# IMPACT OF DISCIPLINE ON INTERPERSONAL RELATIONSHIPS AMONG STAKEHOLDERS IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA

**JANUARY, 2016**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (EDUCATION ADMINISTRATION AND PLANNING), DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

**JANUARY, 2016**

## DECLARATION

I hereby declare that the work in the Thesis titled, **"**Impact of discipline on interpersonal relationships among Stakeholders in secondary schools in Kaduna state, Nigeria**",** was performed by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. B. A. Maina and Dr. E. I. Makoju. The Information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis has been previously presented for another degree or diploma in any institution.

| Name of Student | Signature | Date |
|---|---|---|

## CERTIFICATION

This Thesis titled, "Impact of Discipline on Interpersonal Relationships among Stakeholders in Secondary Schools in Kaduna State, Nigeria"**,** meets the regulations governing the award of Master of Education Degree (Education Administration and Planning) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

| | |
|---|---|
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## DEDICATION

This thesis is dedicated to my beloved parents, my husband, my entire family members and all students of Ahmadu Bello Univeristy, Zaria.

## ACKNOWLEDGEMENTS

First and foremost, I am grateful to Almighty Allah for seeing me through this programme and for making this research work a reality.

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## ABSTRACT

This study examined the Impact of Discipline on Interpersonal Relationships in Secondary Schools in Kaduna state, Nigeria. For the purpose of this research, six research objectives were set to include; examine the impact of discipline on interpersonal relationships between the principals and teachers, between the teachers and students, interpersonal relationships among the teachers, between the students and the school management, between the school and members of community and interpersonal relationships between the principals and non-teaching staff. Also, research questions and research hypotheses were formulated in line with the objectives of the study. The population of the study involved 54 principals, 2,532 teachers, 4,731 students and 1,392 nonteaching staff. However, a total of 14 principal, 70 teachers, 140 students and 63 non-teaching staff were served as a sample of study. Survey research design was adopted for the study and data were collected using a self constructed questionnaire. The validity of the instrument was determined through vetting of the content by experts in Educational Administration. The reliability coefficient was obtained at 0.77 using Cronbach's Alpha statiscial technique. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using Analysis of Variance and hypotheses were tested at 0.05 level of significance. The findings revealed among others that maintenance of proper discipline in schools often leads to good interpersonal relationships, just as they also believed that adequate attention to school work by students commands respect from the school management. Based on the findings, it was recommended among others that proper discipline should be maintained in schools so as to build good interpersonal relationships between the principals and teachers. Likewise, students should be encouraged to pay more attention to school work since when properly carried out constitute good discipline and build worthy interpersonal relationship between students and the school management.

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## OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined in this study as follows:

**Discipline**: School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of children/students or adolescents and the maintenance of order in schools.

**Interpersonal Relationship:** An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

The existence of any educational system at whatever level cannot be effective without proper discipline and smooth interpersonal relationships. As this had constituted one of the essential variables instrumental to effective teaching and learning processes. Education is noted to be an effective instrument par excellence for effecting national and global development irrespective of the economic sector. It plays a veritable role in the communication process of its norms and values from one generation to another. Education, whether formal or traditional exists in every society. One of the most pressing issues in education is discipline at schools. School discipline and behavior management are isspues that every school administrator or teacher deals with on a daily basis. A major component of being an effective teacher is making correct classroom discipline decisions. (Fincham and Beach, 2010). Teachers who cannot manage students discipline in their classroom effectively are limited in their overall effectiveness in almost every other area of teaching.

School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of children/students or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behaviour. An obedient student is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term *discipline* in the opinion of Evertson and Emmer (2005), is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are

seen as harmful or going against school policies, educational norms, school traditions, et cetera. According to him, discipline is an art that requires knowledge, skill, sensitivity, and self-confidence. Like any art, it is one that you will acquire through training and experience and it becomes easier with practice. Some people confuse discipline with classroom management. Discipline is one dimension of classroom management. It is how a teacher organizes his/her students, time, space, and materials so students can learn in the proper environment. Discipline in school system includes the classroom environment, the layout of the desks and chairs, the flow of teachers' lessons, space, time and materials. In any classroom, there is a wide range of behaviors. Students, as individuals, develop unique ways of responding to what goes around them. Most of these behaviours are appropriate and develop further when adults or peers show approval. Some behaviours are inappropriate which we call misbehaviour.

Discipline is the required action by a teacher toward a student (or group of students), after the student's behaviour disrupts the ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society (Sudbury Valley School, 2010). Discipline, guiding children's behaviour, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Greenberg (2006) opined that discipline is a major component of education because if the teacher does not maintain the discipline in the classroom, the teaching and learning process cannot be accomplished. It is a first step in creating a learning environment. As socialization agents, teachers have to teach their students which behaviours are expected in which situations. Hence, through their own actions and reactions, teachers transmit the

messages to children about their expectations for proper behaviour in particular situations.

To be successful in the classroom, teachers need a well planned, individual approach to discipline. They must understand various theories of discipline and the assumptions on which they are based, they must understand their own values and educational philosophy and they must make an approach to discipline that is in harmony with their beliefs. If you believe in something and do something, else, you will experience personal conflict and you also confuse your students.

Its worthy of note that whenever the school administrator or teachers failed to maintain proper discipline in in the school, this action will definitely makes students to misbehave. Misbehaviour is any behaviour that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, oversteps society's standards of moral, ethical, or legal behaviour. Some students have been well nurtured, and life has granted them the best. They are charming and require little guidance. Other students are more demanding and challenging, requiring strong limit setting. We also face with very difficult students who bite, hit, and attack classmates and teachers, as well as passive students who are nonresponsive. These diverse types of student require principal, teacher, and school administrator to maintain proper discipline, different responses and right attitude. Hence, Gable and Haidt (2005) argued that all aspects of school which comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline.

Relationships are important for teachers' ability to help individuals develop a sense of self. The relational self is the part of an individual's self-concept that consists

of the feelings and beliefs that one has regarding oneself that develops based on interactions with others (Andersen and Chen, 2002). In other words, one's emotions and behaviours are shaped by prior relationships. Thus, relational self theory posits that prior and existing relationships influence one's emotions and behaviours in interactions with new individuals, particularly those individuals that remind him or her of others in his or her life. Studies have shown that exposure to someone who resembles a significant other activates specific self-beliefs, changing how one thinks about oneself in the moment more so than exposure to someone who does not resemble a significant other (Hinkley and Andersen, 1996).

An interpersonal relationship according to Fincham and Beach (2010) is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole. People in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously.

Facts remains that discipline have proven to have profound impacts on quality of interpersonal relationship in schools (Landsford, Antonucci, Akiyama, and Takahashi, 2005). They also found that well-being is directly tied to interpersonal relationship. Therefore, a much disciplined principal mostly influences his subordinates in the whole school setting. Consequently, the teacher's attitude which

forms the link between the principal and the students' performance is in no doubt greatly influenced by the right attitude and proper discipline.

## 1.2 Statement of the problem

At the time of independence in 1960, and some years after that time, teachers exhibited good discipline and were encouraged to use the cane as a method of keeping control in the classrooms. The teachers were also empowered to be in charge in the classroom, but in a hostile or authoritarian manner. In this way teachers were made to believe that power and authority were the bases for control and discipline. The classroom environment was formal and tended to be tense, and the learners were not given any say in disciplinary matters.

It is now a common thing for parents to storm the school and challenge a teacher for discipline a student. In some cases, the teachers loose their jobs for trying to make students conform to rules and regulations of the school. Is it to talk of immoral relationships between staff and students or extortion of money from students during examination? These are the kind of things we see in our secondary schools. Could all these be the result of poor inculcation of discipline on the side of the principals? Why are our secondary schools no longer serving the purpose for their establishment? Many teachers rarely write lesson plan nor lesson notes while some don't even know how to write it. (Stage and Quiroz, 1997).

Moreover, this era has witness boredom, resentment, and dissatisfaction which occur, between principal and teachers; teacher and his students; students and the school management as a result of lack of proper discipline. Hence, they communicate less and avoid self-disclosure. Loss of trust and betrayals also take place as the downward spiral continues, eventually ending the relationship that co-existed among

teachers and between teachers and principals. Likewise, there were allegations of moral laxity and indiscipline in many educational institutions which were assumed to be the causes of disciplinary problems in secondary schools and which has affected their working together to identify, define and solve common problems in the school. It is equally argued that all aspects of school which comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline. This study, therefore, is intended to investigate the impact of discipline on interpersonal relationships in secondary schools in Kaduna State.

## 1.3 Objectives of the study

The objectives of this study are stated as follows:

1. Examine the impact of discipline on interpersonal relationships between the principal and the teacher in the senior secondary schools in Kaduna State.
2. Examine the impact of discipline on interpersonal relationships between the teachers and the students in the senior secondary schools in Kaduna State.
3. Determine the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State.
4. Assess the impact of discipline on interpersonal relationships between the students and the school management in the senior secondary schools in Kaduna State.
5. Examine the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State.

6. Examine the impact of discipline on interpersonal relationships between the principalss and Non-Teaching Staff in the senior secondary schools in Kaduna State.

## 1.4 Research Questions

The study attempts to answer the following questions:

1. Does discipline have impact on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna State?
2. Does discipline have impact on interpersonal relationships between the teacher and his students in the senior secondary schools in Kaduna State?
3. What is the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State?
4. Does discipline have impact on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State?
5. What are the impacts of discipline on interpersonal relationships between the school and members of the community in Kaduna State?
6. Does discipline have impact on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State?

## 1.5 Research Hypotheses

In order to answer the research questions, the following hypotheses were postulated:

$Ho_1$: There is no significant difference in the opinions of respondents on the impact of discipline on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna State.

$Ho_2$: There is no significant difference in the opinions of respondents on the impact of discipline on interpersonal relationships between the teacher and his students in the senior secondary schools in Kaduna State.

$Ho_3$: There is no significant difference in the opinions of respondents on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State.

$Ho_4$: There is no significant difference in the opinions of respondents on the impact of discipline on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State.

$Ho_5$: There is no significant difference in the opinions of respondents on the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State.

$Ho_6$: There is no significant difference in the opinions of respondents on the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State.

## 1.6 Basic Assumptions

The study will be conducted on the assumption that:

1. A very disciplined principal mostly influences the interpersonal relationships between him and his subordinates.
2. Inculcation of discipline in the secondary schools does not have impact on interpersonal relationships between the teacher and his students in the senior secondary schools in Kaduna State.

3. Lack of discipline brings about poor communication and affects interpersonal relationships among teachers.
4. Maintenance of discipline in the school aids effective interpersonal relationships between the student and the school management.
5. Discipline in school has a negative impact on interpersonal relationships between the school and members of the community.
6. Proper discipline in school leads to the development of interpersonal relationship of trust between the principal and the Non-Teaching Staff.

## 1.7 Significance of the Study

Study of this kind is significant because it does not only assess the impact of discipline on interpersonal relationships in secondary schools but also look at the impact of interpersonal relationships between the school and members of the community. It is believed that the effectiveness of any educational system depends on the proper inculcation of discipline in schools. However, the result of the findings of this research work shall assist every stakeholders (principals, school administrators, teachers, students, ministry of education, and members of the community) in playing a sensitive role aimed at improving the interpersonal relationships that existed in the school by preventing violence and promoting order and discipline in schools.

It's hoped that findings from this study will equipped the principal with a reliable and factual information which serves as an input for maintaining proper discipline on issues relating to allocation of funds, interpersonal relationships, timely released period and the legal framework guiding his activities. Also, this study will afford the principals the required knowledge, skill, sensitivity, and self-confidence for proper inculcation of discipline in the school.

Findings from this study shall assist the school administrators to adjust positively; discovering the enormous task confronting them as parents, teachers, leaders, supervisors, etc. It helps to see the need for a close interpersonal relationship as it affects the desired goals of the organizations.

If teachers as major stakeholders in the school system do not maintain discipline in the classroom, the teaching and learning process cannot be accomplished. Hence, teachers need a well planned, individual approach to discipline; they must understand their own values and educational philosophy and make an approach to discipline that is in harmony with their beliefs. Therefore, findings from this study will help teachers in eradicating undesirable or maladaptive behaviour in the classroom and likewise assist teachers in making correct classroom discipline decisions by building strong interpersonal relationships.

This research work exposes the students to the impacts of discipline on their interpersonal relationships between the teachers, school management and among themselves. Beside helping the students to develop a strong interpersonal relationships, the findings from this study will aid students in setting limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera and develop in them the sense of responsibility, exercise of ethical order, sustenance of application to task, and the formation of purposeful attitude throughout life.

This study is of great importance to the ministry of education and state school boards just as this research work will supply them with the needed information in order to help them formulate policies and make decisions regarding issues of discipline and interpersonal relationships in schools. This research work will be significant in the sense that it sensitizes members of the community on the need for

proper inculcation and maintenance of discipline both at home and in the school, not leaving the whole task of maintaining discipline at the mercy of school administrator. This research work will further highlight the need to build a solid interpersonal relationships between the school and members of the community in order to ensure quality of instruction necessary for the attainment of national objectives for secondary school education in Nigeria.

Lastly, it is hoped that the result from this research would be of great significance to other researchers who may embark on similar or related field of study. It will serve as a point of reference to them and source of literature review. Researchers will be fed with the latest information about discipline and interpersonal relationships in schools.

## 1.8 Scope of the Study

The scope of this study will cover the school principals, teachers, students, and the Non-Teaching Staffs of the senior secondary schools in Kaduna State. The study focuses on the impact of discipline on interpersonal relationships in secondary schools in Kaduna State. Basically, the study shall examine variables such as; the impact of discipline on interpersonal relationships between the principal and the teacher; the impact of discipline on interpersonal relationships between the teacher and his students; the impact of discipline on interpersonal relationships among the teachers; the impact of discipline on interpersonal relationships between the student and the school management; the impact of discipline on interpersonal relationships between the school and members of the community and; the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the secondary schools in Kaduna State.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviews the issues regarding the impact of discipline on interpersonal relationships in Secondary Schools in Kaduna State. The chapter focuses on the Review of Related Literature under the followings:

2.2 Conceptual Framework;

2.2.1 Meaning of Discipline;

2.2.2 Meaning of Interpersonal Relationship;

2.3 Impact of discipline on interpersonal relationships between Principal and the Teacher in secondary schools in Kaduna State;

2.4 Impact of discipline on interpersonal relationships between Teacher and his Students in secondary schools in Kaduna State;

2.5 Impact of discipline on interpersonal relationships among the Teachers in secondary schools in Kaduna State;

2.6 Impact of discipline on interpersonal relationships between Student and the School Management in secondary schools in Kaduna State;

2.7 Impact of discipline on interpersonal relationships between School and Members of the Community in Kaduna State;

2.8 Impact of discipline on interpersonal relationships between Principal and the Non-Teaching Staff in secondary schools in Kaduna State;

2.9 Empirical Studies; and

2.10 Summary.

## 2.2 Conceptual Framework

The study assesses the impact of discipline on interpersonal relationships among stakeholders in Secondary Schools in Kaduna State. Therefore, conceptual definitions of some terms will be reviewed to guide the study. Discipline is an art that requires knowledge, skill, sensitivity, and self-confidence (Evertson and Emmer, 2005). Like any art, it is one that you will acquire through training and experience and it becomes easier with practice. Some people confuse discipline with classroom management. Discipline is one dimension of classroom management. Classroom management is a general term. Its worthy of note that whenever the school administrator or teachers failed to maintain proper discipline in the school, this action will definitely makes students to misbehave.

Misbehaviour is any behaviour that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, oversteps society's standards of moral, ethical, or legal behaviour. Some students have been well nurtured, and life has granted them the best. They are charming and require little guidance. Other children are more demanding and challenging, requiring strong limit setting. Principal, teacher, and school administrator also face with very difficult students who bite, hit, and attack classmates and teachers, as well as passive students who are nonresponsive. These diverse types of student require principal, teacher, and school administrator to maintain proper discipline, different responses, right attitude and strong interpersonal relationships.

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know

each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others. Similarly, interpersonal relationships at the school level, mostly among teachers and between teachers and principals are sometime influenced by the degree of discipline that one person applies to the partner in the interaction, with dominance at one end of the dimension and submissiveness at the other. As can be seen, proper maintenance of discipline in the schools enriches interpersonal relationships between stakeholders in education.

### 2.2.1 Meaning of Discipline

One of the most pressing issues in education is discipline at schools. School discipline and behaviour management are issues that every school administrator or teacher deals with on a daily basis. Discipline is the required action by a teacher toward a student (or group of students), after the student's behaviour disrupts the ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding student's behaviour, or setting limits are all concerned with helping student learn how to take care of themselves, other people, and the world around them, (Stage and Quiroz, 1997).

Discipline according to Greenberg (2006) is a major component of education because if the teacher does not maintain the discipline in the classroom, the teaching and learning process cannot be accomplished. It is a first step in creating a learning environment. As socialization agents, teachers have to teach their students which behaviours are expected in which situations. Hence, through their own actions and reactions, teachers transmit the messages to children about their expectations for proper behaviour in particular situations (Dunn and Baker, 2002).

A major component of being an effective teacher is making correct classroom discipline decisions. Teachers who cannot manage student discipline in their classroom effectively are limited in their overall effectiveness in almost every other area of teaching.

Great teachers first learn how to maintain classroom discipline in their academic preparation. Educators also learn how to maintain classroom discipline through experience and adapt their basic techniques to the best practices for their current students who might differ substantially from the previous groups. In addition, school teachers usually work in a collaborative environment so they learn how to maintain classroom discipline and best practices on the job through interpersonal relationships effort.

Discipline is a process which involves right, exercise of ethical order, development of sense of responsibility, sustenance of application to task, and the formation of purposeful attitude throughout life. It necessitates learning to do things which are process of mutilating and guiding conduct or self control or self actualization, Feudian (1997). It is equally argued that all aspects of school which comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline.

There is the tendency to link the problem of students' violence with Indiscipline. According to Adesina (2001) past and present Nigerian leaders have expressed their personal concern over the declining state of affairs in schools, with special reference to cases of Indiscipline. He goes further to say that not a day passes without some reports of either examination leakages, student unrest, drug abuse and issues reflecting the unattractive state of our schools especially in public schools. This

situation is an import of administrative future. For instance, if schools admit a manageable number of students into an institution, the result will be that case of indiscipline will certainly reduce as it's the case with private schools.

School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of children/students or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behaviour. An obedient student is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term *discipline* is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviours or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera.

School discipline practices according to Cotton (2009) are generally informed by theory from psychologists and educators. There are a number of theories to form a comprehensive discipline strategy for an entire school or a particular class. These are:

- **Positive approach** is grounded in teachers' respect for students. Instills in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success, and administer in-school suspension for noncompliant students.

- **Teacher effectiveness training** differentiates between teacher-owned and student-owned problems, and proposes different strategies for dealing with each. Students are taught problem-solving and negotiation techniques.

- **Adlerian approaches** is an umbrella term for a variety of methods which emphasize understanding the individual's reasons for maladaptive behaviour and helping misbehaving students to alter their behaviour, while at the same time finding ways to get their needs met. These approaches have shown some positive effects on self-concept, attitudes, and locus of control, but effects on behaviour are inconclusive (Emmer and Aussiker, 2003).

- **Appropriate school learning theory and educational philosophy** is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Daniel Greenberg and practised by the Sudbury Valley School.

To be successful in the classroom, teachers need a well planned, individual approach to discipline. They must understand various theories of discipline and the assumptions on which they are based, they must understand their own values and educational philosophy and they must make an approach to discipline that is in harmony with their beliefs. If you believe in something and do something, else, you will experience personal conflict and you also confuse your students.

If the students are to be well trained or disciplined especially in our secondary schools, the environment should be made to promote it, permit and assist the continuation of positive healthy attitudes and feelings. The eradication of undesirable or maladaptive behaviour and the maintenance of the desirable or adaptive ones, through systematic manipulative reinforcement, would lead to effective student control.

### 2.2.2 Meaning of Interpersonal Relationship

Interpersonal relationships in schools are important for their ability to help individuals develop a sense of self. The relational self is the part of an individual's self-concept that consists of the feelings and beliefs that one has regarding oneself that develops based on interactions with others (Andersen and Chen, 2002). In other words, one's emotions and behaviours are shaped by prior interpersonal relationships. Thus, relational self theory posits that prior and existing relationships influence one's emotions and behaviours in interactions with new individuals, particularly those individuals that remind oneself of others in his or her life. Studies have shown that exposure to someone who resembles a significant other activates specific self-beliefs, changing how one thinks about oneself in the moment more so than exposure to someone who does not resemble a significant other (Hinkley and Andersen, 1996).

An interpersonal relationship according to Fincham and Beach (2010) is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole. People in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously.

Interpersonal relationships can be described according to two dimensions: Control and Affiliation (Wubbels et al., 2006). Control represents the degree of

influence that one person applies to the partner in the interaction, with dominance at one end of the dimension and submissiveness at the other. Affiliation describes the degree of emotional immediacy, warmth, and support in the interaction, and ranges from friendliness to hostility (Gurtman, 2001; Kiesler, 1996). These dimensions are considered to be orthogonal (Sadler & Woody, 2003).

Roorda et al, (in Carson, 2000; Kiesler, 1993) state that a central concept in interpersonal theory is the complementarity principle. Complementarity can be used to predict people's reactions to the behaviours of their partner in the communication. For the Affiliation dimension complementary behaviours would include reactions that are similar – friendly behaviour is answered with friendly behaviour, anger with anger. The opposite would be expected on the Control dimension – dominance might be met with submissiveness or vice-versa. For example, a person might be talking (high Control), while the companion responds by listening (low Control; Dryer & Horowitz, 1997; Sadler & Woody, 2003; Tracey, 1994; 2004; Wubbels et al., 2006). While complementarity is theorized to be the most probabilistic pattern, it is quite possible for partners to respond in a variety of ways (Estroff & Nowicki, 1992; Tiedens & Jimenez, 2003; Tracey, 2005).

Interpersonal relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities (Collins & Repinski, 1994; Hinde, 1997). It's a dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other

and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others.

One of the most influential models of interpersonal relationships development was proposed by psychologist George Levinger in 1983 (in Wikipedia, 2014). This model was formulated to describe heterosexual, adult romantic relationships, but it has been applied to other kinds of interpersonal relations as well. According to George Levinger (in Wikipedia, 2014) the natural development of a relationship follows five stages:

1. *Acquaintance and Acquaintanceship* – Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely. Another example is association.

2. *Buildup* – During this stage, people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.

3. *Continuation* – This stage follows a mutual commitment to quite a strong and close long-term friendships, romantic relationship, or even marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.

4. *Deterioration* – Not all relationships deteriorate, but those that do tend to show signs of trouble. (Alternately, the participants may find some way to resolve the problems and reestablish trust and belief in others).

5. *Termination* – The final stage marks the end of the relationship, either by breakups, death, or by spatial separation for quite some time and severing all existing ties of friendship.

## 2.3 Impact of discipline on interpersonal relationships between Principal and the Teacher in secondary schools in Kaduna State

Present day school situation requires the principal to act as the disciplinarian to direct the human force in the institution in the right channel. As explained by Wilson (1997) discipline is understood as an educative order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a value activity. Charles (2000) stated that, compulsory schooling, crowded classroom and inadequate staffing in the schools account not only for the presence of disciplinary problems, but for their perpetuations. It is the view of the researcher that the introduction of Universal Primary Education in 1976 where classrooms were filed up with too many students, very few teachers and inadequate facilities and equipment to cater for the learning demands created a lot of disciplinary problems in secondary schools in Kaduna State.

Dealing with hundreds of students and teachers in education profession requires discipline on the part of the principal. Gillham (1999) affirmed that not only could schools be managed and operated in such a way as to reduced delinquency amongst the intake and thereby positively preventive but by the converse, badly managed and operated schools may encourage delinquency. The researcher share the

same view with Gillham because with his experience, many secondary schools in Kaduna State where some principals were not capable for maintaining turned to breading ground for indiscipline. Hence, the achievements of school are closely associated with the personality of the principal, his ability and capability to enhance interpersonal relationship, coordination and cordiality among his staff and students.

The interpersonal relationships between the principal and the teachers can be said to be associated with teacher effectiveness in the school. This effectiveness can be seen in the eight factors describing teachers' instructional role that are associated with student outcomes: *orientation, structuring, questioning, teaching-modelling, applications, management of time, teacher role in making the classroom a learnin environment, and classroom assessment* (Georgiou and Kyriakides, 2006). Due to their influence on classroom-environment and teaching practice, interpersonal relationships between the principal and the teachers are expected to have both direct and indirect effects on student achievement, though an indirect impact is in greater evidence.

However, the impact of discipline on the interpersonal relationships between the principal and the teacher; and expectations for behaviour modification in the school, principal also convey expectations about ability and performance to individual teachers. As part of ongoing interpersonal interactions, these interpersonal relationships between the principal and the teacher have the potential to influence a student's beliefs about her own ability and goals to achieve academically (Weinstein, 2002). Of particular note is that principal who communicate high discipline expectations for individual teacher which in turn can bring about positive changes and proper maintenance of discipline in the school. However, the direct impact of these

expectations on student motivation has been examined infrequently (Jussim, Robustelli, & Cain, 2009).

Principals and teachers in Kaduna State secondary schools need to be disciplined in order to maintain discipline in the schools. Facts remains that a very disciplined principal mostly Influences his subordinates in the whole school setting. Consequently, the teacher's attitude which forms the link between the principal and the students' performance is in no doubt greatly influenced by the right attitude and well disciplined principal. Therefore, the only form of discipline which is lasting, effective and creative among the entire members of the school community is that which stems from within the individual. This type of discipline is needed by both students and teachers in the secondary schools in Kaduna State. They should have a good behaviour pattern which is consistent and sincere, worthy of emulation. Principals and teachers must maintain positive attitude towards the school's discipline in order to achieve effective discipline in secondary school.

## 2.4 Impact of discipline on interpersonal relationships between Teachers and his Students in secondary schools in Kaduna State

There is growing consensus that the nature and quality of student's relationships with their teachers play a critical and central role in motivating and engaging students to learn (Wentzel, 2009). In studying classroom discipline, teacher authority and teacher–learner relationships appear to be integral features in the management of discipline in secondary schools. At the independence, teachers were encouraged to use the cane as a method of keeping control in the classrooms. The teachers were also empowered to be in charge in the classroom, but in a hostile or authoritarian manner. In this way teachers were made to believe that power and authority were the bases for control and discipline. The classroom environment was

formal and tended to be tense, and the learners were not given any say in disciplinary matters. Teachers are uncertain on how to relate to the learners and still maintain discipline in the classrooms. After the abolition of corporal punishment, teachers were expected to relate to learners in a friendly way and to establish a more relaxed atmosphere. But some teachers were afraid to encourage personal relationships with their students, fearing that this would lead to a loss of authority in the classrooms.

Effective teachers are typically described as those who develop relationships with students that are emotionally close, safe, and trusting, who provide access to instrumental help, and who foster a more general ethos of community and caring in classrooms. These relationship qualities are believed to support the development of students' motivational orientations for social and academic outcomes, aspects of motivation related to emotional wellbeing and a positive sense of self, and levels of engagement in positive social and academic activities. They also provide a context for communicating positive and high expectations for performance and for teaching students what they need to know to become knowledgeable and productive citizens.

Despite this consensus, there is much yet to learn about the nature of teacher-student relationships and their significance for motivating students to excel academically and behave appropriately. At the most general level, the conceptual underpinnings of work in this area tend to suffer from lack of clarity and specificity. For example, it is not always clear what scholars mean when they talk about 'interpersonal relationships' between teachers and students.

Effective quality of teacher-student relationships is viewed as the central and critical motivator of student adjustment (Pianta, Hamre, & Stuhlman, 2003). Hence, a positive teacher-student relationship strongly contributes to student learning.

Educators, parents and students understand that problematic relationships can be detrimental to student outcomes and development. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student.

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. The close interpersonal relationships between teachers and students led students to recognize the school as a home away from home. The teachers' dedication to students' growth helped inspire students to meet the school's requirements, both academic and behavioural." According to Roeser, Midgley and Urdan (1996), students who reported more positive teacher-student relationships also reported greater feelings of belonging, thus felt more academically efficaciousness and less self-conscious. In the same vein, Koplow (2002) proposed that effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence.

A number of studies have revealed the importance of teacher–student relationships for student outcomes (e.g., Den Brok, Brekelmans, & Wubbels, 2004; Henderson, Fisher, & Fraser, 2000). Qualitative approaches have identified multiple types of teacher support by asking students and teachers what a supportive or caring teacher is like (Hoy & Weinstein, 2006). For example, when asked to characterize teachers who care, middle school students describe teachers who demonstrate

democratic and egalitarian communication styles designed to elicit student participation and input, who develop expectations for student behaviour and performance in light of individual differences and abilities, who model a 'caring' attitude and interest in their instruction and interpersonal dealings with students, and who provide constructive rather than harsh and critical feedback (Wentzel, 1998). Moreover, students who perceive their teachers as providing high levels of these multiple supports also tend to pursue appropriate social and academic classroom goals more frequently than students who do not (Wentzel, 2002).

Wentzel (2004) has described more specifically how teacher-student interactions can promote student motivation and subsequent performance. Wentzel also assigns a unique role to the emotional climate of relationships such that teachers are believed to have the strongest motivational impact on students if they provide instrumental resources within a context of warmth and emotional support. In this view, the roles of relationship, warmth and communication of expectations and values in motivating students are unique but interrelated. With respect to their unique contribution, it is well-documented that warmth and expectations each have direct, main effects on students' social and academic functioning at school.

Therefore, Studies have shown that teacher–student interpersonal relationships have effects on both teachers and students. Teachers experiencing healthy interpersonal relationships with their students are argued to experience better satisfaction with their job and with preventing of burnout (Ben-Chaim & Zoller, 2001). Similarly, students' perceptions of teacher interpersonal behaviour are strongly associated with their motivation and achievement in all subjects (Den Brok et al.,

2004). Hence, healthy teacher–student interpersonal relationships set a prerequisite for students to engage in learning activities (Brekelmans, Sleegers, & Fraser, 2000).

The interpersonal relationship and understanding that exist between the teacher and the student calls for positive, constructive discipline and the development of self-discipline. This can be achieved if teachers can 'model true discipline for the learners to emulate' (Oosthuizen et al. 2003:466). The management of discipline therefore calls on teachers to make children feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability in their actions. Every teacher has to create an environment in which each learner is guided towards an attitude of caring and respect for other learners.

Charles (2002:13) discovered that teachers should improve ways they relate and work with learners by working in a 'collaborative manner'. Collaboration implies that teachers recognise learners as partners in education, but not that learners take control of the teaching–learning situation. Teachers must take charge of specific procedures in the classrooms to ensure that learning does indeed occur.

## 2.5 Impact of Discipline on Interpersonal Relationships among the Teachers in Secondary Schools in Kaduna State

In secondary schools, particularly in Kaduna State secondary schools, the researcher felt that lack of interpersonal relationship exists among the teachers and this might be as a result of the structural problems within the school. In a situation where almost everyone have experienced different teacher interpersonal relationships. Some teachers are distant and others sociable. Some are well-organized and others chaotic. Various kinds of interpersonal characteristics have served as the base for the

conceptualization of teacher interpersonal relationships (Wubbels, Cre´ton, & Hooymayers, 1995).

Therefore, relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities (Collins & Repinski, 1994; Hinde, 1997). In addition, definitions are frequently extended to include the qualities of a relationship, as evidenced by levels of trust, intimacy, and sharing; the presence of positive affect, closeness, and affective tone; and the content and quality of communication (Collins & Repinski, 1994; Laible & Thompson, 2007). Along each of these dimensions, relationships can evoke positive as well as negative experiences. Finally, relationships are often thought of in terms of their influence and what they provide the individual. In this regard, studies have focused on the benefits of various relationship provisions such as emotional well-being, a sense of cohesion and connectedness, instrumental help, a secure base, and a sense of identity for promoting positive developmental outcomes (Bukowski & Hoza, 1999).

The rise of interest in interpersonal relationships in education is mirrored by an increased focus on the importance of relationships among teachers. Recent studies carried out by Penuel, Riel, Krause, & Frank, (2009) suggest that relationships among teachers are important in building strong school communities, and that strong teacher networks can enhance teacher commitment and give teachers a sense ofbelonging and efficacy (Grodsky & Gamoran, 2003).

Moreover, strong social relationships in and among schools are found to play a crucial role in policy implementation, instructional change, and teachers' professional development in support of increased student performance (Baker-Doyle & Yoon,

2010; Daly & Finnigan, 2010; Moolenaar, 2010; Veugelers & Zijlstra, 2002). The urge to capitalize on teacher relationships is reflected by a growing number of concepts that describe teacher interaction in support of teachers' professional development and school improvement, such as community of practice, organizational (shared, collaborative, networked) learning, professional (learning) community, and teachers' social networks (Coburn & Stein, 2006; Haythornthwaite &De Laat, 2010; Louis, Marks, & Kruse, 1996; McLaughlin & Talbert, 2001; Wenger,1998). These concepts share an underlying assumption that interpersonal relationships among teachers are important as they provide access to information, knowledge and expertise (Frank, Zhao, & Borman, 2004), facilitate joint problem-solving (Uzzi, 1997) and shape an environment of trust (Bryk & Schneider, 2002).While the beneficial outcomes of teachers' professional communities have been well documented, what appears to be less prominent in the discourse on professional learning communities is the way in which the underlying pattern of relationships among teachers shapes these communities and their efforts at educational improvement.

An emerging trend in educational research is the use of social network theory and analysis to understand how the pattern of relationships among teachers, as captured by social networks, can support or constrain teachers' learning, instructional practice, and educational change (Daly & Finnigan, 2010; McCormick, Fox, Carmichael, & Procter, 2010; Moolenaar, 2010). Social network theory builds on the notion that social resources such as information, knowledge, and expertise are exchanged through informal networks of relationships between actors in a system; as such, these networks can facilitate or inhibit access to social capital (Lin, 2001). Network visualizations and characteristics such as density and centrality aid scholars

in illuminating how social networks in schools are shaped and changed to achieve individual and organizational aims at educational improvement. As a result, applying social network theory and analysis to the study of teachers' interpersonal relationships makes the social fabric of schools and their influence more tangible than ever before.

The success of any school depends largely upon the well being and the general classroom discipline of the school. This of course, must be attributed to the extent of relationship that exists among the teachers in the school. Teachers play very significant role in maintaining discipline in the school. Jatau (2000) is of the view that the sort of relationship which exist among teachers greatly determines whether or not the students will behave in an indiscipline manner. The researcher has observed this view of Jatau in some secondary schools in Kaduna State where teachers room about with other teacher outside the school up to the extent of giving special preference to some teachers to the detriment of others. Some teachers even sit in hotels together with the students taking drinks. As such, teachers contributed greatly to indiscipline in schools.

Owoeye (2000) noted that some teachers are bad examples to their students; this is because, teachers have been found to exhibit bad habit in school. Teachers in secondary schools in Kaduna State are seen to be architect of indiscipline because of their negative attitude to good discipline. If the behaviour of the teachers of a school is bad the students are bound to copy such behaviour which will inevitably lead to serious problems of indiscipline in the school. In support of this, Shekarau (1997) stated that unless the teachers are self-disciplined, they will certainly loose the right to discipline their students. It has been observed that the relationship that exists among the teachers in the secondary schools in the area under study has created a lot of

disciplinary problems ranging from disrespect to the constituted authority, cheating, examination malpractice, dishonesty and many other forms of bad behaviour.

Charles (2002) pointed out that teachers need not fear that good systems of discipline will damage the interpersonal relationship that exists among them. Rather, if teachers want to be well admired, respected and intimately liked by others, they must be fair, firm, consistent and insistent in helping students.

Nwazor (1998) remarked that braced to laziness was the atmosphere of indiscipline which has erupts into the secondary schools that gone were the days when teachers were the leaders of the students they educate. That these days one does not know whether it is the teacher that controls students or the students who control the teacher in the class. The researcher is of the opinion that the most intractable problem in our education institutions, (particularly, secondary school system) is the problem of indiscipline among teachers which of course, teachers are guilty of the many acts of indiscipline which has adversely affected the existing interpersonal relationships among teachers in schools.

## 2.6 Impact of Discipline on Interpersonal Relationships between Student and the School Management in Secondary Schools in Kaduna State

In secondary schools, the responsibility of school administrator should be towards making the students aware of the need for discipline and encouraging or rather assisting the students to be well disciplined through the students' involvement, and participation in the disciplinary and decision making processes of the administration of the school.

Akrofi (2005) noted that the present day students look radical, contentious, provocative, critical, intelligent, annoying and in most cases impatient. Therefore, in

order to work effectively with them, the school administrators needs to be accommodating and develop penetrating mature spirit. Their radical attitude should not be seen as a mixed blessings, but as building talents that promises much that our society's needs for change.

The development and maintenance of healthy interpersonal relationships should be an integral part of every school managers and student's experience. Whether building relationships with professors, friends, co-workers, students, roommates, or nurturing existing relationships at home, school managers and students find themselves involved with other people in every facet of their lives. Positive, functional interpersonal relationships have been shown to enhance students' academic motivation, engagement, and achievement (Birch and Ladd, 1997). School managers plays a fundamental role in helping students hone their interpersonal communication and interaction skills in order to set the standard for happy, healthy relationships in their future.

As an instructional leader, you realize how vital the interpersonal relationships between students and teachers, teachers and other teachers, teachers and administrators, school staff personnel, parents, and community members can be for creating a positive successful learning environment for all students. School managers realize how detrimental negativity can sometimes be to positive student progress. Our duty as school administrators is to identify, encourage, and maintain behaviours that are associated with the modeling and nurturing of interpersonal relationships that encourage student success. School managers also have the obligation to identify, address, and change negative behaviours that inhibit positive student progress. The ability of a school manager to weaken and eliminate negativity while nurturing and

feeding the positive aspects of interpersonal relationships requires that you have the knowledge and ability to plan for and implement the intentional expectation of accentuating the positive for the good of all students.

It is important to note that personality clashes between teachers and students can and do exist. Ridicule, favoritism, exclusion, and deliberately demeaning behaviors exhibited by teachers toward certain students can be a reality in some situations. It is in these types of situations that a savvy administrator must evaluate the situation, devise a plan and make a change for the better when working closely with the student and teacher, or other stakeholder involved.

An effective school manager is constantly involved in establishing and maintaining a professional environment that includes the maintenance of proper discipline and modeling of positive interpersonal relationship techniques (Richman, Rosenfeld, & Bowen, 1998). It becomes essential for the effective school manager to lead in establishing a vision for what positive interpersonal relationships should look like and sound like whether the relationship is between teachers and students, teachers and other teachers, teachers and parents, teachers and administrators. This includes all school personnel and the community surrounding the school.

Therefore, an effective interpersonal communications plan may include measurable goals designed to meet the expectations set forth in the vision that have been established collaboratively by school administrator. For instance, a vision statement may include the phrase similar to the following; “It is essential that we establish and maintain positive interpersonal relationships with all of the students, parents, teachers, administrators, and other stakeholders we work with everyday while in school”.

Successful educational leaders are successful planners. They have developed the ability to collaborate with their leadership team, teaching staff, students, and parents including all stake holders associated with the operation of a successful school. The planning process allows participants to become involved in the implementation and completion of the plan and to have a voice in the decision making process thereby empowering those who will be effected by the plan itself.

Students' participation in school administration is one of the most controversial issue often discussed in the maintenance of discipline in the secondary and tertiary levels of education. One of the reasons is that the role of students in the school is not very clear. The students are part and parcel of the school engulfing the highest proportion of the member of the school community. They, therefore, have a role to play in the maintenance of school discipline. However, they need to be informed of their role in the management of the school affairs. The implication of the ambiguous organisational role of students is that there are serious questions about the role of students to participate in the academic and management affairs of the school. Therefore, while those who accept the democratic form of administration allow the free participation of students in all or most of the decision-making process of the school; those who adopt the autocratic form of administration are most unwilling to involve students' participation in the decision making process of the school.

In Kaduna State secondary schools, some students particularly the school functionaries such as prefects are given power to exercise control over their fellow students to a certain limit. However, if the authority is silent, the school functionaries tend to over use the power given to them. Thus causing a lot of chaos and confusion in the management affairs of the schools.

Pianta (1999) felt that the ability for students to participate effectively in decision-making is frequently under estimated by both teachers and parents. It is often assumed that students cannot participate wisely in decision-making until they are fairly mature. However, such people fail to realise that skilful teachers make extensive use of pupil-teacher planning even in the kindergarten. The researcher is of the view that students can be wisely featured in the decision-making process of the school especially in areas that affects them. The authority will yield positive results in the maintenance of discipline when students are involved in the management affairs.

Also, he was of the view that the use of authority is often the sole contention in our institutions of learning. He argued that the general tendency is for the institution to resist any change that may ten to off-set the tradition of its administration. Thus, there has been the resistance to students' participation because of the fear that it will bring about changes in the school administrative machinery. Such changes are often claimed to be destructive to the school administration. The researcher is of the view that the students' wish for participation in the decisions which affects their lives in the school is one of the main causes of students disciplinary problems.

Williams (1997) asserted that a smooth relationship between the students and the school management will make students body prepared to help the school in solving the critical problems, help the students make their wishes known to the administration, report any progress made in administering student affairs and through completed projects to provide proof that the body has the ability to carry its programme and action successfully. However, the researcher is of the opinion that students should be allowed to make decisions that affect them directly and within

their competence as school rules, social matters, given resistance in solving problems between the administration and students, and advise the administration on maters that interest them. This will bring the students closer to the administration and a high level of discipline could be maintained.

Akrofi (2005) has stated three main reasons for maintaining good interpersonal relationships between the students and the school management and for the encouragement of students' participation in education institutions. They are;

(i) It helps to develop civic competence.

(ii) It enables the school to be seen as a community centre.

(iii) It promotes intellectual development for independent activities.

The researcher is of the view that with such practices indicated above, there would be some specific advantages to the entire school community. This includes the students' ability to learn, to cultivate the right attitudes for work as well as a sense of belonging to both the school and the society. Moreover, the students will learn to be self-directing, responsible and law abiding.

The implications of maintaining good interpersonal relationships between the students and the school management and students' participation are that the youth speak out and so support the school discipline because it is self imposed. Their readiness to respect the school organisation leads to the development of cordial relationships between the students and school administration. In such a relationship there is mutual trust and interdependence because the school becomes a community run on the basis of committees. Since such committees are elected by the student body, there is an atmosphere of mutual acceptance. The staff and students therefore, work better and appreciate one another's problems.

## 2.7 Impact of Discipline on Interpersonal Relationships between School and Members of the Community in Kaduna State

Socialization experiences of students in the family, schools, religious institutions, peer group and voluntary agencies prepare a child for responsible citizenship. The end product of this socialisation is set of attitudes conditions, value standards and feelings towards political system (Ibarra, 1995). It is the contention of the researcher that students and youth in general were part and parcel of the society and wherever ills existed in the schools, must be x-rayed not within their context alone, but as part of the whole structure of the society.

The school is only the educational machinery but an important part nevertheless. As such, the issue of relationship should therefore, not only be left to schools alone, but also the society at large. Most of the disciplinary problems prevalent in the secondary schools emanates from the large society. Ibarra also viewed the cause of indiscipline in schools in relation to the uncoordinated relationship that exists between the school and the society. According to her, lot of factors predispose students to indiscipline within the school. In the case, an indiscipline society should really not be supposed to have disciplined schools. Indiscipline behaviour among the students in secondary schools could be a reflection of what obtains in the society. (Heider, 2000).

Many community members deliberately pass the responsibility of parenthood to teachers and school principals. Thus, abdicating their parental and maternal responsibilities as parents. However, it is better that the mass media always implied that indiscipline in schools was entirely the responsibility of school teachers, while infact irresponsible parents who cannot discipline their children have actually dumped

them on schools thus turning the schools into “baby sitters”. It is said to observe that some members of the community in Kaduna state secondary schools always blame the schools for any act of indiscipline committed by their wards. They always point accusing fingers to the teachers and school administrators.

Similarly, influential community members interfere unduly in the disciplinary process in secondary schools in Kaduna State some times by passing the school administrators to the Ministry of Education on matters affecting school discipline. Equally, affluent community members tend to over-indulge their children with too much luxuries which makes them disrespectful to school authorities. The researcher is of the view that these are social ills that affect the maintenance of discipline in secondary schools and thus affect the interpersonal relationship between the school and the members of the community. It is therefore, important that the members of the community should be familiar with and adhere to rules and regulations of the school. It should be noted that the home and the society in general constitute part of the educational system. Their input is just as significant often more so than the school system itself in the area of discipline.

A negative interpersonal relationship between the school and members of the community contribute in no small measure in the breakdown of discipline in our schools. It is no longer a secret that there is a general breakdown in traditional discipline in our present day society. This amounts to gross indiscipline in the social fabrie of our society. The researcher is of the opinion that it would be of relevant importance to tackle the issue of indiscipline in its societal context if we want to ensure good behaviour or self discipline among secondary school students in Kaduna State.

Communication is very important within the school organisation. It is not only essential to have various channels of communication. It is also essential that the channels be adequately used. An adequate and continuously improved channels of communication will help to bring the gap of understanding and cushion frictions that often exists between the school and members of the community. Members of the community in Kaduna State and school administrators need a very well defined channel of communication and students should be aware of such channels so that they utilize them. This will help in the maintenance of discipline in the secondary schools. However, the researcher is of the opinion that the administration needs not to be very rigid about the use of channels of communication. Often urgent and certain emergences may arise which will call for immediate decisions. The avoidance of delay may help save some of the strikes and unrest in our schools.

Heider (2000) noted that the simple demand to know what is happening is the right of the community members and when such information is not given, the community members become infuriated and feel that the school administration is remote for them. This tells us that there should be continuous effort to improve communication and its channels between the school administration and the community members, so that a more intimate relationship can be established in our secondary schools. It is important to point out that when community members lay complaints to the school administration and there is no immediate action or information from the administration, community members easily get resentful and resort to a form of protest. Community members should therefore be acquainted with all matters concerning their children at all times.

## 2.8 Impact of Discipline on Interpersonal Relationships between Principal and the Non-Teaching Staff Staff in Secondary Schools in Kaduna State

Principal play a very delicate and critical role as he has to strike a balance in the practical field among fighting and quarrelling students, grudging and grumbling teachers and complaining parents. The Non-Teaching Staff have their different whims: some sensitive, some emotional, some enthusiastic, some old, some young, some trained and other untrained and some marking time. The principal has to make the BEST use of them and seek their whole hearted cooperation in all the activities of the school, academic, co-curricular and administrative.

Kossinets and Watts (2006) stated that the interpersonal relationship between the principal and the Non-Teaching Staff should be the most intimate of any. If the principal fail, the Non-Teaching Staff fails; if the principal succeed, the Non-Teaching Staff succeeds. To sum up what the principal's job is, I shall call him a referee the captain of the ship the boss of the firm a juvenile judge before whose tribunal come out not only the culprits but the adults who frequently contribute to the pupil's shortcomings. He is a promoter who must project the future of his institution and convert the public to his plan. He is a social physician to every parent who has wayward son who needs attention. He is a friend in need to pupils and to all the homes in which misfortune comes. His power, his activities, even the good he does, can not be measured by a material yardstick.

The interpersonal relationship between the principal and the Non-Teaching Staffshould be the one that can inspire and enthuse his colleagues without dominating over them like a hard task master". Principals should be prepared to share the control and authority with his colleagues. He should not think that he is born to rule and should not desire to be on the top of everything in the school, i.e. the president of

games, the chairman of literary societies and the patron of social service and health unions, etc. the different departments should be placed under the charge of the senior members of the staff. Principle of sharing responsibility should be the keynote of his policy. Supervision of the examinations, school cleanliness, morning assembly, funds, hostel, scouting, literary and social activities are some of the chief duties which would be delegated by the principal to the other members of both the staff and Non-Teaching Staff. This will develop in them a sense of responsibility for the school.

In order to strengthen the interpersonal relationships between the principal and the Non-Teaching Staff, the principal should frequently consult his colleagues regarding improvement in school discipline and instruction. Such consultations instill in them the spirit that they belong to the school and are as responsible to it as the principal is, hence, staff meetings should be called from time to time. The Non-Teaching Staff should be given full freedom to put forth their problems in these meetings. Reagans and Zuckerman (2001) opined that such staff meeting be based on appreciation of effort and accomplishment rather than shortcomings and faults. The head of the institution should take note of the Non-Teaching Staff problems and accordingly given his suggestions for the solution of the problems concerned as this will bring about solid interpersonal relationships between them.

A good interpersonal relationships can be built if the principal keeps in view the human factor while dealing with the member of the staff. He treats them jut like friends and does not say anything to them in the presence of the students and their parents which may lower their prestige. He does not give them suggestions regarding methods of carrying out task when they are working but gives the same by calling them in his office and tries to avoid all bossing tendencies. The Non-Teaching Staff

should come out of the principal's office a better person, wiser and in a more pleasant mood than he was when he went in his office. Autocratic heads are always ready to snub any pupil, Non-Teaching Staff or teacher who puts questions to them and are easily annoyed when their colleagues differ from them.

The criticism offered by the principal should be judicious, fair and constructive rather than destructive. Supervision should be a matter of inspiration to the staff. It should be moderate. Excessive supervision kills all the initiative and drive of staff. The role of a policeman or a military officer does more harm than good.

McLaughlin and Talbert (2001) was of the view that the interpersonal relationships of the principal and the staff depends on the efficiency of the school and the head of the institution is to a great extent responsible for securing cooperation of teachers. According to them, no matter what his personal characteristics are, he will not be successful unless he is able to inspire his associates and collaborators with the desire to work cooperatively for the goals for which the school stands. He will be judged by his ability to enlist and to utilize their ability in participating in the solution of school problems and in formulating educational policies that have the common objective of advancing the welfare of the children enrolled in the school. He does not attempt to conceal that he is their leader, but he does not on the other hand remind them what he is.

In a bid to maintain discipline in schools, some principals even frightened their staffs, weaken their co-workers and examining them, but manipulates things so as to create relationship and inspire his staffs and trust them. In this way he will not only create an excellent professional moral among the Non-Teaching Staff but will also cultivate a vital interest in them for educational philosophy, so that they can

continually test and re test their plans and purposes, ideas, ideals, methods and procedures, systems and organizations.

## 2.9 Empirical Studies

Research which were carried out by other researchers and had a bearing on this present study will be looked into and these include the following:

Mokhele (2006) carried out a research titled: *The Teacher–Learner Relationship in the Management of Discipline in Public High Schools in Pretoria, South Africa.* The study discusses data from a case study involving Grade 8-12 teachers in 14 classrooms. In all the schools that were identified, one teacher from each of the schools was identified for interviewing. After the interview the teacher was used as an 'informant' to identify other teachers who could provide additional information on the issue of classroom discipline in public high schools. Teachers are uncertain about how to relate to the learners and still maintain discipline in the classrooms. The study observed among others the reasons for the persistence of poor teacher-learner relationship include lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of power to establish teacher authority. The result of the study showed that teachers, who are successful in managing misbehaviour in the classrooms, maintain good relations with the learners, encourage self-discipline and dignity, and involve the parents, learner peers as well as other teachers in the learning process. Involving all people who are close to the learner is essential in encouraging the learner to accept the teacher's authority and establish the required interpersonal classroom relationships.

The research indicates that teachers are uncertain how to relate to the learners and still maintain discipline in the classrooms. It was also observed that positive

teacher-learner relationships have the potential of creating a conducive learning environment in the classroom and will determine whether or not a learner can benefit from the teaching-learning situation. Hence, it was recommended that teachers should be aware of the need for a positive loving relationship if learning is to take place. It is believed that in a relationship of trust positive educative learning can be achieved. If trust in the relationship between educator and learner is lacking, the educator is in a position of power instead of authority. Therefore, favourable relationships can and must be established in the classroom. The only area of difference in the study with the present study is that the study did not directly study the impact of discipline on interpersonal relationship in secondary schools which the present study seeks to investigate.

The body of literature cited above examined the teacher–learner relationship in the management of discipline in public high schools in Pretoria, South Africa. The teacher–learner relationship in the classroom should be based on mutual respect and trust. To achieve this, teachers have to be in close partnership with the learners when making decisions that affect the class. Both teachers and learners work as a team to achieve predetermined the goals and objectives of the lesson. That is, the ideal teacher–learner relationship is the one that recognises learners as partners in the education process. The teacher is constantly modifying the behaviours of his or her learners.

Aduloju, (2004) examined how principal-teacher relationships could help in promoting effective classroom discipline. It was found that behaving consistently, and being open and approachable will ensure a healthy relationship between principal and teachers. The non-probability sampling method was used for the selection of the

sample, which involved principals and teachers in the secondary schools in Ekiti State. In carrying out the research, a total 85 principals and 72 teachers of senior secondary schools which cut across the 3 senatorial district of the state was. It was discovered that principals should improve ways they relate and work with teachers by working in a collaborative manner. Collaboration implies that principals recognise teachers as partners in education. The study also observed that the principal-teacher relationship therefore refers to the communication and understanding that exist between the principal and the teachers. This is similar to the present research just as it made use of questionnaire for data collection which the present study will use for data collection. But the study differs as it was not carried out to examine the impact of discipline on interpersonal relationship in secondary schools.

Bamidele (2012) carried out a research titled Impact of discipline on Interpersonal Relationship between Student and the School Management. The study was carried out a total of 100 students from public schools in three provinces in Ondo State. And also, data was collected from 55 school administrator from the province. All students and the school administrator responded to two sets of questionnaires, namely the Questionnaire on School Managers Interaction (QSMI) and the Questionnaire on School Discipline (QSD); provided on a 4-point Likert scale. All students responded to the QSD (8 scales; 57 items) but only 53 school managers responded to the QSMI (4 scales; 16 items). The quality of the School Managers Interaction (QSMI) and student QSD was checked in a number of ways. First, reliability analyses were calculated. Next, class-level variance was computed by means of multi-level intra-class correlation coefficients (using Cronbach's alpha for the various QSMI and QSD scales ranged between 0.60 (Strict) and 0.78

(Understanding, Admonishing) at the student level and 0.81 (Strict) to 0.92 (Understanding) at the class level. This indicates that the instrument was able to differentiate between students and school management. The study observed that school managers' perceptions of their interpersonal relationship show a similar pattern compared to their students' perceptions; school managers feel they have displayed more leading, helpful/friendly and understanding behaviours over oppositional ones. Their perceptions of strictness are also rather similar to what their students thought. School managers perceived themselves as moderately dominant and very cooperative. This study is relevant to the present research.

## 2.10 Summary

This chapter reviewed literature on the Conceptual framework of the study; thus discipline was seen as the art that requires knowledge, skill, sensitivity, and self-confidence. It was observed that whenever the school administrator or teachers failed to maintain proper discipline in the school, this action will definitely makes students to misbehave. And hence, Interpersonal relationships in schools are important for their ability to help individuals develop a sense of self. In other words, present day school situation requires the principal to act as the disciplinarian to direct the human force in the institution in the right channel because dealing with hundreds of students and teachers in education profession requires discipline on the part of the principal. As a result, the interpersonal relationships between the principal and the teachers can be said to be associated with teacher effectiveness in the school.

Similarly, there is growing consensus that the nature and quality of student's relationships with their teachers play a critical and central role in motivating and engaging students to learn. Effective teachers are typically described as those who

develop relationships with students that are emotionally close, safe, and trusting, who provide access to instrumental help, and who foster a more general ethos of community and caring in classrooms. Therefore, Studies have shown that teacher–student interpersonal relationships have effects on both teachers and students. In secondary schools, particularly in Kaduna State secondary schools, the researcher felt that lack of interpersonal relationship exists among the teachers and this might be as a result of the structural problems within the school. Hence, it was discovered that if the behaviour of the teachers of a school is bad the students are bound to copy such behaviour which will inevitably lead to serious problems of indiscipline in the school. And that teachers need not fear that good systems of discipline will damage the interpersonal relationship that exists among them. Rather, if teachers want to be well admired, respected and intimately liked by others, they must be fair, firm, consistent and insistent in helping students.

Moreover, the responsibility of school administrator should be towards making the students aware of the need for discipline and encouraging or rather assisting the students to be well disciplined through the students' involvement, and participation in the disciplinary and decision making processes of the administration of the school. Likewise, the development and maintenance of healthy interpersonal relationships should be an integral part of every school managers and student's experience; Socialization experiences of students in the family, schools, religious institutions, peer group and voluntary agencies prepare a child for responsible citizenship. The school is only the educational machinery but an important part nevertheless. Since most of the disciplinary problems prevalent in the secondary

schools emanates from the large society, as such, the issue of relationship should therefore, not only be left to schools alone, but also the society at large.

The interpersonal relationship between the principal and the Non-Teaching Staffshould be the one that can inspire and enthuse his colleagues without dominating over them like a hard task master". Principals should be prepared to share the control and authority with his colleagues. He should not think that he is born to rule and should not desire to be on the top of everything in the school, i.e. the president of games, the chairman of literary societies and the patron of social service and health unions, etc. the different departments should be placed under the charge of the senior members of the staff. Principle of sharing responsibility should be the keynote of his policy. Supervision of the examinations, school cleanliness, morning assembly, funds, hostel, scouting, literary and social activities are some of the chief duties which would be delegated by the principal to the other members of both the staff and Non-Teaching Staff. This will develop in them a sense of responsibility for the school. Research which were carried out by other researchers, such as the work done by Mokhele (2006), Aduloju, (2004), and Bamidele (2012) were reviewed. Their studies observed among others the reasons for the persistence of poor teacher-learner relationship include lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of power to establish teacher authority. And that teachers who are successful in managing misbehaviour in the classrooms, maintain good relations with the learners, encourage self-discipline and dignity, and involve the parents, learner peers as well as other teachers in the learning process.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

The purpose of this study is to investigate the impact of Discipline on Interpersonal Relationships in Secondary Schools in Kaduna State. Thus, the chapter presents methods and procedures adopted in the conduct of this study. The presentation is done under the following sub-headings:

3.2 Research Design;

3.3 Population of the study;

3.4 Sample and Sampling Technique;

3.5 Research Instrument;

3.5.1 Validity of the Instrument;

3.5.2 Pilot Study;

3.5.3 Reliability of the Instrument;

3.6 Procedure for Data Collection; and

3.7 Procedure for Data Analysis;

## 3.2 Research Design

The research design adopted for this study is descriptive survey method. Survey method is a method characterized by the selection of random sample from a large and small population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the study involved collecting data from teachers, principals, students and non-teaching staff.

Evans (2005) describes survey method as the study of large and small population by selecting and studying population to discover the relative incidence, distribution and interrelation of sociological and psychological variables.

### 3.3 Population of the Study

A research population is all the existing elements of the group to whom the result of the investigation could be generalized unto (Yabo, 2007:31). The population of this study involves the principals, teachers, students and the Non-Teaching Staff all in Sabon-Gari and Zaria local education Zones, Kaduna State, Nigeria. Thus, the overall population consists of fifty-four (54) principals, two thousand five hundred and thirty two (2,532) secondary school teachers, four thousand seven hundred and thirty one (4,731) students, and one thousand three hundred and ninety two (1,392) Non-Teaching Staff. The table 3.3.1 below shows the details:

**Table 3.1: Population of the Study**

| S/N | Categories | TOTAL |
|---|---|---|
| 1 | Teachers | 2,532 |
| 2 | Principals | 54 |
| 5 | Students | 4,731 |
| | Non-teaching staff | 1,392 |
| | **TOTAL** | **8,709** |

**Source: Planning Research Statistics Department, Ministry of Education KadunaState, (2013)**

### 3.4 Sample and Sampling Procedure

To determine the sample size for this study, a cluster sampling technique was used to select fourteen (14) principal, seventy (70) teachers, one hundred and forty (140) students and sixty three (63) Non-Teaching Staff from two (2) local education zones. The table 3.1 below shows the sampled schools taken from the 2 local education zones.

**Table 3.2: Sample Population Classification**

| S/N | Education Zone | Sample School | No of Principal | No of Teacher | No of Student | No of Non-Teaching Staff |
|---|---|---|---|---|---|---|
| 1. | Sabon-Gari | G.J.S.S. Aminu | 1 | 5 | 10 | 4 |
| 2. | ,, | G.J.S.S. Chikaji | 1 | 5 | 10 | 5 |
| 3. | ,, | G.J.S.S. Samaru | 1 | 5 | 10 | 4 |
| 4. | ,, | G.J.S.S. Bomo | 1 | 5 | 10 | 5 |
| 5. | ,, | G.J.S.S. Sakadadi | 1 | 5 | 10 | 5 |
| 6. | ,, | G.J.S.S. Basawa | 1 | 5 | 10 | 4 |
| 7. | ,, | G.J.S.S. Kwangila | 1 | 5 | 10 | 5 |
| 8. | ,, | G.S.S. Jama'a | 1 | 5 | 10 | 5 |
| 9. | ,, | G.J.S.S. Muchiya | 1 | 5 | 10 | 4 |
| 10. | Zaria | G.J.S.S. Kafar doka | 1 | 5 | 10 | 4 |
| 11. | ,, | G.J.S.S. Tudun wada | 1 | 5 | 10 | 5 |
| 12. | ,, | G.J.S.S. Chindit Barracks | 1 | 5 | 10 | 3 |
| 13. | ,, | G.S.S. Chindit Barracks | 1 | 5 | 10 | 4 |
| 14. | ,, | G.S.S. Gyellesu | 1 | 5 | 10 | 6 |
| **Total** | **2** | **14** | **14** | **70** | **140** | **63** |

## 3.5 Research Instrument

The instrument used for this study is questionnaire constructed by the researcher which was subjected to validity. The researcher used four sets of questionnaire; one set for principals, one for teachers, another set for students and one for Non-Teaching Staff. The questionnaires was divided into two sections, A and B. Section A contains the bio-data of the respondents such as school, school location, gender, qualification, level of study and designation among others. Section B will be consisted of 60 items. The items was employed to elicit information from respondents.

The items was positively and negatively worded, the positive and negative items was randomly distributed to minimize response set. The questionnaire was rated in a 4 point-likert-scale of Strongly Agreed (SA) Agree (A) Disagree (D) Strongly Disagree (SD). The response strongly agreed and agreed will be merged to be agreed while disagreed and strongly disagreed will also be merged to be disagreed. The responses will be coded as strongly agreed (4) agreed (3) disagreed (2) strongly disagreed (1).

## 3.6 Validity of the Instrument

A measuring instrument is considered valid only when it measure truly and accurately what it intends to measure. In this case, content/face validity of the instrument shall be determine by given two expert who will determine whether the items are well structured in line with the hypotheses and whether they will elicit the required information. As such, the instrument will be submitted to the two supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria.

## 3.7 Pilot Study

Following the validation of the instrument; pilot study was conducted in order to determine the reliability coefficient of the instruments and to determine problem areas in the conduct of the main research. For the purpose of the pilot study, the total of 25 participants from Giwa education zone which are divided as follows, 5 principals, 5 teachers, 10 students, and 5 Non-Teaching Staffs staff was used.

## 3.8 Reliability of the Instrument

The data collected from the pilot study was statistically analyzed for the purpose of determining the reliability coefficient. The reliability coefficient of the instrument was determined using Cronbach's Alpha technique and was found to be 0.77. This shows that, the research instrument is valid because the closer it is to 1 the valid it is.

## 3.9 Procedure for Data Collection

After collecting an introductory letter from the Head of Department of Educational foundations and curriculum in the Faculty of Education, Ahmadu Bello University, Zaria, sets of questionnaires and introductory letter was taken to the principal of the sampled schools. The questionnaire will be administered by the researcher and with the help of research assistance to ensure that it is correctly filled and returned. All the sample schools was visited at different dates to administer the questionnaires to the principals, teachers, students and Non-Teaching Staff after the completion the questionnaire will be collected from each school for analysis.

### 3.10 Procedure for Data Analysis

In analyzing the bio-data and research questions, data collected were presented in a tabular form and responses were calculated in percentages followed by detailed interpretation. In other to ease the calculation for the questionnaire item, the responses for “Strongly Agree”, “Agree” were considered as “Agree” and those of the “Strongly Agree” and “Disagree” considered as “Disagree”. For the six null hypotheses, Analysis of Variance was used to test each of them at P = < 0.05 (5%) level of significance. Any hypothesis that is greater than 5% or p = > 0.05 will be rejected and any hypothesis that is less than 5% i.e p = < 0.05% will be retained.

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

## 4.1 Introduction

This chapter presents the data analysis including the discussion of results. The data were obtained from principals, teachers, students and non-teaching staff from selected Junior Secondary Schools in Kaduna State, on the Impact of Discipline on Interpersonal Relationships in Secondary Schools in Kaduna State, Nigeria. A total of fourteen (14) principals, seventy (70) teachers, one hundred and forty (140) students and sixty three (63) non-teaching staff from two (2) Educational Zones responded to the instrument.

The analysis of the data collected was done using appropriate tools in Statistical Package for Social Sciences (SPSS). The first section of this chapter presents the frequency and percentages of the bio-data variables analysis which include school, school location, gender, class, age, educational qualification and designation of respondents. The second section presents the answers to research questions using comparative mean and standard deviations.

The third section presents and interprets the four null research hypotheses structured along the research objectives by means of inferential statistical technique of Analysis of Variance (ANOVA) to determine presence or absence of significant differences for the four hypotheses. All hypotheses were tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

**Table 4.3: Classification of the respondents by status**

| Category | Frequency | Percent |
|---|---|---|
| Principal | 14 | 5.0 |
| Teacher | 70 | 24.3 |
| Student | 140 | 48.7 |
| Non-Teaching Staff | 63 | 22.0 |
| **Total** | **287** | **100** |

The table above revealed the status of the respondents in this study. Accordingly, 14 or 5.0% of the respondents are principal, 70 or 24.3% are teachers while 140 or 48.7% are student and 63 or 22.0% are Non-Teaching Staff.

## 4.2 Answer to Research Questions

***Research Question1: Does discipline have impact on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna State? The table 4.2.1 explained the details:***

**Table 4.4: Opinions of Respondents on the Impact of Discipline on Interpersonal Relationships between the Principal and the Teachers in the Senior Secondary Schools in Kaduna State**

| S/N | Item statement | Respondents | RESPONSE CATEGORIES | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | A | SA | | |
| 1 | My principal is competent and morally sound to promote interpersonal relationship in the school. | Principal | 0 | 0 | 0 | 14 | 4.0000 | .00000 |
| | | Teacher | 6 | 14 | 13 | 37 | 3.6875 | .10674 |
| | | Students | 1 | 11 | 8 | 120 | 3.7643 | .61878 |
| | | Non-Teaching Staff | 2 | 19 | 9 | 106 | 3.6103 | .78100 |
| 2 | My Principal gives the school teachers adequate freedom to enforce discipline in their classrooms. | Principal | 0 | 2 | 2 | 10 | 3.5714 | .75593 |
| | | Teacher | 6 | 7 | 15 | 42 | 3.4818 | .89162 |
| | | Students | 1 | 11 | 22 | 106 | 3.6643 | .65273 |
| | | Non-Teaching Staff | 5 | 14 | 28 | 89 | 3.4779 | .82522 |
| 3 | Proper discipline between both the principals and the teachers promote cordial interpersonal relationships between them. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 7 | 19 | 7 | 37 | 3.3357 | .52789 |
| | | Students | 2 | 7 | 9 | 122 | 3.7929 | .59369 |
| | | Non-Teaching Staff | 0 | 13 | 6 | 117 | 3.7647 | .61144 |
| 4 | Maintenance of proper discipline in schools often leads to good interpersonal relationships between the principals and the teachers. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 10 | 14 | 6 | 40 | 3.6961 | .47251 |
| | | Students | 4 | 6 | 4 | 126 | 3.8000 | .64819 |
| | | Non-Teaching Staff | 1 | 8 | 13 | 114 | 3.7647 | .58671 |
| 5 | The extent to which teachers are involved in the administrative functions will influence the interpersonal relationships between the principals and the teachers. | Principal | 1 | 6 | 4 | 3 | 2.6429 | .92878 |
| | | Teacher | 9 | 18 | 18 | 25 | 2.3841 | .83827 |
| | | Students | 9 | 34 | 33 | 64 | 3.0857 | .97807 |
| | | Non-Teaching Staff | 11 | 26 | 36 | 63 | 3.1103 | .98637 |
| 6 | The principal who favours Rules and Consequences philosophy uses maximum power in the school. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 7 | 5 | 11 | 47 | 3.7307 | .51932 |
| | | Students | 1 | 6 | 18 | 115 | 3.7643 | .55762 |
| | | Non-Teaching Staff | 1 | 10 | 15 | 110 | 3.7206 | .62883 |
| 7 | Disciplined principals don't like embarrassing teacher of inferior ability or one who has physical defects. | Principal | 0 | 2 | 0 | 12 | 3.7143 | .72627 |
| | | Teacher | 10 | 9 | 17 | 34 | 3.5194 | .82450 |
| | | Students | 8 | 17 | 17 | 98 | 3.4643 | .91676 |
| | | Non-Teaching Staff | 3 | 16 | 15 | 102 | 3.5882 | .78382 |
| 8 | Too much closeness between the principals and the teachers can depreciate in the school good discipline. | Principal | 0 | 6 | 3 | 5 | 2.9286 | .91687 |
| | | Teacher | 2 | 8 | 19 | 41 | 2.8396 | .70130 |
| | | Students | 2 | 27 | 27 | 84 | 3.3786 | .84366 |
| | | Non-Teaching Staff | 7 | 16 | 39 | 74 | 3.3235 | .87671 |
| 9 | A disciplined principal habitually refuse to accept the assumption that conflicting groups in staff are unavoidable. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 12 | 7 | 9 | 0 | 3.8442 | .51221 |
| | | Students | 2 | 3 | 17 | 118 | 3.7929 | .54306 |
| | | Non-Teaching Staff | 0 | 3 | 20 | 113 | 3.8088 | .44746 |
| 10 | Principals with good interpersonal relations often hate to let teachers know when their work is good. | Principal | 0 | 0 | 1 | 13 | 3.9286 | .26726 |
| | | Teacher | 6 | 4 | 20 | 40 | 3.8714 | .26057 |
| | | Students | 1 | 4 | 15 | 120 | 3.8143 | .50302 |
| | | Non-Teaching Staff | 2 | 1 | 15 | 118 | 3.8309 | .49524 |

The table above revealed the Opinion of the principal, teachers, students and Non-Teaching Staff regarding the impact of discipline on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna State. The respondents believed that Maintenance of proper discipline in schools often leads to good interpersonal relationships between the principals and the teachers. This attracted their highest mean response of 3.8571, 3.6961, 3.8000 and 3.7647 by the principal, teachers, students and Non-Teaching Staff respectively. Details showed that 13 out of the 14 principals strongly agreed while only 1 disagreed with this item. In the same vein 40 of the teachers were in agreement with this item while only 14 of them disagreed with this item. Also, a total of 126 students agreed with this item while only 6 of them disagreed and 114 Non-Teaching Staff were in agreement with this item while only 8 disagreed with the item.

***Research Question2: Does discipline have impact on interpersonal relationships between the teacher and his students in the senior secondary schools in Kaduna State?***

To answer this research question, the opinions of the respondents were tabulated on table 4.2.2:

**Table 4.5: Opinions of Respondents on the Impact of Discipline on Interpersonal Relationships between Teacher and the Students in the Senior Secondary Schools in Kaduna State**

| S/N | Item statement | Respondents | RESPONSE CATEGORIES | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | A | SA | | |
| 11 | Proper discipline and moment-to-moment interactions lead to profitable teacher-students relationships. | Principal | 14 | 0 | 0 | 0 | 4.0000 | .00000 |
| | | Teacher | 6 | 9 | 14 | 41 | 3.6117 | .47123 |
| | | Students | 0 | 5 | 15 | 120 | 3.8214 | .46870 |
| | | Non-Teaching Staff | 0 | 4 | 22 | 110 | 3.7794 | .48214 |
| 12 | Authority appropriately applied can be described as invitational education towards the learner to develop his potential to become a responsible adult. | Principal | 0 | 5 | 1 | 8 | 3.2143 | .97496 |
| | | Teacher | 7 | 14 | 8 | 41 | 3.2429 | .76896 |
| | | Students | 1 | 18 | 12 | 109 | 3.6357 | .73171 |
| | | Non-Teaching Staff | 2 | 10 | 17 | 107 | 3.6838 | .67442 |
| 13 | Not all the teachers are successful at creating order and discipline in the classroom. | Principal | 0 | 3 | 2 | 9 | 3.4286 | .85163 |
| | | Teacher | 7 | 10 | 13 | 40 | 3.2286 | 1.03799 |
| | | Students | 1 | 9 | 17 | 113 | 3.7286 | .60979 |
| | | Non-Teaching Staff | 2 | 15 | 12 | 107 | 3.6471 | .73565 |
| 14 | Student attitudes are caused by teacher-student relationships. | Principal | 0 | 6 | 0 | 8 | 3.1429 | 1.0271 |
| | | Teacher | 10 | 14 | 6 | 40 | 3.4143 | .89269 |
| | | Students | 0 | 11 | 11 | 118 | 3.7643 | .58286 |
| | | Non-Teaching Staff | 3 | 6 | 15 | 112 | 3.7353 | .64676 |
| 15 | Student management deals with the establishment of procedures and a conducive atmosphere for all learning activities. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 6 | 10 | 13 | 41 | 3.2714 | 1.0060 |
| | | Students | 5 | 22 | 6 | 107 | 3.5357 | .88481 |
| | | Non-Teaching Staff | 2 | 5 | 14 | 115 | 3.7794 | .57980 |
| 16 | Teachers' knowledge of interpersonal relationships can benefit the students as he plan to establish and maintain a positive learning environment for all students. | Principal | 0 | 7 | 2 | 5 | 2.8571 | .94926 |
| | | Teacher | 1 | 11 | 15 | 43 | 3.4286 | .80885 |
| | | Students | 2 | 19 | 43 | 76 | 3.3786 | .77244 |
| | | Non-Teaching Staff | 3 | 24 | 26 | 83 | 3.3897 | .85351 |
| 17 | Students' relationships with teachers is associated with their motivation to engage in positive school-related outcomes. | Principal | 0 | 2 | 2 | 10 | 3.5714 | .75593 |
| | | Teacher | 2 | 15 | 10 | 43 | 3.3429 | .91502 |
| | | Students | 18 | 18 | 17 | 87 | 3.2357 | 1.1033 |
| | | Non-Teaching Staff | 1 | 27 | 15 | 93 | 3.4706 | .83392 |
| 18 | The actions of a disciplined teacher can help students determine their ability. | Principal | 0 | 10 | 2 | 2 | 2.4286 | .75593 |
| | | Teacher | 5 | 18 | 18 | 34 | 3.1571 | .97261 |
| | | Students | 5 | 34 | 31 | 70 | 3.1857 | .92593 |
| | | Non-Teaching Staff | 14 | 36 | 40 | 46 | 2.8676 | 1.0022 |
| 19 | Interaction among students in school influences interpersonal relationships and vice versa. | Principal | 1 | 1 | 1 | 11 | 3.5714 | .93761 |
| | | Teacher | 2 | 3 | 16 | 49 | 3.6000 | .71017 |
| | | Students | 10 | 9 | 24 | 97 | 3.4857 | .90152 |
| | | Non-Teaching Staff | 2 | 3 | 16 | 115 | 3.7941 | .54593 |
| 20 | The teacher acting in the place of a parent also has a duty to protect the learner against danger. | Principal | 0 | 6 | 4 | 4 | 2.8571 | .86444 |
| | | Teacher | 0 | 13 | 12 | 45 | 3.4571 | .79282 |
| | | Students | 0 | 33 | 21 | 86 | 3.3786 | .84366 |
| | | Non-Teaching Staff | 0 | 31 | 30 | 75 | 3.3235 | .82446 |

The above table revealed the opinion of the respondents on the impact of discipline on interpersonal relationships between the teacher and his students in the senior secondary schools in Sabon gari and Zaria in Kaduna state. In this regard they were of the view that Proper discipline and moment-to-moment interactions lead to profitable teacher-students relationships as this attracted the mean response of 4.0000, 3.6117, 3.8214 and 3.7794 with the standard deviation of .00000, .47123, .46870 and .48214 by the principal, teacher, students and Non-Teaching Staff respectively.

***Research Question3: What is the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State?***

Table 4.2.3 below revealed the opinions of respondents on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State.

**Table 4.6: Opinions of Respondents on the Impact of Discipline on Interpersonal Relationships among Teachers in the Senior Secondary Schools in Kaduna State**

| S/N | Item statement | Respondents | RESPONSE CATEGORIES | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | A | SA | | |
| 21 | A disciplined teacher sometimes looks down on his fellow teachers. | Principal | 0 | 0 | 2 | 12 | 3.8571 | .36314 |
| | | Teacher | 1 | 5 | 15 | 49 | 3.6000 | .68947 |
| | | Students | 0 | 7 | 23 | 110 | 3.7357 | .54457 |
| | | Non-Teaching Staff | 0 | 8 | 23 | 105 | 3.7132 | .56971 |
| 22 | Interaction among teachers in school influences interpersonal relationships and vice versa. | Principal | 0 | 0 | 2 | 12 | 3.8571 | .36314 |
| | | Teacher | 5 | 3 | 12 | 50 | 3.5286 | .88008 |
| | | Students | 4 | 3 | 13 | 120 | 3.7786 | .62407 |
| | | Non-Teaching Staff | 0 | 5 | 16 | 115 | 3.8088 | .47942 |
| 23 | Proper maintenance of discipline among teachers often lead to reduction in the level of interpersonal relationships among teachers. | Principal | 0 | 6 | 3 | 5 | 3.9286 | .26726 |
| | | Teacher | 3 | 3 | 16 | 48 | 3.5571 | .77339 |
| | | Students | 1 | 3 | 10 | 126 | 3.8643 | .45218 |
| | | Non-Teaching Staff | 2 | 2 | 11 | 121 | 3.8456 | .50005 |
| 24 | An undisciplined teacher frequently attempt to see actions and decisions from the other teachers' point of view. | Principal | 0 | 1 | 1 | 12 | 3.6426 | .92878 |
| | | Teacher | 4 | 8 | 27 | 31 | 3.4714 | .88008 |
| | | Students | 4 | 24 | 49 | 63 | 3.2214 | .83164 |
| | | Non-Teaching Staff | 2 | 27 | 41 | 66 | 3.2574 | .82549 |
| 25 | Proper maintenance of discipline among teachers helps them to assist each other in seeking agreement when disagreements arise among them. | Principal | 0 | 0 | 1 | 13 | 2.9286 | .91687 |
| | | Teacher | 2 | 5 | 16 | 47 | 3.5429 | .75538 |
| | | Students | 6 | 11 | 27 | 96 | 3.5214 | .81768 |
| | | Non-Teaching Staff | 7 | 16 | 33 | 80 | 3.3676 | .88451 |
| 26 | A disciplined and good human relations teacher often keeps others in mind while preparing his schedule so that other teachers are not put to inconvenience. | Principal | 1 | 4 | 2 | 7 | 3.0714 | 1.0716 |
| | | Teacher | 1 | 3 | 21 | 45 | 3.5714 | .64989 |
| | | Students | 5 | 8 | 38 | 89 | 3.5071 | .76334 |
| | | Non-Teaching Staff | 8 | 13 | 29 | 86 | 3.4191 | .89074 |
| 27 | Poor teacher-teacher interpersonal relationship sometimes causes bad behaviour in students. | Principal | 0 | 7 | 2 | 5 | 2.8571 | .94926 |
| | | Teacher | 1 | 9 | 29 | 31 | 3.2857 | .74489 |
| | | Students | 4 | 27 | 39 | 70 | 3.2500 | .86603 |
| | | Non-Teaching Staff | 9 | 25 | 50 | 52 | 3.0662 | .91248 |
| 28 | Teacher's dictatorial behaviour results to frequent breakdown of discipline in school. | Principal | 0 | 2 | 4 | 8 | 3.4286 | .75593 |
| | | Teacher | 2 | 8 | 16 | 44 | 3.4571 | .81090 |
| | | Students | 5 | 10 | 29 | 96 | 3.5429 | .78081 |
| | | Non-Teaching Staff | 4 | 13 | 23 | 96 | 3.5515 | .78712 |
| 29 | Lack of self-discipline seems to affect the level of interpersonal relationships among teachers. | Principal | 0 | 7 | 3 | 4 | 2.7857 | .89258 |
| | | Teacher | 1 | 11 | 15 | 43 | 3.4286 | .80885 |
| | | Students | 1 | 29 | 29 | 81 | 3.3571 | .83167 |
| | | Non-Teaching Staff | 6 | 29 | 31 | 70 | 3.2132 | .93022 |
| 30 | A positive interpersonal relationship among teachers promotes exploration and comfort, as well as social, emotional, and academic competence among teachers. | Principal | 0 | 1 | 2 | 11 | 3.7143 | .61125 |
| | | Teacher | 3 | 2 | 17 | 48 | 3.5714 | .75319 |
| | | Students | 1 | 4 | 17 | 118 | 3.8000 | .51173 |
| | | Non-Teaching Staff | 2 | 5 | 14 | 115 | 3.7794 | .57980 |

Details of the above table revealed the opinion of the respondents on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State. From the table above, it was observed that proper maintenance of discipline among teachers often lead to reduction in the level of interpersonal relationships among teachers. This item attracted the highest mean response of 3.9286, 3.5571, 3.8643 and 3.8456 with the standard deviation of .26726, .77339, .45218 and .50005 by the principals, teachers, students and Non-Teaching Staff respectively. Details showed that 5 out of the 14 principals strongly agreed while about 6 of them disagreed with this item. In the same vein 48 of the teachers were in agreement with this item while only 3 of them disagreed with this item. Also, a total of 126 students agreed with this item while only 3 of them disagreed and 121 Non-Teaching Staff were in agreement with this item while only 2 disagreed with the item.

***Research Question4: Does discipline have impact on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State?***

Table 4.2.4 below indicates the opinion of respondents on the impact of discipline on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State.

**Table 4.7: Opinions of Respondents on the Impact of Discipline on Interpersonal Relationships between Students and School Management in the Senior Secondary Schools in Kaduna State**

| S/N | Item statement | Respondents | RESPONSE CATEGORIES | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | A | SA | | |
| 31 | Adequate attention to school work by students commands respect from the school management. | Principal | 0 | 0 | 1 | 13 | 3.9286 | .26726 |
| | | Teacher | 0 | 5 | 7 | 58 | 3.7571 | .57573 |
| | | Students | 1 | 11 | 9 | 119 | 3.7571 | .62180 |
| | | Non-Teaching Staff | 0 | 5 | 9 | 122 | 3.8603 | .44176 |
| 32 | Abiding by school rues and regulations by students enhances good interpersonal relation among students and the school management. | Principal | 1 | 6 | 4 | 3 | 3.6571 | .53452 |
| | | Teacher | 1 | 11 | 15 | 43 | 3.3286 | .45625 |
| | | Students | 1 | 4 | 15 | 120 | 3.7643 | .55762 |
| | | Non-Teaching Staff | 0 | 11 | 13 | 112 | 3.5882 | .48214 |
| 33 | Students act of disobedience often decrease their interpersonal relation with the school management. | Principal | 0 | 0 | 1 | 13 | 3.9286 | .26726 |
| | | Teacher | 1 | 2 | 10 | 57 | 3.7571 | .57573 |
| | | Students | 3 | 4 | 16 | 117 | 3.7643 | .60704 |
| | | Non-Teaching Staff | 2 | 4 | 18 | 112 | 3.7647 | .57394 |
| 34 | Relating positively between school management and students brings disrespectful in student. | Principal | 0 | 2 | 3 | 9 | 3.5000 | .75955 |
| | | Teacher | 3 | 5 | 14 | 48 | 3.5286 | .81154 |
| | | Students | 5 | 12 | 24 | 99 | 3.5500 | .79860..68 |
| | | Non-Teaching Staff | 2 | 10 | 25 | 99 | 3.6250 | 786 |
| 35 | By showing interest in students problems and try to assist them leads to good interpersonal relationship. | Principal | 0 | 0 | 3 | 11 | 3.7857 | .42582 |
| | | Teacher | 0 | 5 | 6 | 59 | 3.7714 | .50770 |
| | | Students | 10 | 17 | 9 | 104 | 3.4786 | .96312 |
| | | Non-Teaching Staff | 2 | 10 | 10 | 114 | 3.7353 | .65812 |
| 36 | Programme of activities involving both students and the school management promote cordial relationship among them and contribute to good school discipline. | Principal | 0 | 1 | 2 | 11 | 3.7143 | .61125 |
| | | Teacher | 0 | 3 | 9 | 58 | 3.7857 | .50770 |
| | | Students | 0 | 7 | 31 | 102 | 3.6786 | .56604 |
| | | Non-Teaching Staff | 0 | 5 | 24 | 107 | 3.7500 | .51280 |
| 37 | To build a strong interpersonal relationship, school management should make students feel that he is capable of becoming a successful person. | Principal | 0 | 7 | 4 | 3 | 2.7143 | .82542 |
| | | Teacher | 1 | 11 | 19 | 39 | 3.3714 | .80165 |
| | | Students | 19 | 35 | 29 | 57 | 2.8857 | 1.0933 |
| | | Non-Teaching Staff | 2 | 34 | 40 | 60 | 3.1618 | .85393 |
| 38 | Socially supportive relationships by the school management can have powerful and lasting effects on the lives of students. | Principal | 0 | 4 | 2 | 8 | 3.2857 | .91387 |
| | | Teacher | 1 | 14 | 22 | 33 | 3.2429 | .82419 |
| | | Students | 3 | 24 | 48 | 65 | 3.2500 | .81466 |
| | | Non-Teaching Staff | 0 | 36 | 41 | 59 | 3.1691 | .82152 |
| 39 | A demanding student require school administrator to maintain proper discipline, different responses and right attitude. | Principal | 1 | 6 | 3 | 4 | 2.7143 | .99449 |
| | | Teacher | 1 | 7 | 21 | 41 | 3.4571 | .73594 |
| | | Students | 9 | 27 | 29 | 75 | 3.2143 | .97291 |
| | | Non-Teaching Staff | 5 | 14 | 42 | 75 | 3.3750 | .81593 |
| 40 | Moral laxity among school management increased the level of interpersonal relationship between them and the students. | Principal | 0 | 5 | 5 | 4 | 2.9286 | .82874 |
| | | Teacher | 1 | 9 | 21 | 39 | 3.4000 | .76896 |
| | | Students | 3 | 25 | 39 | 73 | 3.30003.3 | .83709 |
| | | Non-Teaching Staff | 2 | 22 | 37 | 75 | 603 | .80437 |

Based on the opinion of the respondents above on the impact of discipline on interpersonal relationships between the students and the school management in the senior secondary schools in Kaduna State. Specifically, most of the respondents were of the opinion that Adequate attention to school work by students commands respect from the school management, as this attracted their highest mean response of 3.9286, 3.7571, 3.7571 and 3.8603 with the standard deviation of .26726, .57573, .62180 and .44176 by the principals, teachers, students and Non-Teaching Staff respectively. Detail shows that 13 principals strongly agreed while none of them disagreed with this item. Also, 58 teachers were in agreement with this item while only 5 of them disagreed with this item. Likewise, a total of 119 students strongly agreed with this item while about 11 of them disagreed and 122 Non-Teaching Staff strongly agreed with this item while only 5 disagreed with the item.

***Research Question5: What are the impacts of discipline on interpersonal relationships between the school and members of the community in Kaduna State?***

To answer this research question, the opinions of the respondents were tabulated on table 4.2.5 below indicating their frequencies of response of Strongly Disagree, Disagree Agree and Strongly Agree including their mean responses and Standard deviations:

**Table 4.8: Opinions of Respondents on the Impact of Discipline on Interpersonal Relationships between School and Community Members in the Senior Secondary Schools in Kaduna State**

| S/N | Item statement | Respondents | RESPONSE CATEGORIES | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | A | SA | | |
| 41 | The involvement of members of the community in the management of discipline in schools is essential. | Principal | 0 | 6 | 1 | 7 | 3.0714 | .99725 |
| | | Teacher | 0 | 2 | 13 | 55 | 3.7571 | .49448 |
| | | Students | 0 | 18 | 27 | 95 | 3.5500 | .71293 |
| | | Non-Teaching Staff | 0 | 15 | 13 | 108 | 3.6838 | .66335 |
| 42 | It is not difficult to discipline students in an environment of trust and understanding between the school and members of the community. | Principal | 0 | 0 | 8 | 6 | 2.8571 | 1.02711 |
| | | Teacher | 1 | 8 | 13 | 48 | 3.5429 | .75538 |
| | | Students | 4 | 30 | 18 | 88 | 3.3571 | .91409 |
| | | Non-Teaching Staff | 2 | 26 | 26 | 82 | 3.3824 | .84379 |
| 43 | Interpersonal relationship grows well when school and members of the community talk about ways that proper discipline can be maintained in school. | Principal | 0 | 1 | 1 | 12 | 3.7857 | .57893 |
| | | Teacher | 1 | 0 | 0 | 59 | 3.8143 | .49028 |
| | | Students | 7 | 4 | 10 | 119 | 3.7214 | .74975 |
| | | Non-Teaching Staff | 10 | 2 | 25 | 99 | 3.5662 | .84942 |
| 44 | Most of the disciplinary problems prevalent in the secondary schools emanates from the society. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 1 | 3 | 7 | 59 | 3.7714 | .59397 |
| | | Students | 2 | 11 | 10 | 117 | 3.7286 | .66617 |
| | | Non-Teaching Staff | 8 | 10 | 11 | 107 | 3.5956 | .86392 |
| 45 | Interpersonal relationship between school and members of the community does not have an effect on student. | Principal | 0 | 0 | 0 | 14 | 4.0000 | .00000 |
| | | Teacher | 4 | 1 | 8 | 57 | 3.6857 | .77165 |
| | | Students | 5 | 1 | 9 | 125 | 3.81433.5 | .61849 |
| | | Non-Teaching Staff | 13 | 3 | 18 | 102 | 368 | .93419 |
| 46 | Influential parents interfere unduly in the disciplinary process in schools. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 0 | 1 | 7 | 62 | 3.8714 | .37769 |
| | | Students | 14 | 7 | 10 | 109 | 3.5286 | .97776 |
| | | Non-Teaching Staff | 10 | 10 | 12 | 104 | 3.5441 | .91787 |
| 47 | Community members and the society in general constitute part of the educational system. | Principal | 0 | 1 | 0 | 13 | 3.9286 | .26726 |
| | | Teacher | 1 | 4 | 4 | 61 | 3.7857 | .61131 |
| | | Students | 6 | 10 | 13 | 111 | 3.6357 | .79757 |
| | | Non-Teaching Staff | 0 | 17 | 14 | 105 | 3.6471 | .69420 |
| 48 | Indiscipline behaviour among the students in secondary schools could be a reflection of what obtains in the community (society). | Principal | 0 | 1 | 1 | 12 | 3.7857 | .57893 |
| | | Teacher | 1 | 5 | 12 | 52 | 3.6429 | .68176 |
| | | Students | 7 | 26 | 20 | 87 | 3.3357 | .94914 |
| | | Non-Teaching Staff | 6 | 17 | 25 | 88 | 3.4338 | .87519 |
| 49 | Discipline should be maintained in the societal context if we want to ensure positive interpersonal relationship between school and the members of the community. | Principal | 0 | 0 | 1 | 13 | 3.9286 | .26726 |
| | | Teacher | 0 | 1 | 7 | 62 | 3.87143.5 | .37769 |
| | | Students | 9 | 9 | 14 | 108 | 786 | .87382 |
| | | Non-Teaching Staff | 6 | 2 | 17 | 111 | 3.7132 | .70876 |
| 50 | Many community members deliberately pass the responsibility of parenthood to teachers and school administrators. | Principal | 0 | 0 | 0 | 14 | 4.0000 | .00000 |
| | | Teacher | 2 | 0 | 7 | 61 | 3.8143 | .57213 |
| | | Students | 14 | 3 | 11 | 112 | 3.5786 | .94502 |
| | | Non-Teaching Staff | 8 | 5 | 17 | 106 | 3.6250 | .81593 |

The table above revealed the Opinion of the principal, teachers, students and Non-Teaching Staff regarding the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State. The respondents believed that many community members deliberately pass the responsibility of parenthood to teachers and school administrators as this attracted the highest mean response of 4.0000, 3.8143, 3.5786 and 3.6250 by the principal, teachers, students and Non-Teaching Staff respectively. Details showed that the entire 14 principal were in agreement with this item. In the same vein, 61 of the teachers strongly agreed with this item while only 2 of them disagreed with this item. Similarly, a total of 112 students agreed with this item while about 14 of them strongly disagreed and 106 Non-Teaching Staff were in agreement with this item while only 5 disagreed with the item.

***Research Question 6:***

***Does discipline have impact on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State?***

Table 4.2.6 shows the opinions of respondents on the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State.

**Table 4.9: Opinions of Respondents on the Impact of Discipline on Interpersonal Relationships between principal and Non-Teaching in Senior Secondary Schools in Kaduna State**

| S/N | Item Statement | Respondents | RESPONSE CATEGORIES | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SD | D | A | SA | | |
| 51 | Principals' knowledge of the types of interpersonal relationships between students and teachers; teachers to teachers; school to the community; and all other education stakeholders would change the way he lead. | Principal | 0 | 2 | 0 | 12 | 3.7143 | .72627 |
| | | Teacher | 1 | 6 | 9 | 54 | 3.6571 | .69960 |
| | | Students | 10 | 25 | 11 | 94 | 3.3500 | 1.01020 |
| | | Non-Teaching Staff | 9 | 21 | 22 | 84 | 3.3309 | .96651 |
| 52 | To command respect, principal should use the word co-workers in place of subordinates and treat them as such. | Principal | 0 | 1 | 0 | 13 | 3.9286 | .26726 |
| | | Teacher | 0 | 6 | 6 | 58 | 3.7429 | .60638 |
| | | Students | 6 | 9 | 10 | 115 | 3.6714 | .78147 |
| | | Non-Teaching Staff | 3 | 10 | 12 | 111 | 3.6985 | .70259 |
| 53 | When the staff and principal abide by school rules and regulations can build noble interpersonal relationships between them. | Principal | 0 | 1 | 0 | 13 | 3.8571 | .53452 |
| | | Teacher | 2 | 3 | 7 | 58 | 3.7286 | .67933 |
| | | Students | 6 | 12 | 10 | 112 | 3.6286 | .81658 |
| | | Non-Teaching Staff | 3 | 8 | 10 | 115 | 3.7426 | .66663 |
| 54 | Low level of participation of staff in school decision making often affect staff and principal relationship in schools. | Principal | 0 | 0 | 1 | 13 | 3.9286 | .26726 |
| | | Teacher | 2 | 1 | 5 | 62 | 3.8143 | .59692 |
| | | Students | 8 | 3 | 12 | 117 | 3.7000 | .77460 |
| | | Non-Teaching Staff | 1 | 2 | 11 | 122 | 3.8676 | .43561 |
| 55 | Principals' dictatorial behaviour results to frequent breakdown of discipline in school. | Principal | 0 | 7 | 0 | 7 | 3.0000 | 1.0377 |
| | | Teacher | 3 | 10 | 18 | 39 | 3.3286 | .88008 |
| | | Students | 11 | 27 | 27 | 75 | 3.1857 | 1.0077 |
| | | Non-Teaching Staff | 7 | 28 | 31 | 70 | 3.2059 | .94373 |
| 56 | The readiness to respect the school organisation leads to the development of cordial relationships between the principal and the non-academic staff. | Principal | 1 | 6 | 1 | 6 | 2.8571 | 1.0994 |
| | | Teacher | 1 | 5 | 10 | 54 | 3.6714 | .67505 |
| | | Students | 8 | 20 | 18 | 94 | 3.4143 | .93675 |
| | | Non-Teaching Staff | 1 | 14 | 23 | 98 | 3.6029 | .70216 |
| 57 | Dealing with hundreds of students and Non-Teaching Staff in education profession requires discipline on the part of the principal. | Principal | 0 | 2 | 0 | 12 | 3.7143 | .72627 |
| | | Teacher | 0 | 1 | 10 | 59 | 3.8286 | .41603 |
| | | Students | 0 | 4 | 14 | 122 | 3.8429 | .43698 |
| | | Non-Teaching Staff | 0 | 3 | 19 | 114 | 3.8162 | .44225 |
| 58 | The achievements of school are closely associated with the personality of the principal, his ability and capability to promote cooperation, coordination and cordiality among his staff. | Principal | 0 | 0 | 1 | 13 | 3.9286 | .26726 |
| | | Teacher | 1 | 4 | 9 | 56 | 3.7143 | .64026 |
| | | Students | 2 | 6 | 10 | 122 | 3.8000 | .57777 |
| | | Non-Teaching Staff | 0 | 12 | 22 | 102 | 3.6618 | .63503 |
| 59 | Interpersonal relationships can be strengthens if principal see himself as a member of the staff rather than command respect through position. | Principal | 0 | 6 | 0 | 8 | 3.1429 | 1.0271 |
| | | Teacher | 1 | 11 | 11 | 47 | 3.4857 | .81192 |
| | | Students | 3 | 28 | 16 | 93 | 3.4214 | .88202 |
| | | Non-Teaching Staff | 2 | 28 | 30 | 76 | 3.3235 | .85099 |
| 60 | A disciplined principal keep a record of promises and live up to them. | Principal | 0 | 5 | 0 | 9 | 3.2857 | .99449 |
| | | Teacher | 0 | 6 | 6 | 58 | 3.7429 | .60638 |
| | | Students | 0 | 18 | 8 | 114 | 3.6857 | .68997 |
| | | Non-Teaching Staff | 0 | 11 | 13 | 112 | 3.7426 | .59624 |

From the opinion of the respondents above where most of the respondents were of the opinion that Low level of participation of staff in school decision making often affect staff and principal relationship in schools, as this attracted their highest mean response of 3.9286, 3.8143, 3.7000 and 3.8676 with the standard deviation of .26726, .59692, .77460 and .43561 by the principals, teachers, students and Non-Teaching Staff respectively. Detail shows that 13 principals strongly agreed while none of them disagreed with this item. Also, 62 teachers were in agreement with this item while only 1 of them disagreed with this item. Likewise, a total of 117 students strongly agreed with this item while only 3 of them disagreed and 122 Non-Teaching Staff strongly agreed with this item while only 2 disagreed with the item.

## 4.3 Hypotheses Testing

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) was used in the analysis of the data at 0.05 significant level. Six hypotheses were formulated and tested. Hypothesis was retained when the probability value is more than 0.05 significant level. While, hypothesis was rejected when the probability value is lower than the level of significance.

**Hypothesis One:**

There is no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna State. The summary of the opinions of the respondents on the impact of discipline on interpersonal relationships between the

principal and the teachers in the senior secondary schools in Kaduna state were analyzed using pearson correlation and presented in table 4.3.1:

**Table 4.10: Summary of Analysis of Variance showing no significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna State**

| Variable | Sum of Squares | Df | Mean square | F | Prob. | Critical value |
|---|---|---|---|---|---|---|
| Between Groups | 1699.920 | 3 | 566.640 | 39.339 | 000 | .195 |
| Within Groups | 4076.310 | 283 | 14.404 | | | |
| **Total** | **5776.230** | **286** | | | | |

The result of the above table shows that the Analysis of Variance f-ratio value (.39.339) at 2 df 386 and at 0.05 level of significance; the critcal value (.195) is lower than the ratio values (39.339). The observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

**Hypothesis Two:**

There is no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the teacher and his students in the senior secondary schools in Kaduna State.

**Table 4.11: Summary of Analysis of Variance showing no significant difference in the opinions of stakeholders on the impact of discipline on interpersonal relationships between the teachers and students in the senior secondary schools in Kaduna State**

| Variable | Sum of Squares | Df | Mean square | F | Prob. | Critical value |
|---|---|---|---|---|---|---|
| Between Groups | 851.920 | 3 | 566.640 | 24.210 | 000 | .195 |
| Within Groups | 3319.629 | 283 | 11.730 | | | |
| **Total** | **4171.603** | **286** | | | | |

The result of the above table shows that the Analysis of Variance f-ratio value (24.210) at 2 df 386 and at 0.05 level of significance; the critcal value (.195) is lower than the ratio values (39.339). The observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships between teachers and students secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

**Hypothesis Three:**

There is no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State. The summary of the opinions of the respondents on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State were analyzed using pearson correlation and presented in table 4.3.3 below:

**Table 4.12: Summary of Analysis of Variance showing no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State**

| Variable | Sum of Squares | Df | Mean square | F | Prob. | Critical value |
|---|---|---|---|---|---|---|
| Between Groups | 973.636 | 3 | 324.545 | 19.527 | 000 | .195 |
| Within Groups | 4073.507 | 283 | 16.260 | | | |
| **Total** | **5776.230** | **286** | | | | |

The result of the above table shows that the Analysis of Variance f-ratio value (.19.527) at 2 df 386 and at 0.05 level of significance; the critcal value (.195) is less than the ratio values (19.527). The observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships among teachers in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

**Hypothesis Four:**

There is no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State. Table 4.3.4 shows the summary of the opinion of the respondents in the opinions of respondent on the impact of discipline on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State.

**Table 4.13: Summary of Analysis of Variance showing no significant difference in the opinion of respondents on the impact of discipline on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State**

| Variable | Sum of Squares | Df | Mean square | F | Prob. | Critical value |
|---|---|---|---|---|---|---|
| Between Groups | 116.689 | 3 | 38.896 | 2.023 | .111 | .195 |
| Within Groups | 5441.200 | 283 | 19.227 | | | |
| **Total** | **5557.889** | **286** | | | | |

The result of the above table shows that the Analysis of Variance f-ratio value (2.023) at 2 df 386 and at 0.05 level of significance; the critcal value (.195) is lower than the ratio values (2.023). The observed level of significance P(.111) is greater than 0.05. This means that there is no significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships between students and school management in secondary schools in Kaduna state. Therefore, the null hypothesis is retained.

**Hypothesis Five:**

There is no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State. The opinions of the principal, teacher, students and Non-Teaching Staff on the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State were taken and Pearson Correlation was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis two is presented in Table 4.3.5.

**Table 4.14: Summary of Analysis of Variance showing no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State**

| Variable | Sum of Squares | Df | Mean square | F | Prob. | Critical value |
|---|---|---|---|---|---|---|
| Between Groups | 790.721 | 3 | 263.574 | 15.288 | 000 | .195 |
| Within Groups | 4879.153 | 283 | 17.241 | | | |
| **Total** | **5669.875** | **286** | | | | |

The result of the above table shows that the Analysis of Variance f-ratio value (15.288) at 2 df 386 and at 0.05 level of significance; the critcal value (.195) is lower than the ratio values (15.288). The observed level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships between the school and members of community in secondary schools in Kaduna state. Therefore, the null hypothesis is rejected.

**Hypothesis Six:**

There is no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State. The summary of the opinions of the respondents on the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State were analyzed using pearson correlation and presented in table 4.3.6:

**Table 4.15: Summary of Analysis of Variance showing no significant difference in the opinions of respondent on the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State**

| Variable | Sum of Squares | Df | Mean square | F | Prob. | Critical value |
|---|---|---|---|---|---|---|
| Between Groups | 107.463 | 3 | 35.821 | 1.641 | .180 | .195 |
| Within Groups | 6178.822 | 283 | 21.833 | | | |
| **Total** | **6286.286** | **286** | | | | |

The result of the above table shows that the Analysis of Variance f-ratio value (1.641) at 2 df 386 and at 0.05 level of significance; the critcal value (.195) is lower than the ratio values (1.641). The observed level of significance P(.180) is greater than 0.05. This means that there is no significant difference in the opinion of stakeholders on the impact of discipline on interpersonal relationships between the principal and non-teaching staff in secondary schools in Kaduna state. Therefore, the null hypothesis is retained.

## 4.4 Summary of Major Findings

The major findings of the study revealed that;

1. School discipline impacted interpersornal relationship between the principals and the teachers throuhg good working relationship.
2. School discipline has impact on interpersornal relationship between teachers and students throuhg effective classroom management.
3. School discipline on interpersornal relationship among teachers leads to cooperative working relationship.

4. School discipline impacted interpersornal relationship between students and school management through mutual respect humility.
5. School discipline improved interpersornal relationship between school and community through effective decision making and sharing of responsibilites.
6. Discipline has impacted interpersornal relationship between the principals and non-teaching staff through reduction of voilence.

## 4.5 Discussion of the Findings

In respect to the result of the hypotheses and answers to research questions, the following are the discussions of the findings:

Table 4.4 shows the sharing of opinions among the respondents on the impact of discipline on interpersonal relationships between the principal and the teachers in the senior secondary schools in Kaduna state. As a result, the null hypothesis of no significant was rejected. The respondents believed that maintenance of proper discipline in schools often leads to good interpersonal relationships between the principals and the teachers. This attracted their highest mean response of 3.8571, 3.6961, 3.8000 and 3.7647 by the principal, teachers, students and Non-Teaching Staff respectively. This finding was however in agreement with the findings of Aduloju (2004) who discovered that principals should improve ways they relate and work with teachers by working in a collaborative manner.

The findings on table 4.5 revealed that there is unanimous agreement in the opinion of respondents on the impact of discipline on interpersonal relationships between the teacher and his students in the senior secondary schools in Kaduna state. Consequently, the null hypothesis was rejected. In this regard they were of the view that proper discipline and moment-to-moment interactions lead to profitable teacher-

students relationships as this attracted the mean response of 4.0000, 3.6117, 3.8214 and 3.7794 with the standard deviation of .00000, .47123, .46870 and .48214 by the principal, teacher, students and Non-Teaching Staff respectively. The finding from this study was in accordance with the findings of Mokhele (2006) which showed that teachers, who are successful in managing misbehaviour in the classrooms, maintain good relations with the learners, encourage self-discipline and dignity, and involve the parents, learner peers as well as other teachers in the learning process.

The summary of Analysis of Variance on table 4.6 shows that there is no significant difference in the opinion of respondents on the impact of discipline on interpersonal relationships among the teachers in the senior secondary schools in Kaduna State. Hence, the null hypothesis was rejected. It was observed that proper maintenance of discipline among teachers often lead to reduction in the level of interpersonal relationships among teachers. This item attracted the highest mean response of 3.9286, 3.5571, 3.8643 and 3.8456 with the standard deviation of .26726, .77339, .45218 and .50005 by the principals, teachers, students and Non-Teaching Staff respectively. Greenberg (2006) opined that discipline is a major component of education because if the teacher does not maintain the discipline in the classroom, the teaching and learning process cannot be accomplished. It is a first step in creating a learning environment.

Findings from table 4.7 there was a concurrent of pinions among the respondents on the impact of discipline on interpersonal relationships between the student and the school management in the senior secondary schools in Kaduna State. This explains the reason while the null hypothesis was retained. Specifically, most of the respondents were of the opinion that adequate attention to school work by students

commands respect from the school management, as this attracted their highest mean response of 3.9286, 3.7571, 3.7571 and 3.8603 with the standard deviation of .26726, .57573, .62180 and .44176 by the principals, teachers, students and Non-Teaching Staff respectively. This study is related to the findings of Bamidele (2012) which revealved that perceptions of strictness by the school managers are also rather similar to what their students thought. School managers perceived themselves as moderately dominant and very cooperative.

Table 4.8 shows the sharing of opinions on the impact of discipline on interpersonal relationships between the school and members of the community in Kaduna State. Consequently, the null hypothesis was hereby rejected. The respondents believed that many community members deliberately pass the responsibility of parenthood to teachers and school administrators as this attracted the highest mean response of 4.0000, 3.8143, 3.5786 and 3.6250 by the principal, teachers, students and Non-Teaching Staff respectively. The relational self is the part of an individual's self-concept that consists of the feelings and beliefs that one has regarding oneself that develops based on interactions with others (Andersen and Chen, 2002). In other words, one's emotions and behaviours are shaped by prior relationships. Thus, relational self theory posits that prior and existing relationships influence one's emotions and behaviours in interactions with new individuals, particularly those individuals that remind him or her of others in his or her life. Studies have shown that exposure to someone who resembles a significant other activates specific self-beliefs, changing how one thinks about oneself in the moment more so than exposure to someone who does not resemble a significant other (Hinkley and Andersen, 1996).

Result of the Analysis of Variance on table 4.9 indicated that there is concurrent of opinions among the respondents on the impact of discipline on interpersonal relationships between the principal and the Non-Teaching Staff in the senior secondary schools in Kaduna State. Therefore, the null hypothesis was retained. Specifically, most of the respondents were of the opinion that Low level of participation of staff in school decision making often affect staff and principal relationship in schools, as this attracted their highest mean response of 3.9286, 3.8143, 3.7000 and 3.8676 with the standard deviation of .26726, .59692, .77460 and .43561 by the principals, teachers, students and Non-Teaching Staff respectively.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Summary

The study discusssed impact of Discipline on Interpersonal Relationships in Secondary Schools in Kaduna State, In view of this, the study made up of background to the study, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions, significance of the study and scope of the study. Several related literatures were reviewed in line with formulated objectives of the study, the literature were sourced from books, journals, magazines, internets, etc. The review presented the conceptual framework which consisted the meaning of impact, meaning of discipline, meaning of interpersonal relationships with particular referrence to Secondary Schools in Kaduna State.

In respect of research methodology, the study presented research design, population of the study, sample and sampling techniques, instrumentation, validity of the adopted instrument, pilot study, reliability of the instrument, method of data collection and analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under study using frequency tables and simple percentages in order to measure the significant difference or relationship among the variables of the study. Six research objectives were postulated, six research questions were answered and six research hypotheses tested. A total of 14 principals, 70 teachers, 140 students and 63 non-teaching staff were the respondents in the study.

## 5.2 Conclusions

Based on the findings of the study, the following conclusion can be drawn;

1. School discipline impacted interpersornal relationship between the principals and the teachers throuhg good working relationship.
2. School discipline has impact on interpersornal relationship between teachers and students throuhg effective classroom management.
3. School discipline on interpersornal relationship among teachers leads to cooperative working relationship.
4. School discipline impacted interpersornal relationship between students and school management through mutual respect humility.
5. School discipline improved interpersornal relationship between school and community through effective decision making and sharing of responsibilites.
6. Discipline has impacted interpersornal relationship between the principals and non-teaching staff through reduction of voilence.

## 5.3 Recommendations

The following recommendations are hereby put forward based on the respondents' responses in the study:

1. It is recommended that proper discipline should be maintained in schools so as to build good interpersonal relationships between the principals and the teachers.
2. Teachers should be encouraged in managing misbehaviour in the classrooms so as to maintain good relations with the students.
3. In the same vein, finding revealed that proper maintenance of discipline among teachers often lead to reduction in the level of interpersonal relationships among teachers.

4. Students should be encouraged to pay more attention to school work since when properly carried out constitute good discipline and build worthy interpersonal relationship between students and the school management.
5. Community members in like manner should be urged to take responsibilities of parenthood instead of passing it to the teachers and school administrators.
6. Non-Teaching Staff should be given room to participate in school decision making process as this affect their relationship in school.

## 5.4 Suggestions for Further Studies

The following suggestions for further studies are put forward:

1. Considering the existing problems in Nigeria univresities, there is the need for additioal research on Impact of Interpersonal Relationships in Nigeria Universities.
2. Several ocuurance of teacher-student conflict in many institutions of laerning in Nigeria; anothre study was suggested to carriyout on interpersonal relationships in secondary schools: profiles and importance to student motivation.
3. Also, a study was suggested to carry out on effects of students' attitude on interpersonal relationships in primary schools.

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## APPENDIX I

**Impact of Discipline on Interpersonal Relationships in secondary schools in Sabon-gari and Zaria local education zones, Kaduna State, Nigeria**

Department of Educational
foundations and Curriculum
Faculty of Education
Ahmadu Bello University, Zaria
12th June, 2014

Dear Respondent,

**REQUEST TO FILL QUESTIONNIARE**

I am a Postgraduate student carrying out a research on the "*Impact of Discipline on Interpersonal Relationships in secondary schools in Sabon-gari and Zaria local education zones, Kaduna State, Nigeria*". Your maximum co-operation is hereby solicited in answering as precisely as possible the inquiries in this questionnaire. The findings in this study are purely for research purposes and your information and opinions will be kept in strict confidence. Please provide the information requested in Section A, then read the statements in Section B carefully and show your reaction to each statement by ticking (√) under one of the corresponding letters provided in the right hand column. Please note the following:

SA means Strongly Agree

A means Agree

D means Disagree

SD means strongly disagree

Yours faithfully,

**Rahama Usman OLANREWAJU**

## APPENDIX II

## PERSONAL DATA FOR PRINCIPALS, TEACHERS, STUDENTS AND NON-TEACHING STAFF IN SABON-GARI AND ZARIAL LOCAL EDUCATION ZONES IN KADUNA STATE SECONDARY SCHOOLS

**Section A: Personal Data Information**

1. School: ……..……....
2. School Location: ……..……
3. Gender : Male [ ] Female [ ]
4. Class: ……
5. Age: ……..…….
6. Educational Qualification: ……**.....**
7. Status: Principal [ ] Teacher [ ]

   Student [ ] Non-Teaching Staff [ ]

**SECTION B: IMPACT OF DISCIPLINE ON INTERPERSONAL RELATIONSHIPS IN SECONDARY SCHOOLS**

Instruction: Please respond to each item and tick (√ ) in the appropriate box.

| **Items** | **Impact of discipline on interpersonal relationships between Principal and the Teacher in secondary schools in Kaduna State.** | **SA** | **A** | **D** | **SD** |
|---|---|---|---|---|---|
| 1. | My principal is competent and morally sound to promote interpersonal relationship in the school. | | | | |
| 2. | My Principal gives the school teachers adequate freedom to enforce discipline in their classrooms. | | | | |
| 3. | Proper discipline between both the principals and the teachers promote cordial interpersonal relationships between them. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Maintenance of proper discipline in schools often leads to good interpersonal relationships between the principals and the teachers. | | | | |
| 5. | The extent to which teachers are involved in the administrative functions will influence the interpersonal relationships between the principals and the teachers. | | | | |
| 6. | The principal who favours Rules and Consequences philosophy uses maximum power in the school. | | | | |
| 7. | Disciplined principals don't like embarrassing teacher of inferior ability or one who has physical defects. | | | | |
| 8. | Too much closeness between the principals and the teachers can depreciate in the school good discipline. | | | | |
| 9. | A disciplined principal habitually refuse to accept the assumption that conflicting groups in staff are unavoidable. | | | | |
| 10. | Principals with good interpersonal relations often hate to let teachers know when their work is good. | | | | |
| **Items** | **Impact of discipline on interpersonal relationships between Teacher and his Students in secondary schools in Kaduna State.** | | | | |
| 11. | Proper discipline and moment-to-moment interactions lead to profitable teacher-students relationships. | | | | |
| 12. | Authority appropriately applied can be described as invitational education towards the learner to develop his potential to become a responsible adult. | | | | |
| 13. | Not all the teachers are successful at creating order and discipline in the classroom. | | | | |
| 14. | Student attitudes are caused by teacher-student relationships. | | | | |
| 15. | Student management deals with the establishment of procedures and a conducive atmosphere for all learning activities. | | | | |
| 16. | Teachers' knowledge of interpersonal relationships can benefit the students as he plan to establish and maintain a positive learning environment for all students. | | | | |
| 17. | Students' relationships with teachers is associated with their motivation to engage in positive school-related outcomes. | | | | |
| 18. | The actions of a disciplined teacher can help students determine their ability. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 19. | Interaction among students in school influences interpersonal relationships and vice versa. | | | | |
| 20. | The teacher acting in the place of a parent also has a duty to protect the learner against danger. | | | | |
| **Items** | **Impact of discipline on interpersonal relationships among the Teachers in secondary schools in Kaduna State.** | | | | |
| 21. | A disciplined teacher sometimes looks down on his fellow teachers. | | | | |
| 22. | Interaction among teachers in school influences interpersonal relationships and vice versa. | | | | |
| 23. | Proper maintenance of discipline among teachers often lead to reduction in the level of interpersonal relationships among teachers. | | | | |
| 24. | An undisciplined teacher frequently attempt to see actions and decisions from the other teachers' point of view. | | | | |
| 25. | Proper maintenance of discipline among teachers helps them to assist each other in seeking agreement when disagreements arise among them. | | | | |
| 26. | A disciplined and good human relations teacher often keeps others in mind while preparing his schedule so that other teachers are not put to inconvenience. | | | | |
| 27. | Poor teacher-teacher interpersonal relationship sometimes causes bad behaviour in students. | | | | |
| 28. | Teacher's dictatorial behaviour results to frequent breakdown of discipline in school. | | | | |
| 29. | Lack of self-discipline seems to affect the level of interpersonal relationships among teachers. | | | | |
| 30. | A positive interpersonal relationship among teachers promotes exploration and comfort, as well as social, emotional, and academic competence among teachers. | | | | |
| **Items** | **Impact of discipline on interpersonal relationships between Student and the School Management in secondary schools in Kaduna State.** | | | | |
| 31. | Adequate attention to school work by students commands respect from the school management.. | | | | |
| 32. | Abiding by school rues and regulations by students enhances good interpersonal relation among students and the school management. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 33. | Students act of disobedience often decrease their interpersonal relation with the school management. | | | | |
| 34. | Relating positively between school management and students brings disrespectful in student. | | | | |
| 35. | By showing interest in students problems and try to assist them leads to good interpersonal relationship. | | | | |
| 36. | Programme of activities involving both students and the school management promote cordial relationship among them and contribute to good school discipline. | | | | |
| 37. | To build a strong interpersonal relationship, school management should make students feel that he is capable of becoming a successful person. | | | | |
| 38. | Socially supportive relationships by the school management can have powerful and lasting effects on the lives of students. | | | | |
| 39. | A demanding student require school administrator to maintain proper discipline, different responses and right attitude. | | | | |
| 40. | Moral laxity among school management increased the level of interpersonal relationship between them and the students. | | | | |
| **Items** | **Impact of discipline on interpersonal relationships between School and Members of the Community in Kaduna State.** | | | | |
| 41. | The involvement of members of the community in the management of discipline in schools is essential. | | | | |
| 42. | It is not difficult to discipline students in an environment of trust and understanding between the school and members of the community. | | | | |
| 43. | Interpersonal relationship grows well when school and members of the community talk about ways that proper discipline can be maintained in school. | | | | |
| 44. | Most of the disciplinary problems prevalent in the secondary schools emanates from the society. | | | | |
| 45. | Interpersonal relationship between school and members of the community does not have an effect on student. | | | | |
| 46. | Influential parents interfere unduly in the disciplinary process in schools. | | | | |
| 47. | Community members and the society in general constitute part of the educational system. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 48. | Indiscipline behaviour among the students in secondary schools could be a reflection of what obtains in the community (society). | | | | |
| 49. | Discipline should be maintained in the societal context if we want to ensure positive interpersonal relationship between school and the members of the community. | | | | |
| 50. | Many community members deliberately pass the responsibility of parenthood to teachers and school administrators. | | | | |
| **Items** | **Impact of discipline on interpersonal relationships between Principal and the Non-Teaching Staff in secondary schools in Kaduna State.** | | | | |
| 51. | Principals' knowledge of the types of interpersonal relationships between students and teachers; teachers to teachers; school to the community; and all other education stakeholders would change the way he lead. | | | | |
| 52. | To command respect, principal should use the word co-workers in place of subordinates and treat them as such. | | | | |
| 53. | When the staff and principal abide by school rules and regulations can build noble interpersonal relationships between them. | | | | |
| 54. | Low level of participation of staff in school decision making often affect staff and principal relationship in schools. | | | | |
| 55. | Principals' dictatorial behaviour results to frequent breakdown of discipline in school. | | | | |
| 56. | The readiness to respect the school organisation leads to the development of cordial relationships between the principal and the non- academic staff. | | | | |
| 57. | Dealing with hundreds of students and Non-Teaching Staff in education profession requires discipline on the part of the principal. | | | | |
| 58. | The achievements of school are closely associated with the personality of the principal, his ability and capability to promote cooperation, coordination and cordiality among his staff. | | | | |
| 59. | Interpersonal relationships can be strengthens if principal see himself as a member of the staff rather than command respect through position. | | | | |
| 60. | A disciplined principal keep a record of promises and live up to them. | | | | |

## Appendix III

## IMPACT OF DISCIPLINE ON INTERPERSONAL RELATIONSHIPS IN SECONDARY SCHOOLS

## RELIABILITY

```
VARIABLES = VAR00001
SCALE('ALL VARIABLES') ALL
MODEL = ALPHA.
```

**Reliability**
**Scale: ALL VARIABLES**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 25 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 25 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .77 | 1 |