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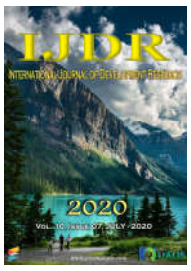

RESEARCH ARTICLE OPEN ACCESS

PRINCIPAL'S EXECUTIVE TECHNIQUES FOR HANDLING STUDENTS' DESRUPTIVE BEHAVIOUR IN SECONDARY SCHOOLS' IN EBONYI STATE

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ABSTRACT

The study investigated principals' executive techniques for handling students' disruptive behaviour in secondary schools in Ebonyi state of Nigeria. It is a descriptive survey research work carried in Ebonyi state, south eastern part of Nigeria. The study was guided by two research questions and two hypotheses, all derived from the purpose of the study. The population of the study consists of 221 principals and 2154 SS3 students. The sample size of 222 respondents comprising 7 principals and 215 students were selected using purposive simple random sampling technique. An instrument titled "Executive Techniques for Handling Students' Disruptive Behaviour Scale" (ETHSDBS) was developed and used for the study. The face and content validity of the instrument was carried out by experts from Measurement and Evaluation unit the Department of Educational Foundations of Ebonyi State College of Education, Ikwo. A reliability index of 0.85 was obtained using Cronbach Alpha tools. Direct delivery method was used to administer the instrument. Frequency tables mean and standard deviations were used in answering the research questions, while Z-test was used to test the hypotheses. Among the findingsare inadequate supervision of students, principals' leadership styles are among the causes of students disruptive behaviour. Recommendations were made, which include among others, total overhaul the secondary education in the stateto take care of improving the students' welfare and giving a better orientation to the principals and other school managers on better and more acceptable school management techniques.

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INTRODUCTION

Education generally plays a crucial role in the life of human beings. As an agent of change, education presents solid vehicle for the transformation and empowerment of individuals and the society. The attraction which education employs stems from the facts that it equips one for life. It is through education that an individual masters his or her environment and acquires the necessary tools for living worthwhile life. Therefore, the society promotes its members through education which is seen as instrument for societal transformation (Anugom, F.O and Obioha). The trendof events in our generation has given rise to a deep thought of concern and sober reflection in the minds of all-right-thinking and self-conscious human beings in the world, especially in Nigeria. "Disruptive behaviour" which is the central theme of this work, is an act which could be traceable from the history of man's creation, and his innate greed of insubordination to God's commandment; which led to the eating of the "Forbidden fruit" and the fall of man (Holy Bible).

Henceforth, the man's existence has been characterized with a lot of recalcitrance which had subjected him to different kinds of immoralities and sufferings.This study on principals executive techniques for handling students' disruptive behaviour in secondary school, is a well-articulated attempts by the researcher to explore the concept and identify the various causes and effects of different kinds of disruptive behaviour in the area of study, and subsequently identify executive strategies to handle it.Today,disruptive behaviour is conceived as a general disease well harboured and nurtured into the fabrics of every facet of our lives in Nigeria. Obasi, (1998) admitted this opinion as stated by Achebe that "disruptive behaviour" pervades our life so completely today that one may be justified in calling it the condition par excellence of contemporary Nigerian society. There is no doubt that disruptive behaviour had instigated an out-burst of societal degeneration and erosion of socio-economic well-being and destroyed cultural and educational values of our people. The role of secondary education system in Nigeria cannot be over-emphasized, hence it shares partly in the

general objectives of education which "ensures the inculcation of the right types of values and altitudes for the survival of the individual and the Nigerian society" (Okonkwo *et al.,* 1991). Contrary to expectations of the educational objectives, especially in the past decades and even recently, disruptive behaviour has assumed outrageous dimensions in our school system. This is as a result of a number of factors which spring up daily in the morning and graduates at evening, and becomes associates the next day. The causative factors of disruptive behaviour, according to Obasi, (1998) were given phenomenal explanations. To him, these factors include "the biological, psychological, socio-economic explanations and Christian perspective". It is regrettable that some of these students, whose main objectives could have been to widen their knowledge through learning, had turned-out to be nuisance in the society due to poor parental care. However, Aderoumu and Ehiametabor, (Anagbogu, 1999) identified three major types of disruptive behaviour in the school, as:

1. Anti-social acts (destruction of property, rioting, hooliganism, stealing, bulging, drunkenness, respect etc.
2. Acts of deviance (Sneaking out of school without permissions, avoidance of wearing school uniform, drug taking, sexual immorality, failure to serve punishment and carry-out lawful duties as assignment and examination malpractice.
3. Acts of negligence (Lateness to classes and school assemblies, careless handling of school and personal properties etc".

The resultant effects of all these anti-social problems associated with disruptive behaviour of students in various institutions, particularly, in our secondary schools, have given rise to rampant and escalating cases of killings among one another by cult members, high rate of rape and teenage pregnancies, school drop-outs, falsification of results, teachers and students connivance in abetting examination malpractices, etc. It has been observed by many educationists like Thompson, in Okonkwo, Achunine, Anukam, (Okonkwo *et al.,* 1991) that education is defined as: "the process of passing on the rising generations the attitudes, habits, values and virtues, skills and social understanding and practices of the society to which they belong, in order to specialize them and enable them to fit in productively and harmoniously into the society".

However, taking a closer look at the above meaning of education, one would ponder and like to know how effectively our instructors in schools, churches, in the social gatherings and at homes contributed in the process of inculcating the right values to our young ones. Why has there been astronomical increase in vices among our students? And, what are the remedies towards all these unpalatable developments?

Statement of the problem: Maintenance of discipline and order has been a problem facing parents, the school system, the public and the goals in general. Adolescent disruptive behaviour in school as a problem has to be handled effectively by school administrators and counselors for learning to take place. Learning can scarcely occur in an un-conducive and aggressive environment. According to Anagbogu, (1999) and Akinboye, (1987) there has been reported cases of students engaging in various anti-social activities. These anti-social activities range from wanton destruction of school property, school riots, aggression, truancy, drug abuse, stealing, examination malpractices, premarital sex, lateness, absenteeism, trading within school hours, improper dressing, illegal levies, etc.Convincingly, educationists like Nzulumike, (2005) and Obasi, (2000) admitted with utmost disgust that disruptive behaviour is an anti-social problem and maladjusted behavior which seems very difficult to be taken in our midst and a consequence of poor governance. They further contended that the desired discipline could be achieved if all segments of our society should imbibe the spirit of attitude reorientation. Despite the emphasis on the need for a disciplined society and disciplined students, the behaviour of most students' asobserved in the school system gives the researcher a very serious concern. The questions that arise for this study are:

1. Why are secondary school students characterized by different kinds of disruptive behaviour?
2. What are the executive techniques for curtailing disruptive behaviour in the secondary schools?

The principal as the school head is considered to be an important element in school functioning. He is the key to success in creating a vibrant and innovative environment in achieving teaching and learning excellence. The principal as head is accountable for the success or failure of the school. For the school to achieve its goals, the teachers, students must be disciplined and committed to duties. This can be achieved by the principals' executive strategies which create an avenue for curbing students' excesses. It is in the line of the above that this study was carried out to investigate principal's executive techniques for handling students' disruptive behaviour in secondary schools in Ebonyi state of Nigeria.

Purpose of the Study: The main purpose of this study is to investigate principals' executive techniques for handling students' disruptive behaviour in secondary schools in Ebonyi State. Specifically, the study sought to:

1. Ascertain the causes of disruptive behaviour among students in secondary school.
2. Determine the executive techniques used by principals to handle students' disruptive behaviour.

Justification for the Research: This study is very significant to the following groups: the school management, the students, the government, parents, school counselors and the general public.Every principal is aware of the poor academic achievement of students in examinations as a result of student's disruptive behavior problem. The findings will enable the principals to always remember and recognize this fact and make genuine efforts towards handling this disruptive behaviourproblem among students in secondary schools. The role of parents in the molding of students' character cannot be over-emphasized because the child's primary character as well as disciplined behavior starts with the parents at home. Findings from the study will enable parents to appreciate the need to train their children through good role models, affection, encouragement and supervision against the disruptive behaviour. For the counselors, the study will enable them have a deep and comprehensive knowledge of students disruptive behavior and what causes it. From there, they will develop a good counseling therapy to handle the situation.Finally, the findings from this study will enable students appreciate the fact that it does not pay for one to display disruptive behaviour, as this normally results to a lot of

negative consequencies ranging from suspension, dismissal, loss of academic year, destruction of learning material and poor academic achievement.

Research Questions: The following research questions guided the study:

a. What are the natures of students' disruptive behaviour in secondary schools in Ebonyi state?
b. What are the causes of disruptive behaviour among students in secondary school?
c. What are the executive techniques used by principals to handle thestudents' disruptive behaviour?

Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance.

H1: There is no significant difference in the mean response of principals and students on the causes of disruptive behaviour among students in secondary schools.
H2: There is no significant difference in mean perception of principals and students on executive techniques in handling students' disruptive behaviour.
H3: There is no significant difference in mean perception of principals and students on how students' disruptive behaviourcan be managed by the principals.

Meaning of Disruptive Behaviour: The term "disruptive behaviour" is a household term in our contemporary society. It is a term that isfound in government offices, private sectors, in politics and in all levels of educational institutions.Obasi, (1998) defined disruptive behaviouras unruly behaviour, act of lawlessness and disobedience to school rules and regulations.Disruptivebehaviourcan be said to be the unwillingness ofstudents to respect the constituted authorities, observe and obey school rules and regulation and to maintain high standard of behaviours conducive for teaching and learning process and essential for the smooth running of the school to achieve the educational objectives with ease. Students' disruptive behaviour is further defined by Obasi, (2000) as "any mode of behaviour, action and conduct which deviates from the established and approved rules and regulation of a school and the accepted code of behaviour, action, norms, and the ethics of the society at large."

Concept of Executive Technique: Executivetechnique is a method where a group of people at the highest level of organization plan, organize, communicate, co-ordinate, control and direct the actions and activities of the people who work for the organization toward the achievement of organizational objectives due to a level of power or authority vested on such people. Ezeocha, (1999) described the executive technique as a process of designing and maintaining a conducive atmosphere for members of an organization who are working together towards the realization of set objectives; as planning, organizing, staffing, leading and controlling in order to reach the end; and as utilizing the material and human resources through co-operative efforts by a person or group due to executive power or authority vested on such person or group. Aderoumu and Ehiametabor, (Aderoumuand Ehiametabor, 1985) describes executive technique as involving strategy, innovation, initiating about change, creative problem solving and decision making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship and high degree of risk taking and entrepreneurship. Anugom and Obioha, (Anugom, and Obioha, 2010) see executive m anagement technique as the social or interactional process involving a sequence of coordinated events in planning, organizing, coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way.

Forms of Disruptive Behaviour in the School: Several forms of disruptive behaviour occur in the secondary schools among students. Some occur within the classroom, some within the schoolpromises, while some others are carried out outside the school premises. Akinboye, (1987) identified types of disruptive behaviour among the students and which may lead to suspension as a way of punishing any learner who perpetrate such acts. Among these are; defiance to school authority; class disruption; truancy; fighting; the use of profanity; damaging school property;violation of school dress code; stealing; leaving campus without permission; andnot reporting to after school detention or Saturday school,Anagbogu, (1999) and Anagbogu, (2001) highlighted some forms of disruptive behaviour as honesty, examination malpractices, drug abuse, smoking, bullying and truancy. It is noteworthy to mention at this juncture that there is no country in the world where students'disruptive acts are not perpetrated. The problems are almost the same in the different schools, but the intensity with which it occurs only may differ from school to school.

Sources of Disruptive Behaviour: It is believed that no child is born with the problem of disruptive behaviour. The child becomes negatively affected when he starts to socialize with the peer group. The home and environment of the school may also influence them. So, the school and the community must join hands and interact with the child in such a manner that they should inculcate right behaviour in child.Obasi, (1998), Anagbogu, (1999), and Anagbogu, (2001) seethe causes of disruptive behaviour as the following; peer group, teachers' attitudes, school environment, home and non-corrective punishments. They made it clear that the group a student belongs exercises a potential influence on his behaviour. The influence can be positive or negative. Also on the part of Babayemi, (Babayemi *et al.,* 2006) eight factors were identified as the causes of disruptive behaviour among secondary school students which among other things include: parental and home influence; teacher/educators influence; political environment, social and economic factors;emotional status of learners; head teachers/principals factors; influence of gender and race; arid public schools versus private schools.

Problems Encountered by Principals in Managing Disruptive behavior: Ayeni, (2012) stated that the problems secondary school principal encounter when managing disruptive behaviour include: open confrontation from students, argument, political interference, restrictions by laws, lack of support from teachers when taking decisions, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. Sometimes teachers find it difficult to comply with principals' form of administration, especially when it comes to decision making which may not be to their favour. This usually leads to open confrontations. Also, arguments sometime arise between school principals and teachers during staff meetings which may result to the use of abusive words and thereby leading tobad role model to

students. At times politicians interfere in the running of secondary schools in their constituencies for political reasons. The membersof political class will protect principals who are under performing for the merereason that they are their political point men in the area. Others undermine very hardworking principals who may hold political opinions contrary to their own. These often lead to dispute among secondary school administrators and that may causedisruptive behaviour. This explains why Ayeni, (2012) and Ekpoh and Bassey, (2011) assert that disruptive behaviour in schools can be caused by politicians who may want principals whom they can control and manipulate. This interference has a bearing on the principals' performances which the teachers may not be in support of.

Also, some parents are known for issuing threats to principals who take out some disciplinary actions against their erring children. As a result of some of the parents being influential and can use their positions to intimidate the principals therefore preventing them from taking appropriate disciplinary measures against their children. Ayeni, (2012) says that due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear that the influential parents may have it terminated altogether and the student readmitted unconditionally. This sends a wrong signal to teachers and other students for lack of consistency by the principal in the application of disciplinary actions.

Empirical Studies: Ekpoh and Bassey, (2011) explored the influence of school location on principals' management of students' indiscipline inAkwa Ibom State secondary schools, Nigeria. A survey design was adopted for the study. The study population comprised principals and vice principals from 376 secondary schools. A sample of 450 principals and vice principals were drawn through stratified random sampling technique for the study. One hypothesis guided the study. The researchers here limited their research on the influence of school location on principals' management of teachers' indiscipline in Akwa Ibom state secondary schools. The respondents supposed to be teachers and principals and not principals and vice principals. Principals' management strategies for teachers indiscipline is supposed to be involved as well in the research. These gap is what the researcher intend to fill.

Research Design: Descriptive survey research design was adopted for the study. Descriptive survey design according to Eze, (2005) is the one in which a group of people is studied by collecting and analyzing data from few people, considered to be representative of the entire group. It is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. The author further stated that questionnaire, test or interview could be used to collect data in survey design. The design was considered appropriate for this study because questionnaire was used to obtain data from students of physics in the area of the study.

Area of the study: The study was carried out in Ebonyi State. The state is situated in the south-eastern part of the country and shares boundaries with Benue in the north, Enugu to the northwest, Abia to the south-east and Cross River to the east. It has a total land area of 5,5333square kilometers. Ebonyi state lies between 06015'N,08005'E and 06.250N, 08083'E. (www.ngex. com/nigeria 29\10\2019).

Population of the study: The population of the study consists of 221 principals and 2154 senior secondary three (SS3) students in the thirteen local government areas in Ebonyi State, (Ebonyi, 2018). The population covers the entire government-owned secondary schools in the state.

Sampling and Sampling Technique: The sample size of the study is two hundred and twenty two (222) respondents comprising seven (7) principals, at least two (2) from of the three (3) educational zones of the state and two hundred and fifteen (215) students, at least seventy (70) from each educational zone of the state. This total number represents 10% of the population. The researcher purposively used the percentage to reduce the number of selection of the population.

Instrument for data collection: The researcher developed instrument titled: "Executive Techniques for Students' Disruptive BehaviourScale" (ETHSDBS) was used to elicit information from the respondents. The rating scale was divided into three clusters I, II and III. Cluster I seeks information on causes of disruptive behaviouramong students. Cluster II is on the nature of disruptive behaviouramong students while cluster III is on executive techniques for handling students'disruptivebehaviour. The researcher used the following responding ratings: Strongly Agree, (SA) Agree (A), Disagree (D) and Strongly Disagree (SD).

The points are rated 4, 3, 2 and 1 respectively and the decision rule calculated thus; (4+3+2+1)/4 = 2.5

Validation of the instrument: Copies of the rating scale were given to two experts in Measurement and Evaluation and one expert from Education foundation for validation. Hence the instruments received both content and face validity.The reliability of the instrument was carried out using 20 principals and 20 students from difference schools than the ones selected for the study. Cronbach Alpha tool was used to correlate the score and a correlation coefficient index of 0.85 was obtained.

Administration of the Instrument: The researcher with the aid of three research assistants directly administered the questionnaire instrument to the respondents.

Method of Data Analysis: The data collected were presented in frequency tables according to the research questions. The researchers used mean scores of 2.50 decision point to answer the research questions while the hypotheses were tested using Z-test statistics at 0.05 level of significant. Decision rule: any item that has a mean score of 2.50 and above is in agreement while a mean score below 2.50 is in disagreement.

RESULTS

Research question 1: Mean responses of principals and students on the natures of students' disruptive behaviour in secondary schools.Table 1 contains information on nature of students' disruptive behaviour in secondary schools as responded by the students and principals. With the exception of item No 6 both respondents are in agreement with the nature of disruptive behaviour students exhibit in secondary schools as shown by their high mean scores on other items. This shows that nonattendance to classes, open quarrelling bulling, stealing, fighting, conspiracy against the principals etc are the natures of students' disruptive behaviourin secondary school. The cluster mean of 2.9 and 3.2 of the students and principals

Table 1. Mean responses of principals and students on the natures of students

S/N	RESPONSES	STUDENTS				PRINCIPAL			
	ITEMS STATEMENT	∑FX	X	S.D	DECISION	∑FX	X	SD	DECISION
1	Exploitation of junior students	670	3.1	0.96	A	20	2.9	1.07	A
2	Nonattendance to class	702	3.3	0.67	A	25	3.6	1.23	A
3	Taking advantage of fellow Student.	652	3.0	0.01	A	22	3.1	1.16	A
4	Fighting	632	2.9	0.27	A	26	3.7	0.49	A
5	Open quarreling	617	2.9	1.11	A	23	3.3	0.82	A
6	Indecent dressing	425	2.0	1.07	R	10	1.4	0.54	R
7.	Embezzling school funds	622	3.0	1.07	A	26	3.7	0.49	A
8.	Having affair with teachers	668	3.1	0.96	A	25	3.6	0.54	A
9.	Conspiracy against the principal	685	3.2	0.91	A	23	3.3	0.76	A
	Cluster		2.9				3.2		

Table 2. Mean responses of principals and students on causes of disruptive behaviouramong students

S/N	RESPONSES	STUDENTS				PRINCIPAL			
	ITEMS STATEMENT	∑FX	X	S.D	DECISION	∑FX	X	S.D	DECISION
10	Poor income of teachers	644	3.0	1.05	A	23	3.3	1.11	A
11	Inadequate supervision of students by ncipals	624	2.9	1.58	A	22	3.1	1.07	A
12	Irregular payment of school fees	646	3.0	0.97	A	21	3.0	1.16	A
13	Poverty	668	3.0	1.16	A	24	3.4	0.67	A
14	Lack of Interest in Learning	444	2.1	1.08	R	11	1.6	0.66	R
15	Principals Leadership style	626	2.9	0.84	A	25	3.6	0.53	A
16	Overpopulation of students	423	2.0	1.79	R	10	1.4	0.54	R
	Cluster Mean		2.7				2.8		

Table 3. Meanresponses of principals and students on the executive techniques used by principals to manage students' disruptive behaviour.

Responses		Students				Principals			
S/N	Item Statement	EFX	X	S.D	Decision	EFX	X	S.D	Decision
17	Fairness in dealing with students	635	3.0	1.05	A	22	3.1	1.07	A
18.	Principal reports to the board	453	2.1	1.08	R	11	1.6	0.54	R
19	Withholding of students results	413	1.9	0.99	R	10	1.4	0.54	A
20	Reprimand the Students orally	620	2.9	1.07	A	24	3.4	0.54	A
21	Commending hard working students	647	3.0	1.02	A	21	3.0	1.15	A
22	Discussing issueswith students	637	3.0	1.07	A	22	3.1	1.07	A
23	Promotion of positive 7 learning environment by the principal	03	3.3	0.82	A	20	2.9	1.07	A
24	Issuing suspension	741	3.4	0.63	A	18	2.6	1.31	A
25	Recognition of hard working students	702	3.3	0.85	A	23	3.3	2.08	A
26	Promotion of hard working students	755	3.5	0.50	A	21	3.0	1.15	A

respectively clearly showed that the items with the positive responses are the nature of students' disruptive behaviour in secondary school.

Research question 2: What are the causes of disruptive behaviouramong students in secondary school?

Table 2: Table 2 above contains the data on the causes of disruptive behaviour among students in secondary schools. The respondents on items numbers 10, 11, 12, 13, and 15 accepted that inadequate supervision of student, principals' leadership styles among others are the major causes of disruptive behaviour among students in secondary schools. However, their cluster mean scores of 27 and 2.8 respectively also indicated positive responses of both the principals and the students that the items are the causes of disruptive behaviouramong students in secondary schools.

Research Question Three

What are the executive techniques used by principals to manage students' disruptive behaviour?

Table 3: Table 3 above contains the data on the causes of disruptive behaviour among students in secondary schools. The respondents on items numbers 17, 19, 20, 21, 22, 23, 24, 25 and 26 accepted that fairness in dealing with students, withholding results, reprimanding of students among others are the executive techniques to be adopted by principals for the management of students' disruptive behaviour. However, their cluster mean scores of 2.9 and 2.7respectively also indicated positive responses of both the students and the principals that the items are the executive techniques for manageing disruptive behaviouramong students in secondary schools.

Table 4. Z-test on the differences in the mean response scores of principals and students on 'the causes of disruptive behaviour among students in secondary schools

Group	N	X	DF	P	z-cal	z-tab	Remarks
Principals	7	2.8	220	P>0.05	0.26	1.96	Accept Ho
Students	215	2.7					

Table 5. Z-test on the differences in the mean response scores of principals and students on the types of students' disruptivebehaviour in secondary schools

Group	N	X	DF	P	z-cal	z-tab	Remarks
Principals	7	3.2	220	P>0.05	1.11	1.96	Accept Ho
Students	215	2.9					

Table 6. Z-test on the different in the mean response scores of principals and students on how students' disruptivebehaviourare managed by the principals

Group	N	X	DF	P	z-cal	z-tab	Remarks
Principals	7	2.7	220	P>0.05	-0.72	1.96	Accept Ho
Students	215	2.9					

Testing of Hypotheses

Ho1: There is no significant difference in the mean response of principals and students on the causes of disruptive behaviouramongstudents in secondary schools. The Z-test hypothesis table indicates mean score of 2.8 for principals and 2.7 for students while the standard deviation of 0.80 for principals and 0.21 for students. With a Z calculated value of 0.26 and tabulated value of 1.96 at 0.05 level of significance, it indicates that the Z-cal of 0.26 is less than Z-tab of 1.96, Hence, the null hypothesis shows that there is no significant difference between the mean responses of principals and students on the causes of disruptive behaviour among students in secondary schools is accepted.

H02: There is no significant difference in the mean scores of principals and students on the types of students' disruptive behaviourin secondary schools.

The Z-test hypotheses table indicates mean score of 3.2 for principals and 2.9 for students while the standard deviation of 0.52 for principals and 0.15 for students. With a Z calculated value of 1.11 which is less than the tabulated value of 1.96 at 0.05 level of significance, the null hypothesis shows that there is no significant difference between the mean scores of principals and students on the types of students' disruptive behaviour in secondary schools is accepted.

H03: There is no significant difference in mean perception of principals and students on how students' disruptive behaviourcan be managed by the principals.

The Z-test hypotheses table indicates mean score of 2.7 for principals and 2.9 for students while the standard deviation of 0.48 for principals and 0.29 for students. With a Z calculated value of -0.72 which is less than the tabulated value of 1.96 at 0.05 level of significance, the null hypothesis shows that there is no significant difference in mean perception of principals and students on how students' disruptive behaviourcan be managed by the principals is accepted.

Educational Implications: The findings of this study have far reaching implications for managing students' disruptive behaviourin schools. In the application of these executive techniques, the principals should apply moderationinhandling students'disruptive behaviour, because when not applied, may lead to open confrontation between the students' and the principals and in turn, make the principal to lose his prestige and values attached to his position as the school head.

Recommendation

The following recommendations are being made based on the findings of this research work; There should be a total overhaul of the secondary education system in Ebonyi state of Nigeria to take care of improving the students' welfare and giving a better orientation to the principals and other school managers on better and more acceptable school management techniques.Parents should be alive to their responsibilities at home. Proper home upbringing of the children would go a long way in molding the students' characters from the onset. Appropriate and more corrective sanctions should be evolved by the principals and other stakeholders in the secondary education for the control of the students' behaviour.

Limitations of the Study: The results of this study cannot be generalized to principals of private schools in Ebonyi State as they were not included in the sampled group; only principals of public secondary schools were used.It took the researcher extra time and effort to reach the respondents due to their tight schedules of activities. Some of the principals were so reluctant to acceptthe rating scale, while some of them that accepted it filled it wrongly.

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