



# Principals' Leadership Styles and Teachers' Indiscipline in Public Secondary Schools in Rivers State

**Mabel Chigeru Godson-Wejimogu**  
Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education, Nigeria

**Ijeoma Victoria Obialo**  
Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education, Nigeria  
mblgodson@gmail.com

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## Abstract

Indiscipline is the act of not conforming to the rules and regulations of an organization and these make the progress of that organization backward and may paralyse the activities of that organization. Among teachers, indiscipline refers to acts or misbehavior that affect effective teaching, effective learning and effective administration of the school. These rules and regulations vary from organization to organization. It is the leadership styles of the educational heads that will tell the employees (teachers) the type of activities to be carried out in the organization they work. It is on this premise that this paper seeks to focus on principals' leadership styles and teachers' indiscipline in public secondary schools. Four leadership styles was highlighted, the definition and concept of discipline was explained. The importance of discipline was stated. The definition and concept of indiscipline was explained, the roles of indiscipline on the success of the organization, causes of indiscipline in organizations, prevention of indiscipline in organizations, types of indiscipline, consequences of indiscipline on teachers, impacts of indiscipline, how to enforce teachers' discipline in schools, etc.

**Keywords:** Principals, Leadership Styles, Teachers, Indiscipline, Discipline.

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## INTRODUCTION

Principals are people who are leaders of secondary schools. They are responsible for managing the major administrative tasks and supervising all students and teachers. Put in a short form, the principals are administrators of secondary schools. The principals cover so many areas which include leadership, teachers evaluation and students discipline. For principals to be effective in their roles as school heads, they have to be hard working. The roles of principals are time consuming and as such a good principal should devote time to supervise the activities of the students and teachers in the school. Supervision according to Nwabueze (2016) is one of the effective operations of a good school principal. The principal as an educational leader of secondary school has so many roles to play for the achievement of the educational system. These roles range from teaching to administration to planning to organizing to directing to coordinating to budgeting (Akpan, 1995). For the principal to be successful in his or her position as an administrator, he or she needs to really examine himself or herself and be aware of what he or she must believe.

Teachers are undoubtedly the most important people in our society. They give children purpose, set them up for success as citizens of our world and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow and teachers are the critical point that makes a child ready for their future. Teachers are great and there is no controversy about that. Why? Teachers have the ability to mold and impact good virtue into the lives of children and this will shape them to be leaders in future in the best way for the society. Teachers are the ultimate role models for students. Knowledge and education are the basis for all things that can be accomplished in life. Teachers provide the power of education to today's youth, thereby giving them the possibility for a better future. Teachers also expose children to ideas and topics they may not have come in contact with before. They can expand on interests and push their students to do better.

Teachers provide guidance to students of all types. Teachers are able to see each child's strengths and weaknesses and can provide assistance and guidance to either get them up to speed or push them higher. One of the most important aspects of teaching is having dedication. Teachers do not only listen but also coach and mentor their students. They are able to help shape academic goals and are dedicated to getting their students to achieve them. Teachers have patience for their students and are understanding when a concept is not taken. Teacher dedication is shown by their round-the-clock work habits. Teachers don't stop working when the school bell rings, they are grading papers, marking scripts, making lesson notes and communicating with parents after schools and on weekends. Most teachers arrive earlier than school starts in order to set up their day and provide extra assistance to their struggling students.

In every organization, whether business or education has rules and regulations. These rules and regulations are called for successful execution of programmes, which direct and protect the operations of the organizational system. Any act or behaviour or performance contrary to approved rules and regulations is called indiscipline.

Indiscipline among teachers are their acts or behaviour that affect effective teaching, learning and administration of the school. Common indiscipline of teachers are absenteeism from school and lessons, incessant lateness to school, not marking students exercise books, non-preparation of lesson notes, non-completion of students records such as diaries, registers, students results, involvement in examination malpractices, illegal collection from parents and students, unapproved study leaves with pay, drinking during school periods, drug taking, false

entries of time into the school time book, truancy (unauthorized exit from school and classes) and sexual immorality. These mentioned acts of indiscipline among teachers pose serious threat to all level of our educational system because teachers are trained to be professionals that will conserve the future and destiny of the nation.

## **DEFINITIONS AND CONCEPT OF LEADERSHIP**

So many people believe that leaders are made and not born and this notion is on the increase. If this notion is critically viewed and examined, one will note that truly a leader needs knowledge and skills to really influence the led and to make meaningful impact in the organization they are. Good leadership is developed through a never ending process of self-study, education, training and the accumulation of relevant experience (Bass & Bass, 2008).

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). This process is carried out by leaders by applying their leadership knowledge and skills. To some extent, the knowledge that we have personality that can influence actions. For a dedicated leader to inspire his workers into higher levels of teamwork, there are certain things an effective and dedicated leader must be, know and do and these do not come naturally but are acquired through continual work and study. Effective and dedicated leaders do not rest on their success; they work continually and study to improve their leadership skills. While leadership is learned, the skills and knowledge processed by the leader can be influenced by his or her attributes or traits such as beliefs, values, ethics and character. Knowledge and skills contribute directly to the process of leadership while the other attributes give the leader certain characteristics that make him or her unique, meaning skills, knowledge and attributes make the leader more effective and dedicated.

Leadership, according to Fielder in Akpan (1995), is a process of directing and coordinating task-relevant group activities. Musazzi in Akpan (2003) defined leadership as the process of influencing the activities and behaviour of an individual or a group in efforts geared towards goal attainment in a given situation.

Boone and Kurtz in Anuna (2004) defined leadership as the act of motivating people to perform certain tasks designed to achieve specified objectives. Leadership also involves one individual or group influencing other members in order to achieve the organizational goals.

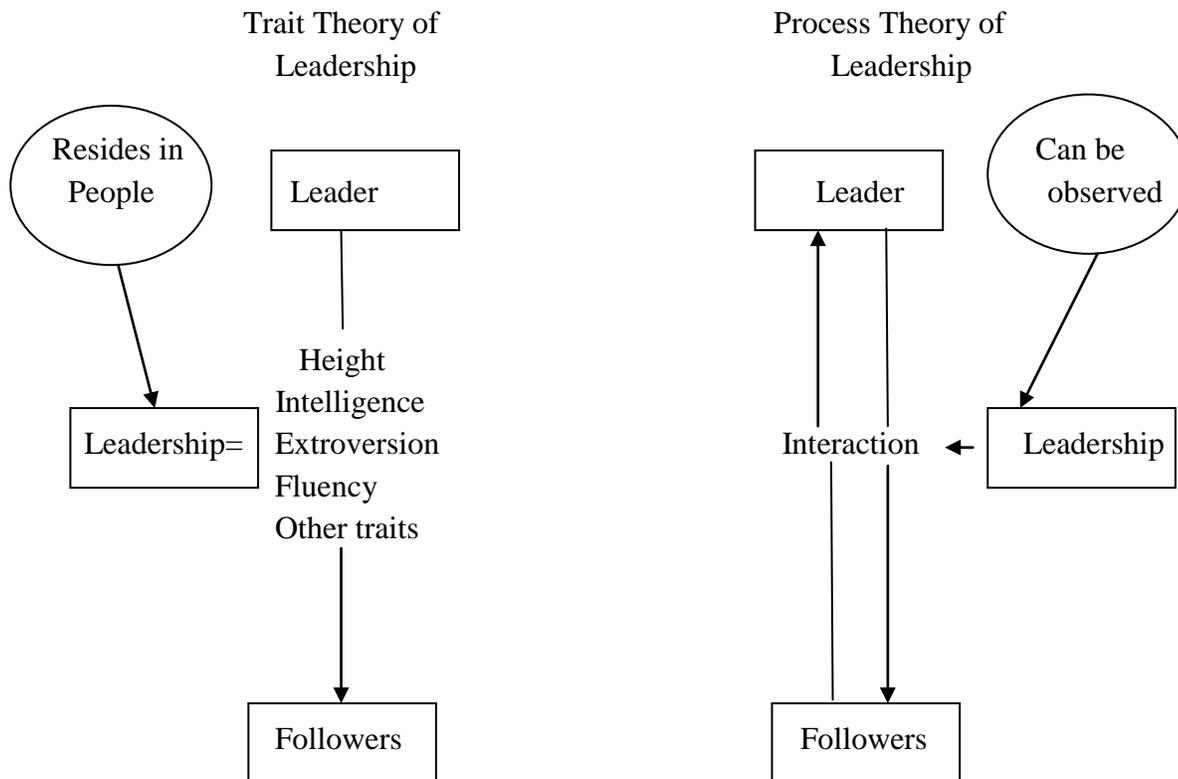
Lipham (1964) considers leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives. Szilagyl Jr. (1981) defines leadership as a process involving two or more people in which one attempts to influence others' behaviour towards the accomplishment of some goals.

A researcher in Uganda, Nsubuga (2003) agreed with the school of thought that the concept of leadership must change. Also Grant (2006) argued that a different understanding of leadership is needed, a shift of leadership as headship to participatory form of leadership. Research studies on situational leadership and job performance reveals that one of the most frequently used approaches to leadership was situational leadership. School managers have through experience, come to terms with the fact that the adoption of a particular relevant style in a specific situation leads to school effectiveness rather than relying on a single style of one's choice (Mullins, 2002). Research studies revealed that leadership is dictated by situational changes within the school. At times, teachers may be uncooperative to an extent that it demands that the school principal uses strict measures on teachers so as to improve their performance. However, in another development, teachers may be so committed and focused that it may require

being liberal minded to allow participatory and transactional leadership to prevail. This depends on the changes in the situation of the school.

Cheng (2002) also corroborated and asserted that the relationship between teachers' job performance and leadership style is moderated by situational factors. Today, organizational leadership is concerned with the ability to influence people to perform tasks over a period of time using motivational methods rather power or authority (Kotter, 1996; Yammarino & Dubiasky, 1994). All the definitions of leadership have some couple of processes in common and these are: A person influences others through social influence not power to get something accomplished (bosses use power to get something done). Leadership requires others who are not necessarily direct-report, to get something accomplished that is leadership requires the leader and the led (followers). There is a need to accomplish something (goals and objectives). Leaders carry out this process by applying their leadership knowledge and skills, otherwise called 'process leadership' (Jago, 1982).

There are traits that we know that can influence our actions, also called TRAIT LEADERSHIP (Jago, 1982), which was once common to believe that leaders were born rather than made. These are two leadership types that are shown in the chart below (Northouse, 2007).



As explained earlier, if leadership is learned, a leader's skills and knowledge can be influenced by his or her attributes or traits such as beliefs, values, ethics and character. Knowledge and skills contribute directly to the process of leadership while the other attributes give the leader certain characteristics that make him or her unique.

For instance, a leader might have acquired the skills of counseling others through learning but her traits will always play a great role in determining how she counsels. A person

who has empathy will counsel better than a person who thinks the employees are just there to accomplish whatever she says. One of the factors of leadership that make the leader is his or her skills, knowledge and attributes. The success or failure of any organization to achieve its goals depends largely on the leadership styles of the leader, in view of the above fact, four leadership styles will be explained in line with the study.

## **LEADERSHIP STYLES**

The ability of the leader to lead and the willingness of the followers to follow are based on leadership styles. A leadership style is the manner and approach a leader uses to direct, motivate, guide and manage groups of people. Great leaders can inspire political movements and social change. These leaders can also motivate others to perform, create and innovate.

A psychologist called Kurt Lewyn led a group of researchers in 1939 to find out the different styles of leadership. These early researchers, despite the further research that have identified distinct types of leadership, have established three major leadership styles that are very influential. The leadership styles as identified by Lewyn are:

- Authoritarian or autocratic leadership style;
- Participative or democratic leadership style; and
- Delegation or laissez-faire leadership style.

But for the purpose of this write-up, one leadership style will be added to the three leadership styles highlighted above and this is:

- Transactional leadership style.

### **Autocratic or Authoritarian Leadership Style**

According to Anuna (2004), autocratic style of leadership gives maximum concern to the task and minimum concern to the people. This behaviour is not appropriate. This is because the leader is unpleasant and does not have confidence in others (subordinates). He is only interested in achieving the goals of the organization. Akpan (1995) in her own opinion maintained that an autocratic leader is domineering, uses force and he is commonly referred to as a dictator. He imposes his authority on the group without desiring his legitimacy from them. He reinforces his leadership by preventing individual members from participating in group goals and by imposing tasks and methods on members of staff. Brown in Akpan (1995) described an autocrat as a “one man orchestra”. He gives orders, which he insists must be obeyed. He determines policies for the group without consulting them. An autocratic leader is only task-oriented and not person-oriented.

In a school system where the principal is found to be autocratic, teachers may be unwilling to do their work in his absence. For this reason, the teachers’ attitudes or performance tend to be low in his absence and high in his presence. Autocratic principals according to Okembo (1993) get teachers to perform their jobs through the use of force. They dictate and coax teachers to do the jobs that ordinarily they would have done normally. In schools where this style of leadership is in operation, the morale of teachers are usually low and in most cases

are the root of strife between the principal and teachers. Conversely, when this leadership style is used appropriately (as situation demands), performance or discipline will be high.

### **Democratic or Participative Leadership Style**

This style of leadership is task-oriented and person-oriented, participative and non directive. It encourages self expression, creativity and group interaction. A democratic or participative leader is one that persuades, considers feelings and encourages participation in decision making. There is a smooth flow of communication in the organization. Criticisms and praises are objectively given. He is quick at praising excellent work done by members and does not castigate them when they make mistakes but correct. New ideas and changes are welcomed. There is a feeling of responsibility within the group. Quality and productivity are generally achieved (Akpan, 1995, 2003). Workers basic needs, rights and freedom are guaranteed and respected by the organization (Oleforo, 2012). The leader sees employees, first as human beings and then workers. Workers feel they are part of the organization and thus show cooperation and commitment towards the achievement of organizational goals.

A democratic principal involves every member of staff in group activities and in the determination of group objectives. He uses good human relations in dealing with both staff and students. In this situation, group tension and conflicts are reduced to the barest minimum. A democratic principal is accessible and sympathetic. He encourages free expression of views amongst workers and students. The attitude of a democratic principal makes teachers especially to develop their creative skills, potentials, formulate goals and make sure that their goals are carried out successfully.

### **Laissez-faire or Delegative Leadership Style**

This is also known as idiographic leadership style. There is too much freedom in this leadership style. There is no regulation, no hierarchy of authority hence it becomes difficult to determine if someone is wrong or right. Policies are misunderstood. The leader exercises no authority but is just a symbolic leader. The leader is very tolerant and the subordinates are free to do whatever they like to do. The leader is personality-oriented, his main focus is on individual's need and not on the achievement of the organizational goals .

Oleforo (2012) stated that the word, Laissez-faire is a French language which means "Let things go their way". A Laissez-faire leader does not have any degree of control over his subordinates. The leader here, hates crises situation and tries to satisfy everybody in the system. Instead of encountering opposition, he prefers to solve problems himself. Nobody directs or supervises them, therefore, they (subordinates) learn from experience.

Administrators or leaders who fall under this style of leadership have the following characteristics according to Mgbodile (1986):

- They have little confidence in dealing with people;
- They have problems in making up their minds or take decisions;
- In the group, decision-making is performed by whoever is willing to accept it;
- Morale and team work are generally low;
- Productivity is generally low and sloppy;

- The group has little interest in their work.

In this style of leadership where the principal sits back and allows teachers to do as they wish will cause low productivity, low morale and team work. In fact, this style of leadership (Laissez-faire) is not the best leadership to be used in schools' organization because the goals of the school cannot be achieved. This system does not even exist in Nigeria Educational System (Akpan, 2003).

### **Transformational Leadership Style**

Burns (1977) argued that it is possible to distinguish between transactional leaders transformational leaders. While the transactional leaders approach their followers with an eye to trading one thing for another, the transformational leaders are visionary, they seek to appeal to their followers' better nature and move them towards higher and more universal needs and purposes. In other words, the transformational leaders are seen as change agents. In this style, the leaders raised the level of awareness, level of consciousness about the significance and value of designated outcomes and way of reaching them. They get workers transcend their own self-interest for the sake of the team, organization or higher polity. They also alter the workers need level and expand their range of wants and needs (Bass, 1985). In fact, it is hard to say that this style of leadership is effective or not because there is an open question whether there is a solid body of evidence to support its effectiveness. Thus Wright (1996) concluded it is impossible to say how effective transformational leadership is with any degree of certainty.

However, the relationship between transformational leadership and performance is very strong and positive (Geyer & Steyrer, 1998). The studies of Mackenzie, Podssakof and Rich (2001) examined the effect of transformational and transactional leadership on marketing personnels' performance at an insurance company, finding showed that transformational leadership had more influence on performance than transactional leadership. The findings also supported assumptions that the transformational leadership style had a stronger relationship with role performance. Kacma and Ferris (1991) posited that transformational leadership can create a positive organizational climate that supports professionalism and excellence, resulting in a reduced organizational politics.

It is important for the principals to acquire transformational leadership style for the purpose of introducing substantial and discontinuous change to the shape and nature of secondary schools. The transformational leadership style will enable school principals to demonstrate appropriate leadership behaviour, take decisions and initiate plans and strategies for the transformation of the schools. The principals should recognize that this transformational leadership style will enhance teaching and learning. They should also recognize that the motivation of teachers is important. The leaders in this style are leaders who inspire people to excel and articulate meaningful vision for the organization, they also act in both formal and informal ways to build employee commitment.

In an empirical study conducted in China on leadership styles and employee's related attitudes in 2007 by Liangjing, Jiwen, Chaoping, Rongjun and Chen, where 972 managers in China were used as sample population to examine the relation between transformational and transactional leadership styles and job-related attitude of employees, as well as mediating effects of reciprocity and trust on the above relationship based on social exchange theory. The main finding revealed that transformational leadership not only affected organizational trust and

commitment directly but also motivates organizational trust of employees indirectly through the mediation of generalized and balance reciprocity and also enhanced organizational commitment and stay intention of employees.

Most studies about the relationship between transformational leadership and performance showed a stronger relationship between transformational leadership and performance than between transactional leadership and performance. Transactional leadership explains a relatively low percentage of the researched performance criterion's variance. On the other hand, the relationship between transformational leadership and measurement of performance was positive and strong (Geyer & Steyrer, 1998). Stoner (1980) posited that a school administrator's behaviour in any particular situation would be influenced by forces operating within him, his value system, background, experience, knowledge, confidence in subordinates, leadership tendencies and security. For example, a school principal who has strong value for individual freedom, self-confidence and has trust in himself may allow subordinates a great deal of independence in carrying out their assigned tasks. On the other hand, a school principal who believes that the goals of individual teacher is secondary to the needs of the school may take a much more directive role in his or her subordinates' activities. The difference in behaviour accounts for the difference in style of leadership and management. The administrator with the later style is regarded as a task-oriented leader as he uses autocratic style while the former administrator is a relationship-oriented leader as he uses transformational or democratic style to lead his subordinates.

## **DEFINITION AND CONCEPT OF DISCIPLINE**

Discipline according to Collins English Dictionary is the practice of making people obey rules or standards of behaviour, and punishing them when they do not. Order and discipline have been placed in the hands of headmasters and governing bodies.

According to Longman Dictionary of Contemporary English, discipline is a way of training someone so that they learn to control their behaviour and obey rules. The ability to control your own behaviour so that you do what you are expected to do. This is in a way referred to as self-discipline. A way of training your mind or learning to control your behaviour.

Wikipedia defined discipline as action and inaction that is regulated to be in accordance (or to achieve accord) with a particular system of governance. Discipline is commonly applied to regulating human and animal behaviour.

Discipline is one word that has thousands of opinions. For the benefit of this paper, the origin of the word 'discipline' has to be highlighted. What then is the origin of the word 'discipline'? The word 'discipline' originated from the Latin word 'disciplina', which means "instruction and training". Disciplina is derived from the root word 'discere' meaning "to learn". So discipline is also to study, learn, train and apply a system of standards.

Discipline is not set of rules, not regulations, not punishments, it is not compliance nor obedience nor enforcement. Discipline is not rigid nor boring nor always doing the same thing. Discipline is no longer punishment as it used to be in times of old where people are forced to obey rules and regulations. The modern concept of discipline is choice and a decision to learn and apply intentional standards to achieve meaningful objectives.

## **WHAT ARE THE IMPORTANCE OF DISCIPLINE?**

Discipline in life is a gold mine that cannot be over-emphasized in our daily lives. Discipline is something one can acquire through training and experience and becomes easier through practice. Some of the importance of discipline are:

- Self-control;
- Free from Stress;
- Respect from Others;
- Focused Life;
- Healthy Living

### **Self -Control**

A disciplined person is one who has decided to keep away from the problems of life. This is because a disciplined person has control of his words and actions, very important in life.

### **Free From Stress**

A disciplined person does not waste time to accomplish tasks. Accomplishing task(s) on time makes one to be free from stress or tension.

### **Respect from Others**

A disciplined person naturally gains the respect of others without necessarily struggling for it.

### **Focused Life**

Any one that lives the life of discipline will always be focused in life. he or she will not allow anybody to cajole or push him or her to do the work expected of him or her to do to accomplish a goal.

### **Healthy Living**

Any one that is disciplined is disciplined in all things. This includes habits like eating, dressing, taking of medicine, body exercises, body grooming, comportment, etc.

## **DEFINITION AND CONCEPT OF INDISCIPLINE**

Indiscipline among teachers are the character they exhibit that affect effective teaching, effective learning and administration of schools. The common indiscipline behaviours of teachers in school are absent from school, not entering classes to teach, coming to school late, non-preparation of lesson notes, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching, poor leadership by school

administrators, failure to mark students exercise books, non-completion of school records such as diaries, students' attendance registers, students' result sheets, illegal collection of money from students and parents, involvements in examination mal-practices, unapproved study leave with pay, drinking and taking of drugs during official periods, involvement in sexual immorality, etc. These poses serious threat to all level of educational system, this is because teachers are the expected professionals entrusted with the responsibility of conserving the future and destiny of the nation.

## **CAUSES OF INDISCIPLINE**

The unethical and unruly behaviour of teachers are as a result of the following:

- Poor Home Background;
- Lack of Proper Leadership;
- Lack of Supervision;
- Violation of Rights of Employees;
- Absence of Grievance Settlement Machinery;
- Lack of Proper Promotional Policy;
- Employer's AttitudeLack of Communication;
- Lack of Proper Rules and Regulations;
- Divide and Rule Policy;
- Bad Working Conditions;
- Discrimination;
- Teachers' Social Status;
- Lack of Professional Cooperation Among Teachers;
- Societal Factors

### **Poor Home Background**

The years of development (formative years) are very important in human development. Teachers that come from a poor home background cannot be corrected during professional training period because of the type of curriculum content, type of residential accommodation and the short period of practice before graduation. Bad habit cannot be deleted from young teachers in Nigeria during training as a result of the level of corruption, entry qualification and way of appointment of teachers since 1979.

### **Lack of Proper Leadership**

Teachers are to be motivated, inspired and prepared to conform to the rules and regulations and behave accordingly. The above can be effectively done by leaders so in secondary schools, the leaders are the principals. It then falls on them (principals) to effectively handle the teachers as stated above. Ineffective leadership of the principals of schools will lead to indiscipline of teachers because they fail to motivate and control the behaviour of the staff of the school including the non-teaching staff. They (principals) lack the will power to seek the cooperation of staff especially their vice principals in achieving the school's objectives.

The principals are unnecessarily strict to teachers and students especially to their immediate subordinates, the vice principals. They fail to promote cordial relationship with staff (teaching and non-teaching ) and even the vice principals that are there to lend helping hands to them. Communication is also very important in the administration of any organization but in some schools, it is lacking between the principals and the vice principals, teachers and the students

### **Lack of Supervision**

Supervisors (quality assurance officers) to the schools do not do proper supervision of teachers and this can create problems. Supervisors (quality assurance officers) from education zones, education boards and ministry of education are not visiting schools adequately. The principals are expected to carry out classroom observations of teachers daily but they do not do it. To maintain discipline and control the behaviour of the employees (teachers) and forcing them to follow rules and regulations is the sole responsibility of the principals and education supervisors, the lack of it (supervision) will lead to indiscipline.

### **Violation of Rights of Employees**

Employees are human beings and should be treated as such, that is, they should be treated as human resources. Employees are human beings and as such have certain rights that should not be violated for any reason. The following are some of the rights of employees:

They must be treated with respect.

They should be allowed to express themselves or raise their voice.

The right to contribute to the best of their abilities.

The right to justice.

The right to security of service.

The right for self development etc.

If these rights are violated and are suppressed, they (teachers) will feel dissatisfied. They will not be contented and this will lead to gross indiscipline.

### **Absence of Grievance Settlement Machinery**

Grievances of employees should be redressed as quickly as possible at the lowest level and fast too. Settlement should not be postponed. Effective grievance settlement machinery should be set up to resolve disputes if not indiscipline will abound.

## **Lack of Proper Promotional Policy**

In any organization, be it business, spiritual or educational, employees are bound to inspire to rise. If this inspiration is denied them or their promotions are set aside and their junior and inefficient workers are given promotion, they become discontented. This will provoke them to revolt and misbehave in an indisciplined manner. When teachers' promotions are not implemented for over ten years. Teachers on salary grade level ten (10) will be promoted to salary grade level twelve (12) yet are being paid salary grade level ten (10) for almost ten (10) years without implementation of the new grade level.

## **Employer's Attitude**

Employer's attitudes towards their employees can provoke them to behave in an indisciplined manner. Employers have some obligations to be fulfilled, for examples:

Ensuring safety at workplace.

Healthy conditions.

Adequate tools and implements.

Supply of raw materials.

Conforming to rules and regulations.

Payment of adequate wages and salaries, etc.

Indiscipline will be inevitable if the employers breach these obligations.

## **Lack of communication**

There must be an effective two way communication between the principals, vice principals and employees (teachers). Especially an upward communication, that is, the superiors must listen to the feelings and opinions of lower level staff. Lack of good communication channel is responsible for employees' (teachers') indiscipline.

## **Lack of Proper Rules and Regulations**

When rules and regulations cannot be followed or carried out by employees, indiscipline will be created. The lack of proper code of conduct and manual can cause the problems of indiscipline.

## **Divide and Rule Policy**

The principle of divide and rule policy in any organization will create an atmosphere of

misunderstanding and chaos , keeping the employees (teachers) divided and killing their team spirit. The principals are expected to work with their vice principals as a team but for reasons best known to them, they don't, thereby creating enmity between themselves and the vice principals that would have helped them to instill discipline among the teachers in the school.

### **Bad Working Conditions**

Indiscipline can be promoted in an organization (school) where there are bad and intolerable working conditions. In some schools, teachers hardly see chairs and tables to sit and work, not to talk of offices. No good, proper and enough accommodation for the students and teachers. Irregular payment of salaries, delayed promotions, unmet staff demands and lack of facilities and equipment to work with.

### **Discrimination**

The principals can cause indiscipline amongst teachers in schools when they start discrimination on the basis of language, religion, sex, caste and other forms of favouritism in the matter of making some teachers sacred cows while others will be punished for the same offence, making the unqualified heads of departments against the qualified, giving some teachers permissions while others will be denied same, etc.

### **Teachers Social Status**

Some teachers especially the wives relations of positioned politicians intimidate the heads or principals with the positions of their husbands and their relations respectively. Some have personal relationships or affairs with the schools' heads, this however, make them not to be regular in school and not to perform their assignments as teachers. They engage themselves with their personal businesses and political affairs to the detriment of the students. Some of them no longer care about any activities of the school. They are not interested in the extra-curricular activities of the school and are not instructionally effective and efficient.

### **Lack of Professional Cooperation Among Teachers**

Teachers do not adopt group efforts in the performance of their instructional duties like other professional bodies. Some teachers have lost the spirit of cooperation with their colleagues. They cause confusion and disorganize every proposed programmes in the school under religious ideologies or traditional beliefs. Teachers in this category usually fail to carry out most committees' assignments.

### **Societal Factors**

Some teachers assist students to inflate their scores because of the bribe given to them by the parents of those students. Some of them (teachers) help students that have paid or their parents have paid to write external examinations and award fake certificates. When

teachers who are disciplined try to help in controlling the moral tone of the school, they will be transferred by influential parents, at times to the remotest villages. These disciplined teachers, for the sake of their comfort and job security may decide to be passive in all activities which invariably will result to indiscipline.

There are so many other reasons of indiscipline among employees (teachers). They include wrong delegation of authority, faulty ways of fixing responsibility and host of social and psychological reasons that are responsible for indiscipline among employees (teachers).

## **TYPES OF INDISCIPLINE IN SCHOOLS**

Indiscipline relates to all forms of misbehavior within the school system Akpan, R. (2003). It means a will to disobey constituted authority. When it is an offence committed by one person it becomes an individual misbehavior but when it has reached the stage of demonstration and violence it becomes a collective misbehavior.

There are different types of indiscipline or misbehaviours in the school system and some of these are:

Students' Demonstration

Breach of School Rules and Regulations

Disrespect of School Authorities

Drug Abuse, Drunkenness, Stealing, Truancy, etc

## **PREVENTION OF INDISCIPLINE IN SCHOOLS**

For employees (teachers) to be disciplined, certain measures based on principles have to be adopted for cordial atmosphere in the school. The measures to be adopted for maintaining discipline should be fair, equitable and acceptable by both the principals and teachers and the general members of the school environment.

Some of the measures for maintaining discipline in schools are:

The teachers should be fully represented when rules and regulations concerning them are been made.

The teachers should be given some time to work on their behaviour as their past misbehavior should be condoned after some time.

The teachers should made to understand the rules guiding their operations in the school and they should be reminded of these rules on regular intervals (basis).

There should be changes in the working conditions of teachers and the rules guiding them (teachers) should not be rigid but should change with time.

In applying these rules, there should be uniformity and everybody should be treated equally before the rules.

No teacher should be allowed to violate or breach the rules and any teacher that breaks the rule (s) should be dealt with squarely.

The reason for making rules in an organization is to curb or prevent indiscipline, this should regularly be remembered and as such should not be used to harass employees (teachers).

An un-bias committee should be appointed to enquire thoroughly in offences that are of grave concern and be squarely (firmly) dealt with.

There must be a provision for appeal and disciplinary action taken, should regularly be reviewed if required.

## **IMPACTS OF TEACHERS' INDISCIPLINE ON SCHOOL ADMINISTRATION**

### **A Fall in Academic Standard:**

The indiscipline of teachers reduces the standard of education in the state, this is as a result of the teachers not teaching well. This causes the students not able to pass their certificate examination and it leads to the students cheating and misbehaving during examinations.

### **Decrease in Teachers' Job Performance**

Indiscipline will make teachers not to perform very well in their teaching profession. This is as a result of using school hours for their private businesses such as selling and so on.

### **Increase in Drop Out Rate**

There is increase in students drop out because teachers have failed their duties. Students are seen roaming the streets, involving in cult activities and becoming agents to the politicians because teachers fail to do what they are supposed to do (indiscipline).

### **Increase in Examination Malpractice**

Because of the indiscipline of teachers, the students are not performing well. They depend on their teachers and invigilators for examination malpractice. They (students) pay the teachers and invigilators to aid them in malpractice.

### **A Fall in Moral Standard**

Indiscipline has made teachers not to devote time to give moral instructions to students again in schools. This affects the moral standard of students.

### **Lack of Respect for Elders, Culture and Values of the Society**

Indiscipline among teachers are causing a lot of disrespect from students. Like in the olden days when teachers are seen and taken as small gods, children are reported to their teachers by their parents to be disciplined when they (students) misbehaved at home. This cannot be said of modern day teachers and students, students now insult and even fight their teachers because the world has gone viral.

### **CONSEQUENCES OF INDISCIPLINE**

The reason why discipline is enforced in schools is to produce a breed of well trained (well behaved) students who will respect themselves, the society, the school authorities and the school regulations. The consequences of indiscipline are:

Indiscipline is a habit that can destroy, undeserving and can grossly affect the progress and mode of life of people. It badly affects the development of a nation. Indiscipline draws progress back. Therefore, indiscipline in schools will affect the development of human resources that are necessary for the transformation of the society. The indiscipline attitudes of teachers will do more harm to the society than good.

Indiscipline brings down the effective teaching and learning process in school. There will be disorderliness, chaos, confusion and underdevelopment in a school that indiscipline is the order of the day. Indiscipline always obstructs the smooth functioning of the school system, thus disrupting academic activities. This can cause the students to spend extra years in school than necessary. Indiscipline affects the social behaviour of human beings negatively. It affects the mode of dressing, interaction and manner of speech of individuals negatively.

### **HOW TO ENSURE OR ENFORCE TEACHERS' DISCIPLINE IN SCHOOLS**

Certain measures based on principles have to be adopted for good relationship to be maintained in schools. These measures to be adopted by the government (employer of teachers) in maintaining discipline in schools should be fair and acceptable to the teachers (employees). The government uses the Ministry of Education, Zonal Schools Board and Principals to carry out these measures. Some of the measures are as follow:

- Issuance of Verbal Warning;
- Issuance of Written Query;

- Reduction in Rank;
- Deferment of Increment;
- Stoppage of Salary;
- Surcharge or Dismissal

### **Issuance of Verbal Warning**

The first warning or counsel to any misbehaving teacher comes from the principal of the school of the misbehaving teacher. The principal warns, the supervisors (quality Assurance Officers) are the next people to warn on either their visit to the misbehaving teacher's school or on invitation of the misbehavior teacher to their office at the zone (Zonal Schools' Board). This is to say that the zonal officers are the second people to warn. The third people or group are the supervisors (Quality Assurance Officers) from the main board (Senior Secondary Schools' Board or Junior Secondary Schools' Board known as Universal Basic Education Board, UBEB for short).

### **Issuance of Written Query**

After the first stage (issuance of verbal warning) has been exhausted, the issuance of query will be used. This is the second stage to ensuring discipline of teachers in schools. This second stage can also be called issuance of written warning. What is query? A query according to Longman Dictionary of Contemporary English is a question that you ask to get information, or to check that something is true or correct. What then is written query? Written query is a question that is written down in black and white in order to get information or check that something is true or correct. This is like a letter written by constituted authority or authorities seeking to find out whether what they have seen or heard about an individual is true or not. This letter will be given to misbehavior teacher. His or her response will determine whether he or she will be punished or not.

### **Reduction in Rank**

This is the third stage in enforcing discipline of teachers in schools. After the second stage, if the teacher's behaviour is not corrected, his or her rank will be reduced. For example, if the teacher is on salary grade level ten (10), his or her salary grade level will be reduced to salary grade level nine (9). This is very rare in schools today.

### **Deferment of Increment**

This is the fourth stage in enforcing discipline of teachers in schools. The incremental benefit of a teacher can be deferred if a teacher refuses to take the above precautions. Deferment of increment means stopping the regular increase in amount of money paid to someone to a later date. The increment of a misbehaving teacher can be paid on a later date when his behaviour or attitude to work improves.

## **Stoppage of Salary**

Stoppage of salary is the fifth stage in enforcing discipline of teachers in schools. This means that the monthly salary of a misbehaving teacher will be stopped for a period of time. This could be for one month, two months, three months, until further notice. Further notice here, means until his or her behaviour or attitude to work improves.

## **Surcharge or Dismissal**

This is the sixth and final stage in enforcing discipline of teachers in schools as far as this write-up is concerned. A misbehaving teacher may be asked to pay some money in addition to her basic salary or he or she will be dismissed.

The principals of schools in anyway do not have any authority to exercise ultimate disciplinary control over teachers under them. The only authority that has the power to exercise ultimate disciplinary control over teachers' behaviour in schools are the schools' board. It is also the schools' board that has the powers to appoint and dismiss teachers. The teachers disciplinary councils are formulated for trying misbehaving teachers and they also serve as avenue for aggrieved teachers. A legal counsel can represent an erring teacher. Decisions reached by the council will be communicated to the teacher and the board within an agreed period of time. A teacher when dismissed may appeal against his or her dismissal. The counsel (advice) of a legal counsel should be sought for so that court action will be prevented.

## **CONCLUSION**

The leadership style of a principal will determine the behaviour of teachers in the school. If the principal adopts an autocratic leadership style, the teachers will be forced to performance their duties but in his absence, no teacher would want to work. The autocratic principal does not consult any member of the school before he takes decision on a matter.

A democratic principal is task-oriented and people-oriented and non-directive. He persuades, considers feelings and encourages participation in decision-making. He communicates freely with every member of the school. A democratic principal is accessible and sympathetic. He encourages free expression of views among workers and students. He has an attitude that makes teachers especially to develop their creative skills, potentials, formulate goals and makes sure that their goals are carried out successfully.

Laissez-faire style of leadership is not good at all, a style that the principal allows teachers, even students to do as they wish. The principal that adopts this type of leadership style is not worthy to be appointed a principal at all because the centre can never, ever hold when the head cannot be held for anything. It is therefore, not good to have a laissez-faire principal for the interest of the school and its end products - the students. This system does not even exist in Nigeria Educational system (Akpan, 2003).

Transformational style of leadership was compared with transactional leadership style and the result showed that while the transactional leaders approach their followers with an eye to trading one thing for another, the transformational leaders are visionary,

they seek to appeal to their followers' better nature and move them towards higher and more universal needs and purposes. A school principal who believes that the goals of an individual teacher is secondary to the needs of the school may take a much more directive role in his/her subordinate's activities. The difference in behaviour accounts for the difference in style of leadership and management. The administrator with transactional leadership style is regarded as a task-oriented leader as he uses autocratic style while transformational administrator is a relationship-oriented leader as he uses democratic style to lead his subordinates.

Leaders should learn to strike a balance between the autocratic and democratic styles of leadership. They (principals) should be flexible enough to adapt to any situation they find themselves. If the situation they (principals) find themselves requires them to use an autocratic style of leadership, they should not hesitate to use it and when the situation requires a democratic style to solve the problem on ground, they should also go ahead to use it.

The definition and concept of discipline explained and the discipline a school teacher requires to perform the duties he or she signed for was also explained. Indiscipline and what constitute indiscipline was highlighted and explained. It was also noted that indiscipline among teachers in schools in Nigeria is a common administrative problem. It is caused by poor condition of service, poor professional training, government policies, societal negative influences on teachers, lack of proper leadership, lack of proper supervision, lack of professional cooperation among teachers, poor management of disciplinary causes by the principals and schools' board, etc. This destructive acts among teachers have been watched by the students they teach and are similarly increasing in their behaviours as it has started eroding the academic quality of schools.

There is now a clarion call on the professionals in this field to wake up from slumber and answer this call in order to salvage this eroding pandemic in our (Nigeria) educational system. The indiscipline attitudes of the principals, teachers, students, parents and the society at large should be salvaged.

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