2023) argue that not all discipline challenges lead to safety concerns. Systems lacking in proper infrastructure, such as inadequate school facilities or insufficient training for security personnel, can also contribute to safety issues. Effective security management can function independently of discipline measures in some contexts, as evidenced by schools that implement successful preventative measures. The researcher believes that a lack of discipline has a significant link to security management. Without effective disciplinary measures, schools may struggle to provide a safe learning environment. Teachers and administrators may feel less empowered to take action against disturbances, thus allowing environments to become vulnerable to safety breaches.

Finding also revealed that poor disciplinary measures influence community relationship management. Community engagement is essential for the success of schools; indiscipline can strain these relationships. Research by Mbah and Unwanne (2020) highlights that when students engage in unruly behavior, it reflects poorly on the school and can lead to decreased community support. Parents and local stakeholders may become disillusioned and less inclined to participate in school activities, negatively impacting resources and support for educational initiatives. On the other hand, Olaniyan and Komolafe (2023), did not agree with this finding and argued that community relationships are influenced by a myriad of factors beyond student behavior. Community resources, parental involvement, and the school's communication strategies may significantly affect these relationships. A study by Onyeaghala (2022) indicates that a proactive approach to community engagement can mitigate the effects of student indiscipline, highlighting that relationship management should focus on building partnerships, regardless of student behavior. The researcher posits that poor disciplinary measures do detrimentally affect community relationships. Disruptive behaviors can result in negative perceptions of the school, reducing community involvement and support. Effective management of students' discipline, therefore, becomes crucial in fostering strong ties between schools and their surrounding communities, ensuring that collaboration and support are viable and productive.

Conclusion

This study highlights the significant negative impact of poor disciplinary measures on the management of secondary schools in the Enugu Education Zone of Enugu State. It underscores

how inadequate management of student behavior can lead to compromised instructional quality, heightened safety concerns, and strained community relationships. The findings indicated the urgent need for comprehensive disciplinary frameworks to enhance school management.

Recommendations:

The study recommended that there is need to:

1. Develop and implement a structured disciplinary policy that integrates positive behavior reinforcement strategies, along with training for teachers on effective classroom management techniques to promote a productive learning environment.
2. Establish a robust security framework that includes the hiring of trained security personnel, regular safety drills, and the installation of surveillance systems to ensure the safety of students and staff within school premises.
3. Foster partnerships with community leaders and organizations to create awareness programs that engage parents and local stakeholders in discipline-related initiatives, thereby building a supportive network that encourages students to adhere to school norms.

REFERENCE

- Adebayo, J.N. (2023). Understanding School Discipline in Nigeria: Issues and Perspectives. *African Journal of Education and Practice*, 8(4), 67–79.
- Adedeji, P. (2023). Understanding School Discipline in Nigeria: Issues and Perspectives. *African Journal of Education and Practice*, 8(4), 67–79.
- Adedeji, O. J., Adeyemi, B. A., & Okonofua, E. O. (2022). Safety and security in secondary schools: The role of discipline in mitigating violence among students. *African Journal of Educational Administration*, 12(1), 78–90.
- Adeleke, A., & Alabi, R. (2023). The role of effective management in improving student performance in Nigerian secondary schools. *Journal of Educational Administration*, 30(2), 123–145.
- Adeyemi, T. O. (2023). Resource allocation and teacher training: Key drivers of secondary education objectives in Nigeria. *International Journal of Educational Management*, 37(4), 567–580.
- Afolabi, A. R., & Fadeyi, T. L. (2022). Proactive discipline strategies for enhancing student engagement: A case study of Nigerian secondary schools. *International Journal of Educational Management*, 36(5), 1034–1049.
- Ajakaiye, O., & Akintola, O. (2023). Communication barriers and their impact on educational quality in secondary schools. *Nigerian Journal of Educational Research*, 11(1), 58–73.
- Balogun, T. (2021). A review of discipline management in Nigerian schools: Gaps and recommendations. *Nigerian Educational Review*, 12(4), 100–115.
- Bush, T. (2021). School management: A multi-dimensional perspective. *Educational Leadership Quarterly*, 22(1), 45–65.
- Mbah, J.C. and Unwanne, S.N. (2020). Leadership practices in Nigerian secondary schools and their impact on academic achievements. *Journal of School Leadership*, 20(4), 412–429.
- Mungai, P., Omollo, G., & Oloko, M. (2022). The role of discipline in enhancing educational outcomes in secondary schools. *Journal of Educational Management*, 45(2), 145–159.
- National Bureau of Statistics. (2023). *Educational statistics in Nigeria: A comprehensive report*. : National Bureau of Statistics.

- Nwanegbo, C., Obi, R., & Ifedili, J. (2023). Indiscipline and its implications for academic achievement: Perspectives from secondary schools in Nigeria. *African Journal of Education Studies*, 19(3), 95–107.
- Nwankwo, C. (2023). Challenges in implementing educational policies in Nigerian secondary schools. *West African Journal of Education*, 14(2), 187–202.
- Nwosu, C. (2023). Teacher roles in promoting discipline in Nigerian secondary schools. *International Journal of Educational Management*, 25(3), 44–50.
- Obi, J. (2023). Corruption and mismanagement in the Nigerian education sector: Implications for secondary schools. *Education and Society Review*, 29(1), 77–92.
- Ocho, L. (2021). The impact of indiscipline on academic performance in secondary schools in Nigeria. *Journal of Educational Research*, 45(3), 233–249.
- Odeyemi, F. (2022). Understanding the interplay of context in secondary school management: A case study in Nigeria. *African Journal of Educational Research*, 9(1), 33–50.
- Oduguwa, A. (2023). Behavioral problems in Nigerian secondary schools: Analysis and solutions. *Journal of Educational Research and Practice*, 12(4), 27–35.
- Ogbondah, L. (2021). Discipline in Nigerian secondary schools: Policy and practice. *Journal of Educational Studies*, 14(2), 45–60.
- Ogunleye, A. O. (2023). Conflict resolution and safety protocols in Nigerian schools: Integrating discipline management for enhanced student well-being. *Nigerian Journal of Educational Research and Development*, 28(2), 154–170.
- Okeke, A. (2020). Teacher responses to discipline issues in urban secondary schools in Nigeria. *Journal of Educational Management*, 5(2), 10–22.
- Okoro, E. (2022). The impact of teacher training on discipline management in Nigerian secondary schools. *Educational Review*, 30(2), 88–101.
- Olaniyan, D., & Komolafe, D. (2023). Inadequate funding and its effects on secondary education delivery in Nigeria. *Journal of Education Finance*, 19(3), 305–320.
- Sergiovanni, T. J. (2021). Leadership for the education of children: A practical approach. *Transformational Educational Leadership*, 18(2), 233–249.
- Ubah, C. (2023). The role of socio-economic factors in school discipline: Current trends in Nigeria. *Journal of African Education*, 15(3), 75–90.
- Ukwueze, M. (2023). The role of community engagement in managing indiscipline among students in secondary schools. *Journal of Community Engagement and Scholarship*, 15(4), 45–60.