

Global Challenges in Educational Administration with a Focus on Management of Students' Discipline

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ABSTRACT

This study assessed the global challenges in educational administration with a focus on the management of student discipline. Descriptive survey and correlational research designs were adopted for the study. The study was guided by two research objectives, two research questions and one hypothesis. This study is quantitative, hence research instrument used was the questionnaire. The study included 900 teachers and 90 heads of department from 90 public senior secondary schools in Lagos. The study however reveals that teachers' personality traits and student ethical behaviour management significantly influence discipline in public senior secondary schools in Lagos State, Nigeria. Based on the findings of this study, the following recommendations were proffered: School leaders need to institute surveillance and monitoring systems to check violators. They need to sanction teachers who are refusing to employ such non-violent discipline strategies. Doing so has the propensity to develop the values of self-respect, empathy, and respect for pupils and their rights. Also, school authorities need to develop inclusive policies that address the needs of all students, including marginalized and disadvantaged groups. Policies should ensure equal access to educational resources and opportunities and implement new discipline policies in schools.

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Introduction

The management of schools is a global concern, with developed countries prioritizing its effectiveness. They emphasize training, qualifications, and professional development for school leaders within a national qualification framework (Calma *et al* 2024). According to Galafa (2018), educational administration has become increasingly complex, with a focus on improving student outcomes and institutional efficacy. Efficient student discipline is crucial for a positive learning environment, student achievement, and safety. However, managing this task is challenging due to the presence of ethnic diversity in classrooms (Padaychee & Ccelu, 2022; Gerton & Mitchell, 2019). Administrators must demonstrate cultural sensitivity and inclusivity when implementing disciplinary measures and continuously train educators to understand and value cultural disparities. Socioeconomic inequalities also complicate handling student discipline, as students from socioeconomically challenged homes face financial hardships, precarious living situations, and limited resources (Panina, 2021).

Ogunode, Wama and Dilmurod (2020) asserted that mental health issues among students are a significant challenge, with rising global incidences due to factors like academic stress, social media, and family dynamics. Technological advancements have also posed new challenges, such as cyberbullying and academic dishonesty. Also, Malik (2018) averred that educational administrators should create digital citizenship programs to educate students on ethical technology use. Inclusive education has influenced discipline management, but administrators must manage the needs of all students, as students with special needs may display behaviours requiring alternative disciplinary strategies (Ilyasin, 2019; Aldabbus, 2020). Discipline is a powerful tool for controlling our bodies, improving our understanding of physics, and cultivating a resilient character. It enhances physical health, strength, and physiological capabilities, while also promoting

self-control and autonomy (Kazu & Kuvvetli, 2023).

Establishing and implementing clear, equitable, and uniform policies is crucial for successful discipline management. It requires periodic assessment and revision to align with cultural standards, legal obligations, and educational advancements (Amie-Ogan and Esitikot, 2021). A clear procedure for disciplinary matters is essential, and consistency in positive and negative reinforcement is crucial. Parental engagement is also essential but can be challenging in communities with work obligations, language barriers, or limited understanding (Ellis, 2024; Kaartemo, Coviello & Zetting, 2018).

Babu and Wooden (2023) affirmed that restorative practices are increasingly important in student discipline, focusing on restoring harm, re-establishing relationships, and reintegrating students into the school community. Implementing these practices requires a fundamental change in the school's culture, requiring support from all parties involved (Kumar *et al.*, 2019). Effective implementation requires comprehensive training and continuous support. Educational administration is often overlooked, but a focus on cultural responsiveness can lead to increased class participation, self-discipline, and higher expectations (Abonyi & Salifu, 2023). Effective classroom management promotes democracy, cooperation, student engagement, accountability, and academic achievement.

Statement of the Problem

Nigeria's educational system has poor indices globally, with 18.5 million out-of-school children, making it the highest number in Africa (Voannews 2022; UNICEF 2023). This disparity and high costs make it unlikely to meet the Millennium Development Goals of the Education for All initiative by 2015. Globalization has led to rapid technological and structural changes in schools, requiring effective methods to improve administration and academic progress. To succeed in the 21st century, schools must be efficient,

adaptable, creative, and compassionate. Secondary school teaching relies on student discipline for academic success (Abonyi & Salifu, 2023). However, global challenges in promoting student discipline require collaboration from parents, researchers, educators, legislators, and public speakers. Effective democratic classroom management leads to more engaged, accountable, and academically successful students. This, therefore, has given the researchers the imperative to investigate the relationship between and among teachers' personality traits, their management of students' ethical behaviour and discipline in public senior secondary schools in Lagos State.

Purpose of the Study

This study examined global challenges in educational administration with a focus on the management of students' discipline. Other objectives are to:

1. Examine the relationship between teachers' personality traits and discipline among public senior secondary school students in Lagos State, Nigeria.
2. Ascertain the relationship between teachers' management of ethical behaviour and discipline among public senior secondary school students in Lagos State, Nigeria.

Literature Review

Theoretical framework: Behavioural Theory

The behavioural hypothesis, based on B.F. Skinner's research, suggests that behaviour is acquired through interactions with the environment. It explains student discipline by analysing antecedents and effects. This approach emphasizes reinforcement and creating positive conditions rather than punishment, focusing on preventing temporary inhibitions and promoting good behaviour.

Positive reinforcement in behavioural theory encourages desirable behaviour through rewards, like classroom rules or homework completion. Negative reinforcement, on the other hand, eliminates unpleasant stimuli to reinforce

behaviour. Both strategies aim to promote desired behaviour rather than reduce bad ones. Punishment should be used consistently and proportionately to address misbehaviour. Instead, educators should explore alternative methods like positive reinforcement and behavioural interventions that focus on teaching desired behaviours. Behavioural interventions, like behaviour contracts and token economies, aim to teach students alternative behaviours and equip them with the skills to excel academically and socially.

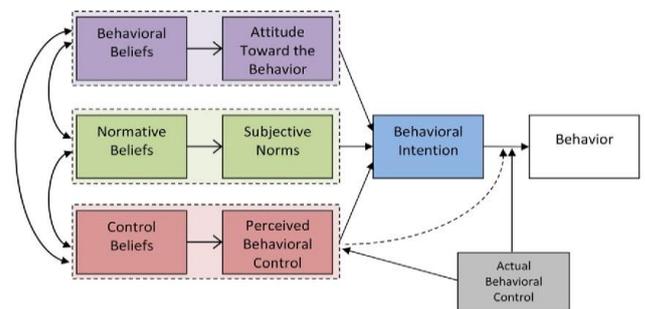


Figure 1: Behavioural Model

Source: FK Skinner, (1898)

Concept of Educational Administration

Behavioural interventions, such as behaviour contracts and token economies, are effective strategies based on behavioural theory to teach students alternative behaviours and equip them with the necessary skills for academic and social success. These interventions aim to address individual behaviour issues and promote constructive habits in students (Kaartemo, Coviello & Zettinig, 2018). Consistency and structure are crucial in implementing behavioural concepts in student discipline, ensuring a predictable and structured environment. By understanding behaviour modification concepts, educators can support students in developing intellectual and social aptitudes for success (Calma *et al* 2024). According to Kazu and Kuvvetli (2023), educational administration is a service that aims to efficiently achieve the core objectives of the educational process. It involves managing educational institutions, directing, leading, and supervising personnel to achieve the institution's goals. The primary goals are to integrate and

coordinate all educational resources, including physical resources like building equipment and instructional materials, human resources like students, educators, and parents, and supplementary components like educational theory and practice, curriculum, teaching methods, discipline, teacher role, and rules and regulations (Khreisha, 2016; Lawrence, Ihebuzor & Lawrence, 2020).

Concept of Students' Discipline

Discipline is a method of controlling our physical selves and enhancing our abilities and physiological processes. It is a continuous process of reviewing and correcting actions to develop a proficient character. Discipline not only improves physical health and strength but also allows individuals to be controlled or subdued. Steinert (1983) and Foucault (1983) cited in Liguluka and Onyango (2020) argued that discipline must arise from one's nature, rather than being imposed by others. A disciplined personality is about cultivating self-control and autonomy, rather than blindly following others' commands. Discipline is the art of teaching and conditioning individuals' physical and mental faculties to cultivate obedience and establish relationships (Kumar *et al.*, 2019). This process, also known as political anatomy and power mechanism, helps individuals develop the potential to become Homo sapiens. Student discipline management is a purposeful, well-planned process aimed at creating an environment conducive to learning and achieving educational goals. It involves planning, organizing, implementing, and controlling, using human resources to achieve organizational goals. The goal is to cultivate virtuous and constructive qualities in students through a comprehensive discipline program and the enhancement of human resources (Kazu & Kuvvetli, 2023).

Features of Educational Administration

According to Amie-Ogan and Esitikot (2021), the features of educational administration include the following:

1. Educational administration doesn't refer to any single process rather different processes or aspects constitute administration. These are planning, organizing, directing, coordinating, controlling, staffing and evaluation.
2. Educational administration is a non-profit making task.
3. Educational administration is primarily a social enterprise as it is more concerned with human resources than with material resources.
4. Educational administration is more of an art than a science. The reason is that human relationships prevail here and can't be maintained by any set of formulae.
5. Educational administration is similar to general administration in many ways, but it is also dissimilar to general administration in many more ways.
6. Educational administration is a complex affair.

Context of Educational Administration and Student Discipline in Europe, Africa and Nigeria

Educational administration is crucial for promoting student discipline globally but faces challenges due to cultural, economic, and social factors. European administrators face diverse student populations, educational systems, and socioeconomic inequalities, which can lead to misunderstandings and disputes (Ilyasin, 2019). In Africa, socioeconomic conditions, cultural elements, and infrastructure limitations also contribute to disciplinary issues. Administrators must balance honouring traditional roles with upholding discipline, while infrastructure constraints, overcrowded classrooms, and inadequate resources further complicate the situation (Malik, 2018). According to Aldabbus (2020), Nigeria faces unique challenges in managing student discipline due to socio-economic circumstances, cultural influences, and institutional concerns. The diverse student population, particularly from low-income households, can lead to stress and behavioural

issues. Administrators must create a welcoming environment while enforcing school laws. Systemic issues like insufficient financial resources, substandard facilities, and a shortage of competent educators complicate the situation. Restorative justice techniques, fostering student accountability, and community involvement are being implemented to improve discipline in Nigeria (Galafa, 2018).

Challenges of Educational Administration: The Nigerian Perspective

Nigeria's secondary schools face numerous challenges, particularly in administration and discipline, due to the country's socio-economic and political structure. The primary obstacle is the insufficiency of financial resources, which hinders the provision of essential resources, infrastructure, and worker remuneration. This often leads to a lack of necessary amenities like libraries, labs, and sports equipment (Khatun & Siddiqui, 2018). Overcrowded classrooms and a high student-to-teacher ratio further exacerbate the issue. Another significant administrative obstacle is the lack of teacher professional development, leading to outdated teaching approaches and inadequate staff. The recruitment process for teachers also lacks rigour, resulting in unfit or insufficiently qualified staff, exacerbating the quality of instruction and adding administrative challenges for school directors (Padaychee & Ccelu, 2022). Discipline in Nigerian secondary schools is a significant issue due to socio-economic inequality, family history, and peer influence. High rates of substance misuse and deviant behaviour among students pose challenges for school authorities (Malik, 2018).

The absence of efficient disciplinary structures and irregular application of school regulations exacerbate these issues. Disciplinary tactics can be excessively severe or lenient, leading to student dissatisfaction. Parents and the community's involvement in promoting school discipline is often negligible, resulting in limited active participation (Liguluka & Onyango, 2020). The political landscape in Nigeria also contributes to these

challenges, with political volatility and corruption leading to erratic educational policies and inadequate implementation.

Addressing the Global Challenges of Educational Administration and School Discipline

Addressing global educational administration challenges requires a multi-pronged approach considering socio-economic, cultural, and technological contexts. Reforming policy and governance structures is crucial, involving stakeholders like educators, parents, and students (Gerton & Mitchell, 2019). Consistent, inclusive policies are essential, and decentralizing governance empowers local authorities and schools to make context-specific decisions while maintaining accountability through robust oversight mechanisms Liguluka and Onyango (2020):

Maintaining School Infrastructure: Secured and sustainable funding is crucial for building and maintaining school infrastructure, including classrooms, laboratories, libraries, and sanitation facilities, which are essential for creating a conducive learning environment through government budgets, international aid, and public-private partnerships.

Teacher Development and Support: Continuous professional development opportunities and competitive salaries are crucial for teachers to enhance skills and stay updated with educational innovations, thereby maintaining a high standard of education.

Socio-economic Interventions: Socio-economic interventions, such as financial support, scholarships, and school meals, can alleviate economic burdens on families and prevent child labour, ensuring children's education remains focused.

Maintaining Consistent Policy: Clear, fair, and consistent student discipline policies, well-

communicated to students, parents, and teachers, and access to counselling and mental health services are crucial for maintaining discipline and promoting a positive school environment.

Parental and Community Involvement: Active parental participation and community partnerships can bridge the home-school gap, providing resources and support for school activities, and enhancing the overall educational experience.

Cultural Sensitivity: Cultural sensitivity and inclusivity are crucial for creating a supportive educational environment, ensuring all students feel valued and promoting gender equality through curriculum development and equal opportunities.

Technology Integration: Technology integration in education improves access to computers, the internet, and digital learning tools, bridging the digital divide and preparing students for a technologically advanced world.

Global Collaboration: Global collaboration and sharing best practices are crucial for addressing challenges in education, aligning national efforts with international goals and promoting a unified approach to global improvement.

Methodology

Descriptive survey design was used for the study.

The population of the study included all the public senior secondary schools in Lagos State. This study consisted 900 teachers and 180 heads of departments from public senior secondary schools in Lagos State, Nigeria selected using stratified disproportionate and simple random techniques. Two questionnaire which was divided into two sections (A and B) to collect information from teachers, department heads. The first questionnaire, Teachers Personality Traits Questionnaire (TPTQ), collected demographic and personality information, while the second, Management of (students') Ethical Behaviour and (students') Discipline (MSEBDQ), are responded to by heads of department. The instruments were subjected to face and content validity. Statistical crinbach alpha technique was used to assess the data to calculate the instruments' coefficient of internal consistency which were found to be .759 for the TPTQ. The researchers conducted the survey with the assistance of six research assistants. The demographic data were analysed using frequency counts and simple percentages. Hypotheses 1 and 2 were analysed using multiple regression analysis with SPSS 26.0.

Analysis of Research Questions

Research Question 1: What is the relationship between teachers' personality traits and discipline among public senior secondary school students in Lagos State, Nigeria?

Table 1: Relationship between teacher's personality traits and discipline

| Variables | N | Mean | Std. Dev | r | p | Remark |
|------------------------------|-----|-------|----------|-------|------|---------|
| Teachers' personality traits | 764 | 3.086 | 0.826 | | | |
| Student discipline | 109 | 3.564 | 0.547 | -.087 | .371 | Not Sig |

Table 1 presents the relationship between teachers' personality traits and discipline among public senior secondary school students in Lagos State, Nigeria. The results showed that the teachers' personality traits in public senior secondary schools in Lagos State, Nigeria is non-significantly and negatively correlated ($r = -0.087$; $p > 0.05$) with

discipline among public senior secondary school students.

Research Question 2: Is there any relationship between teachers' management of ethical behaviour and discipline among public senior secondary school students in Lagos State, Nigeria?

Table 2: Relationship between teachers' management of ethical behaviour and discipline

| Variables | N | Mean | Std. Dev | r | p | Remark |
|---|-----|-------|----------|------|-------|--------|
| Teachers' management of ethical behaviour | 109 | 3.248 | 0.682 | .359 | 0.001 | Sig |
| Student discipline | 109 | 3.564 | 0.547 | | | |

Table 2 depicts the relationship between teachers' management of ethical behaviour and discipline among public senior secondary school students in Lagos State, Nigeria. The findings show a moderate positive correlation ($r = 0.359$; $p < 0.05$) between teachers' management of ethical behaviour and discipline among public senior secondary school students in Lagos State, Nigeria.

Hypothesis Testing

H₀₁: There is no significant relationship among teachers' personality traits, management of

students' ethical behaviour and discipline in public senior secondary schools in Lagos State, Nigeria.

To test the hypothesis, multiple regression was employed. Data collected on head teachers' personality traits, management of students' ethical behaviour and discipline in public senior secondary schools in Lagos State, Nigeria were subjected to Multiple Regression Analysis and the results of the analysis are presented in Table 3.

Table 3: Relationship among teachers' personality traits, management of students' ethical behaviour and discipline in public senior secondary schools in Lagos State, Nigeria

| Model | R | Model Summary | | |
|-------|-------------------|---------------|-------------------|----------------------------|
| | | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .371 ^a | .138 | .121 | 3.84486 |

a. Predictors: (Constant), Management of students' ethical behaviour, teachers' personality traits

| Model | | ANOVA ^a | | | | |
|-------|------------|--------------------|-----|-------------|-------|-------------------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 250.074 | 2 | 125.037 | 8.458 | .000 ^b |
| | Residual | 1566.990 | 106 | 14.783 | | |
| | Total | 1817.064 | 108 | | | |

a. Dependent Variable: Management of students discipline

b. Predictors: (Constant), Management of students' ethical behaviour, teachers' personality traits

| Model | | Coefficients ^a | | | t | Sig. |
|-------|---|-------------------------------|------------|--------------------------------|--------|------|
| | | Unstandardized Coefficients B | Std. Error | Standardized Coefficients Beta | | |
| 1 | (Constant) | 41.575 | 5.460 | | 7.614 | .000 |
| | teachers' personality traits | -.052 | .049 | -.095 | -1.056 | .293 |
| | Management of students' ethical behaviour | .327 | .082 | .361 | 3.999 | .000 |

a. Dependent Variable: Management of students discipline

The combined influence of the independent variables (teachers' personality traits and management of students' ethical behaviour) on management of students' discipline in public senior secondary schools in Lagos State, Nigeria. The findings show that management of students' discipline in public senior secondary schools in Lagos State, Nigeria is significantly influenced by the independent variables (teachers' personality traits and management of students' ethical behaviour).

Discussion of Results

The results suggest that management of student's discipline is significantly influenced by students' ethical behaviour and teachers' personality traits. Therefore, the null hypothesis is rejected.

Conclusion

The global challenges of educational administration and discipline in schools are complex and interrelated. Addressing these issues requires a multifaceted approach that includes increased funding, improved teacher training, effective disciplinary frameworks, and greater involvement from parents and the community. Additionally, a stable political environment and consistent educational policies are essential to create a conducive atmosphere for learning and development. Only through comprehensive and sustained efforts can these challenges be effectively managed, paving the way for a brighter future for Nigerian secondary education. Managing student discipline in educational administration is a multifaceted challenge influenced by cultural diversity, mental health issues, technological advancements, socio-economic disparities, inclusive education, policy development, parental involvement, and restorative practices. Educational administrators must adopt a holistic and inclusive approach, leveraging the expertise of educators, mental health professionals, parents, and the community to create a supportive and equitable learning environment. By addressing the underlying causes of disciplinary issues and fostering a culture of respect and empathy, schools

can better manage student discipline and promote the overall well-being and success of all students. However, tackling the global challenges of educational administration and school discipline requires comprehensive reforms and investments across various domains. By focusing on policy and governance, infrastructure, teacher support, socio-economic interventions, cultural sensitivity, technology integration, safety, and global collaboration, we can create educational systems that are equitable, effective, and sustainable. This holistic approach ensures that all students have the opportunity to thrive in a supportive and disciplined learning environment.

Recommendations

Based on the findings of this study, the following recommendations have been proffered, that educational administrators should:

- Provide continuous professional development for educators to enhance their skills in classroom management, inclusive teaching practices, and understanding diverse student needs.
- Ensure that the curriculum is culturally relevant and reflects the diversity of the student population, promoting inclusivity and respect for different cultures, as well as incorporating digital literacy into the curriculum to prepare students for the digital world. Provide training for teachers to effectively integrate technology into their teaching practices.
- Encourage active parental involvement in their children's education through regular communication, workshops, and involvement in school activities and build partnerships with community organizations, businesses, and local governments to support educational initiatives and provide additional resources.
- Implement restorative justice practices that focus on repairing harm and restoring relationships rather than punitive measures.

This approach promotes accountability and empathy among students and develop clear, consistent, and fair disciplinary policies that are well-communicated to students, parents, and staff. Ensure that disciplinary actions are proportionate and aim to educate rather than punish.

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