

**TITLE PAGE**

**STUDENTS-PERSONNEL ADMINISTRATIVE STRATEGIES AND  
MANAGEMENT OF VIOLENT BEHAVIOUR OF SECONDARY SCHOOL  
STUDENTS IN NSUKKA EDUCATION ZONE.**

***BY***

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**CERTIFICATION**

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**DEDICATION**

This work is dedicated to my family.

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### **ABSTRACT**

This study investigated the students personnel administrative strategies and management of violent behaviour of secondary school students in Nsukka Education Zone. Four research questions and four null hypotheses were formulated respectively to guide the study. The hypotheses were tested at 0.05 level of significance. This study adopted a descriptive survey research design. The population of 1,178 (59 principals and 1,119 teachers) from the fifty nine (59) secondary schools in Nsukka Education Zone was used for the study. Multi-stage (simple random and proportionate stratified) sampling technique was adopted and a sample size of 300 respondents (30 principals and 270 teachers) in Nsukka Education Zone was used for the study. A questionnaire titled: students personnel administrative strategies and management of Violent Behaviour of Secondary School Students in Nsukka Education Zone (SPASMVBSSS) was used for data collection. Cronbach Alpha was used to determine the internal consistency of the questionnaire items and reliability coefficients of 0.67, 0.70, 0.78, 0.63 for clusters A, B, C and D respectively were obtained. The research questions were answered using mean and standard deviation, while t-test was used to test the hypotheses. The results of the study revealed that, mentoring, counselling, conflict resolution and parental outreach facilitates to a great extent in managing violent behaviours of secondary school students in Nsukka Education Zone. It was also found that, there is no significant difference in the mean rating of principals and teachers on the extent mentoring, counselling, conflict resolution and parental outreach facilitates in managing violent behaviours of secondary school students in Nsukka Education Zone. Based on the findings, it is recommended that, government at all level should ensure that, secondary school principals and teachers always resort to the above innovative strategies that facilitates to a high extent in managing violent behaviours of secondary school students in Nsukka Education Zone.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

The school institution remains the preparatory ground to empower and certify the requirement for human and mental development of students. The teacher is faced with the challenges of educating, socializing, empowering and certifying students, but with the aid of good teaching atmosphere (Fafunwa, 2004). As such, the role of a teacher, which comprises of sustaining education system is not dependent on his or her professional competency alone, but on the entire features of school climate (Loukas, 2007).

To the teachers, parents and all interested with the education of learners violent behaviour among students is a great concern(Bardick & Bernes, 2008). The increasing school violence has become a problem that prevents the Ken and reality of a school as a safe place for both pupils and teachers (Husain, 2004). School violence wears many faces which comprises of gang activities, locker pilfering, bullying, intimidation, fighting and use of gun. (Basch, 2011). Chimhenga (2002) in a study of behaviour problems among adolescents found out that bullying, aggressiveness and vandalism to school property were violent behaviours that were demonstrated by adolescent learners in Bulawayo (the second largest city in Zimbabwe). In the rural secondary schools of Gweru for various reasons,students molest each other verbally and physically(Shoko, 2012). When a child is frustrated he or she cannot revenge against the person causing the frustration but might choose to kick the next weak person (Gasa, 2005). This might be occurring in our schools with the students who are violent. They might be charged with aggressive drive which develop from the situations around them hence they might end up being involved in the displacement kick the cat phenomenon. Frustration and aggression are linked in

a cause and effect relationship. Frustration is a cause of aggression and aggression is the result of frustration. In this theory one becomes aggressive when an aim is blocked and this leads to frustration and eventually leads to violence (Fieldman, 2009).

Serious violation of school discipline policy consist of assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, and intrusions into the school classrooms by adults with the aim of confronting teachers (Petersen and Rosser, 2008). The problem now is rather alarming and hampering the administration of the secondary school.

As happens in some societies, violence, in all its manifestations, is also present in school. Teachers suffer aggressions from their pupils; these in turn suffer aggressions from their schoolmates, and not often from teachers as well. School members are exposed both to aggressions, although in different forms, and to constraints from the school institution. It's not easy to become a teacher nowadays.

Recently, important research has been focused on finding out emerging challenges, recent policy innovation, practices, and areas for action with an emphasis on the different forms of violence that students encounter in schools such as bullying, cyber bullying , aggression and indiscipline in the educational system related with age, gender, culture, ethnicity and social class (Yoneyama and Naito, 2003).

It is against this background that the management of violent behaviour problems in secondary schools needs immediate attention. There is much work to be done since in some schools, the situation has reached alarming proportions. This study sought to determine the

extent the existing strategies have been used to manage violent behaviour of secondary school students in Nsukka Education Zone of Enugu State.

Over the years, school administrators, teachers and other stakeholders in education have evolved innovative strategies like Mentoring, Counselling, Conflict resolution and Parental Outreach to manage violent behaviour of students but the extent to which they facilitates in managing violent behaviour of secondary school students is yet to be established which informed the study.

### **Statement of the Problem**

There are noticeable problems of anti-social acts such as secret cult activities, absenteeism from classes and examination, drug abuse, indiscipline, fighting, rape, examination malpractices, pilfering, impersonation, falsification of certificates and other documents, indecent dressing, students' unrest, among others in secondary schools in Nigeria, especially, secondary schools in Nsukka Education Zone of Enugu state. Incidentally, these have posed serious challenges to administrative control of discipline, hence, the perennial occurrences of students' violent behaviour problems leading to general insecurity and falling academic standards in the secondary schools. The federal government seems to be worried about the problem of violent behaviour of students leading to the inauguration of visitation panels to secondary schools. Consequently, various secondary school authorities have introduced some innovative strategies to manage the problem of violent behaviour of students such as mentoring, counseling, conflict resolution and parental outreach strategy e. t. c., but the extent to which they facilitates in managing violent behaviour of students is yet to be established which informed the study.

The present situation in secondary schools in Nsukka Education Zone of Enugu State seems to indicate that the secondary school administrators do not have the required information

on the extent these students-personnel administrative strategies facilitate the management of violent behaviour of students, in order to create a more conducive and enabling environment for effective and efficient teaching and learning in secondary schools. The problem of this study put in a question form is; what are the extent of student-personnel administrative strategies and management of violent behaviour of secondary school students in Nsukka Education Zone of Enugu State?

### **Purpose of the Study**

The main purpose of this study is to investigate the extent these student-personnel strategies facilitate the management of violent behaviour of secondary school students. Specifically, the study determined:

1. The extent to which mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
2. The extent to which counselling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
3. The extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
4. The extent to which parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

### **Significance of the Study**

The study have both theoretical and practical significance. The theoretical significance will be anchored on instinct theory of aggression. The instinct theory of aggression holds that aggression is inherited and biological in nature and is expressed overtly and covertly, outwardly and

internally. Students-personnel administrative strategies are therefore necessary for the management of violent behaviour of student so as to achieve educational objectives. Practically, the following will benefit from the study; secondary school administrators, curriculum planners, guidance and counsellors, security personnel, parents, classroom teachers, future researchers and the society at large.

The findings of the study will serve as a source of reference to secondary schools by way of adopting the innovative strategies for managing cultism, drug abuse, examination malpractice, violent demonstration, sports hooliganism, indiscipline and other anti-social vices exhibited by the students.

The curriculum planners will also benefit from the findings by identifying the most effective students-personnel administrative strategies and then incorporate them in the curriculum for training administrators and teachers. It will be a source of information to the administrators and teachers on the students-personnel administrative strategies that facilitates to a high extent in each violent situation when this study is published and they will read it from the library or internet.

The findings will act as a guide to guidance and counsellors who are expected to find solutions to problems of violence through proper counseling. The guidance and counsellors are often faced with the challenges of students-personnel administrative strategies that will facilitate the management of violent behaviour of students, hence the importance of this study.

The findings will also be of great importance to security personnel of the secondary schools. They will be aware of the best students-personnel administrative strategies for the management of nefarious activities of the students in Nsukka Education Zone.

The study will help the parents and teachers to be mindful of the kind of behaviour they exhibit before the students, to avoid them imitating such a behaviour.

Finally, the findings will also benefit future researchers in the field of violent behaviour control. They will be informed on what constitute students' violent behaviour problems and the likely steps already taken.

### **Scope of the Study**

The study was carried out in the secondary schools located in Nsukka Education Zone of Enugu State. The study was concerned with determining the extent student-personnel administrative strategies facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone of Enugu State. The student-personnel administrative strategies investigated, sought to determine their extent of use in this study, which includes: mentoring, counselling, conflict resolution and parental outreach.

### **Research Questions**

The following research questions guided the study.

- (1) To what extent does mentoring facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone?
- (2) To what extent does counselling facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone?
- (3) To what extent does conflict resolution facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone?
- (4) To what extent does parental outreach facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone?



## **Hypotheses**

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

**H0<sub>1</sub>:** There is no significant difference between the mean ratings of principals and teachers on the extent to which mentoring facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone.

**H0<sub>2</sub>:** There is no significant difference between the mean ratings of principals and teachers on the extent to which counselling facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone.

**H0<sub>3</sub>:** There is no significant difference between the mean ratings of principals and teachers on the extent to which conflict resolution facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone.

**H0<sub>4</sub>:** There is no significant difference between the mean ratings of principals and teachers on the extent to which parental outreach facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

The review of literature for this study is presented under the following sub-headings: conceptual framework, theoretical framework, review of empirical studies and summary of the literature review.

#### **Conceptual Framework**

Concept of Strategy

Concept of management

Concept of Violence

Concept of Behaviour

Concept of Secondary Education

Concept of Students

#### **Theoretical Frameworks**

Theory of Aggression by Sigmund Freud (1927)

Social Cognitive theory by Bandura (1973)

#### **Review of Empirical Studies**

Dewet (2007), school violence in Lesotho, experience and observation of the learners.

Smith (2010), Role of school discipline in combating violence in secondary school.

Monkwe (2010), Strategies and policies employed by secondary schools to protect students.

Arinze and Ojoru (2009), Impact of cognitive behaviour modification strategy to curb aggression.

Ukwueze (2010), Effects of cognitive and modeling technique of counselling students behaviour.

## Summary of Literature Review

# Conceptual Framework

## Concept of Strategy

Strategy”, narrowly defined, means “the art of the general” (the Greek stratos, meaning ‘field, spread out as in ‘structure’; and agos, meaning ‘leader’). The term first gained currency at the end of the 18th century, and had to do with stratagems by which a general sought to deceive an enemy, with plans the general made for a campaign, and with the way the general moved and disposed his forces in war. Also was the first to focus on the fact that strategy of war was a means to enforce policy and not an end in itself. Strategy is a set of key decisions made to meet objectives. A strategy of a business organization is a comprehensive master plan stating how the organization will achieve its mission and objectives.( Arinze and Ojoru, 2009).

Henry Mintzberg (1994), in his book, *The Rise and Fall of Strategic Planning* (3)

points out that people use "strategy" in several different ways, the most common being these four (pp.23-27):

1. Strategy is a *plan*, a "how," a means of shifting from here to there.
2. Strategy is a *pattern* in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
3. Strategy is *position*; that is, it reflects decisions to give particular products or services in particular markets.
4. Strategy is *perspective*, that is, vision and direction.

Mintzberg argues that strategy emerges over time as intentions fuse with and accommodate a changing reality. Thus, one might start with a *perspective* and conclude that it calls for a certain *position*, which is to be attained by way of a carefully crafted *plan*, with the

eventual out-come and strategy reflected in a *pattern* evident in decisions and actions over time. This pattern in decisions and actions defines what Mintzberg called "realized" or emergent strategy.

Efforts to minimize school violence are most successful when teachers use multiple innovative strategies selected to be appropriate for each school's needs, which include:

- **Mentoring strategy:** Peer mentors in secondary schools aid in the transition of younger students from primary school to secondary school. They may assist mentees with their school work and study skills, peer pressure, issues with attendance and behaviour. As a Mentoring team we support the school's anti-bullying policy and work very closely with the pastoral teams within the school ( Aluede, 2011).
  - **Conflict resolution strategy:** Conflict resolution and management programs teach people to find peaceful solutions to conflict. These programs use negotiation, mediation, and consensus decision-making to identify solutions that are positive for all parties. They attempt to create win-win situations( Burton, 2008). For examples of some different types of programs, refer to the adjacent textbox.
- (i) Conduct a needs assessment to determine the types of conflicts that tend to occur and how they are best resolved.
  - (ii) Select which conflict resolution program(s) would be most appropriate for the school?
  - (iii) Find trainers to implement the program.
  - (iv) Commence training at the earliest age-appropriate school level. Continue the training throughout students' education.
  - (v) Obtain support and involvement from faculty and parents/guardians.

(vi) Teach conflict resolution to students using activities incorporated into the curricula and by having teachers and staff model appropriate behaviors.

(vii) Evaluate the success of the program against pre-established goals

- **Counselling strategy:** Schools should provide or refer students to counselling services, including emotional (grief, anger management, depression), social development, exceptional student (gifted and learning, speech and/or physically disabled), academic, vocational, pre-natal/reproductive, gang, psychological, family, and substance abuse. Each area requires different knowledge, skills, and abilities. Schools should ensure that students in need have access to counsellors qualified to treat their respective problems. Counselling services should be of adequate duration and provide continuity of treatment. When a student needs exceed the counselling resources of the school, recommendations for community assistance should be provided. Cooperative arrangements may be possible with neighboring school districts or with other city, country, or state organizations that provide or utilize these types of services (Aluede, 2011).

(i) Provide counselling services in a manner consistent with national professional standards (National Association of School Psychologists, American Counseling Association, National Association of School Social Workers) regarding appropriate treatment and student- to-counsellor ratios.

(ii) Establish training programs under the supervision of a trained counsellor where students can be taught to help other students. Match students with peers who can relate to the student receiving advice and to his/her problems.

(iii). Ensure counsellors have adequate information about and access to community resources.

(iv). Ensure students are informed of the different types of counselling services available and know how they can obtain them.

- **Parent Outreach:**

(i) Encourage school to solicit as much parental involvement as possible. Among the ways this can be achieved are school/class newsletters, classroom activities, web sites, personalized phone calls, local newspapers, voice mail direct to teachers, and opportunities for participation in school clubs, organizations, and other extra curricular activities (Basch, 2011).

(ii) Seek and promote innovative ways to increase the extent to which students and parents/guardians connect with their school, faculty, and staff. Examples include having parent advisory meetings, using parents/guardians as mentors and/or guest speakers, providing parents/guardians attending school functions with childcare for their children, establishing a parent lounge, and offering parenting classes ( Poipoiet *al*, 2011).

### **Concept of Management**

Management can be defined as the coordination of all the resources of an organization in order to achieve organizational goals through the process of planning, organizing, directing and controlling (Ogonu, 2000). It is the field of human behaviour in which managers' plan, organize, staff, direct and control human and financial resources in an organized group objective with optimum efficiency and effectiveness (Robbin, David and Decuzo, 2001). It involves the control of other persons, overseeing projects, resources and business enterprises. It is the act that involves coordination of activities of a venture in accordance with certain policies and in achievement of defined objectives.

Management is a vital function of school administration. The school principal has to plan, organize, direct control and evaluate the staff and the material resources to attain the objectives of the school (Obegbulem, 2011). Peretomode (1991) defines management as the social or international process involving a sequence of coordinated events such as planning, organizing, coordinating and controlling such that available resources used to achieve desired outcome in the fastest and most efficient way. According to Ada (2002), it is process of attaining educational goals through mobilization and utilization of material resources. School management is the identification of the school objectives, mobilizing the teachers, non-academic staff, students and material resources such as funds, equipment and facilities in the school to achieve the goal of teaching and learning. It is the process of creating an enabling environment by deciding in advance on how to secure the school, how to do it and who is to do it. This includes maintaining, comparing and correcting towards achieving the school goal (Akubue, 2003). Public secondary schools are managed by a principal and vice principal. The principal as the manager is responsible for the general oversight with regards to staff, students and building. The school principal has various management functions. The first one is the coordination of instructional programme (Obegbulem 2011). A school cannot be deemed to be effectively administered if it seems to be lagging behind in academic performance and instructional delivery. Thus, the academic performance of the students of a school usually forms the first parameter with which to judge the level of school management.

Management of staff personnel forms the second cardinal leadership responsibility of the school administrator in achieving the school goal. According to Akubue (2003), the staff should be treated with care and affection for they possess the capability to make or mar the school and

its programmes. The school principal has to be up and doing in staffing the school, orientating of the new teachers to the classes and their functional areas.

Financial and physical resource management is that phase of school administration that is primarily concerned with procuring, exporting, accounting, organizing, and maintaining fiscal and material resources in effective manner in the achievement of educational goals. According to Ezeocha (1990), the major roles of the school administrator in the maintenance of the school plant facilities could be summarised as follows: ‘Providing a supportive environment for learning and adequate care of school facilities. Defining clearly the responsibilities for the various staff in the school. plan management and developing job description for all personnel. Defining clearly the supervising responsibilities and communicating same to all concerned. Making all school staff to recognize that the physical condition of the school plant is the symbol of the total curriculum for both parents and general public’ (p.14). Another function of the school manager is the school- community relationship. The school manager must regard the school- community relation as one of the cardinal responsibilities. This is because the school obtain most of its strength and support from the community in which it is located. The school manager has also to do the best to ensure that the security of the school facilities, educators and students are under control.

### **Concept of Violence**

Violence/ violent behaviour is an aggressive behaviour where the actor or perpetrator uses his or her own body as an object (including a weapon) to inflict (relatively serious) injury or discomfort upon an individual. With such a definition there is an overlap between violence and bullying, where bullying is done by physical aggression (Olweus, 2013).



Violence is ‘any form of behaviour by an individual that intentionally threatens to or does sexual, psychological and physical harm to others or themselves (Furlong and Morrison, 2000). This might be a reasonable working definition but violence need not be individual and is very often collective; the issue of intention is problematic (as we will see below); psychological harm is different from and more difficult to establish than physical and sexual harm; the notion of self-harm might often be appropriate but is sometimes contested; not all ‘harm’ arises from acts that would conventionally be regarded as ‘violent’ – they might arise from neglect or negligence, for example – and it is at least worth questioning whether a ‘threat’ is itself violence. Threats certainly trade on fear of violence by the threatened person, but there are probably far more threats made than actual violence (as physical harm). So we can ask under what circumstances threats and other forms of aggression are manifest as actual violence in this sense. I am raising these issues not because I have a perfect definition that escapes these difficulties but in order to highlight the problems entailed in specifying violence in an unambiguous way. We need to unpick these kinds of general claims and examine detailed dynamics of violence and aggression.

Unesco (2007) points out that there are two ways of thinking about violence – on the one hand there is a narrow, ‘minimalist conception’ and on the other, a broader, ‘comprehensive conception’. ‘Minimalists’ refers to violence narrowly in terms of physical force and ‘bodily response and harm (Debarbieux, 2007).

However, narrow definitions are criticized as taking no account of the wider contexts of social relationships in which violence occurs, non-physical harms (especially psychological), and the possibility of violent outcomes that were not consciously intended. Further, violence does not always require physical force, poisoning or squeezing a trigger, for example, do not – while actions might be violent without being a violence. Unesco (2007) gives the example of his

slamming a door when alone (which might be violent but does not do violence to anyone) as opposed to slamming the door on your hand, which is an act of violence. Again, wrestling and boxing are violent but (at least as long as both participants enter the ring voluntarily and abide by the rules) might not be regarded as 'violence'. However, this example illustrates how definitions of 'violence' are subject to a social and political context that is both contested and subject to change.

Even if some violent perpetrators act because of a pathology, the specific timing and nature of their actions will have meaning since even the 'most dangerous people are not engaged in violence' most of the time (Collins, 2008). Apparently inexplicable acts of extreme violence might be derived from past experiences of humiliation (Benbenishty and Astor, 2008). Moreover, violence often takes on ritual properties, is subject to cultural definitions and straddles the boundary between the physical and cultural (Tapper & Boulton, 2004).

### **Concept of Behaviour**

Every individual all over the world has one form of behaviour or another. Onwuasoanya, (2006), agrees that behaviour is a peculiar way an individual acts. This peculiar way could be positive (good) or negative (bad). Behaviour is often looked at as being a result of one's biological component and the environment in which he/she has been exposed to on the course of growth.

Odoemelam and Ajoku (2010) likewise see behaviour as a way individuals acts, i.e. the real character of the person. This fact necessitates the other meaning of behaviour which is how we behave, act and conduct ourselves both at home and in the public places. Ukwueze, (2008) believes that behaviour is a way a person functions in a particular situation, it is a learned experience acquired consciously or unconsciously. An individual's behaviour patterns are

acquired experiences learned through exposure which gradually culminate into internalization of facts that become part and parcel of the individual. Behaviourists, according to Rashida (2010), averred that behaviours are both congenital and acquired through interaction with the environment. This behaviour is modifiable since they can be determined by their frequencies and types or nature of reinforcement. Habits are things we learn through practice, and the more we practice them, the more we can repeat them efficiently. Habits are behaviour patterns that we show regularly as they have become part and parcel of our everyday life. These are traits we learn, internalize and practice regularly as part of our way of behaviour or living. Behaviour of an individual is highly influenced by prevailing circumstance in the home. Odoemelam (2010) reveals that behaviour is in the following words, conduct, actions, bearing, carriage, comportment, demeanor, and manner etc. It is a vital component of somebody's personality which teachers and counselors measure to assist them determine that person's typology and dispositions.

Lack of good upbringing can result to bad behaviour in school, which may result to dishonesty, drug abuse, truancy, cultism, sexual immorality, bullying, pilfering, alcoholism and noise making. The major problem in the school is that of maintaining a unified and coherent collective conscience and behaviour (Okorie, 2005). Good behaviour is the best because, it is acceptable worldwide. All ethnic groups' culture admits good behaviour. If a positive outcome follows behaviour that behaviour is more likely to occur in the future (Onwuasoanya, 2008).

Deviance is one type of behaviour considered as a drifter form of human activity which has somehow separated from the more orderly currents of social life and which needs to be controlled.(Igbo, 2005). Nwana (2005) carried out a study on some aspects of deviant behaviour. These behaviours that needed to be modified are disobedience, sex offences, dishonesty and

stealing. The occurrence of deviant behaviour among students in the secondary schools seems likely to affect the classroom management. A lot of research has been carried out on student deviant behaviour to identify who is to be blamed for the deviant behaviour among secondary school students. Keasey (2005) in Igbo says it is the parents (home) that should be accused for the situation. He reported that there are series of causes of deviant behaviour originating from the home. These includes

- Some parents condone the physical misbehaviour of their children at home instead of condemning it.
- A break in the family such as separation, divorce or death, permissive and authoritarian parents, and parent's improper degree of security and affection produce deviant behaviours among secondary school students. The types of behaviour, at times depend on the family background while some are from their peer group. For teachers to handle deviant behaviour they should first know the root cause of child misbehaviour whether it is from home, peer or environment, etc, in order to know the types of techniques to apply in modifying that student. These measures/ techniques are what this study tries to investigate investigate the extent it is being used. This will enable teachers to manage the students very well in the classroom.

### **Concept of Secondary Education**

Secondary education in Nigeria is a link between the primary and tertiary levels of education. In addition to this function, it also provided some semi-skilled labour for the economy. Despite this indispensable position in the educational system of Nigeria, the secondary education is abandoned in the hands of the various state governments, which handles its affairs shabbily.

The secondary education is meant to prepare the beneficiaries towards useful living within the society and higher education for those willing and able to withstand it. Consequently, the secondary level of education is not only a bridge between the primary and the tertiary level of education; it is also a means of living and fitting well into society for those who may not aspire further. Before independence and up to 1982, the secondary school education lasted for five years. After these five years, those who obtained the necessary qualifications continued for the two years of higher school certificate examination to qualify for university education. In order to enrich the curriculum with science and technical subjects the secondary school duration was changed from 5 years to 6 years. This 6-years course was divided into two stages of three years each called the junior and senior schools. While the junior secondary is both academic and pre-vocationally oriented, the senior secondary stage provides comprehensive education preparing the students for higher education work and living. The junior secondary school leaving certificate is based on continual assessment while the senior secondary school certificate is based on a national final examination (The West African Examinations Council and the National Examinations Council Examination). In the Nigerian situation, secondary education is the basic or raw material provider for the desired future manpower resources. Taiwo (1986) observed that secondary education is of great significance to the nation because it is a source of mid-level manpower production that is necessary to sustain and improve the economy.

Objectives of Secondary Education in Nigeria are to:

- (a) Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background.
- (b) Diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after their secondary school course.

- (c) Equip students to live effectively in our modern age of science and technology.
- (d) Develop and project Nigerian culture, art and language as well as the world's cultural heritage.
- (e) Raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens.
- (f) Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.
- (g) Inspire students with a desire for achievement and self-improvement both at school and in later life (Obanya, 2002).

If the above objectives for secondary education are properly implemented the secondary education level will be a dependable source of manpower supply for specialized skilled production at the tertiary level. This will increase the nation's production and hence the entire economy.

### **Concept of Student**

Student: This refers to a group of people enrolled in school such as secondary school, universities, polytechnics, etc, with a view to obtain knowledge and skills needed to function in their current environment and society at large (Steinberg, 2003).

A student is primarily a person enrolled in a school or other educational institution who attends classes in a course to attain the appropriate level of mastery of a subject under the supervision of an instructor and who devotes time outside class to do whatever activities the instructor assigns that are necessary either for class preparation or to submit evidence of progress towards that mastery (Miller, 2004).

In the broader sense, a student is anyone who devote him/ herself to the intensive intellectual engagement with some matters necessary to master it as part of some practical affair in which such mastery is basic or decisive (Ayala, 2007).

### **Theoretical Framework**

The theoretical framework for this study is based on two theories:

#### **Theory of Aggression by Sigmund Freud (1927).**

#### **Social Cognitive Theory by Bandura (1973).**

The instinct theory of aggression propounded by Sigmund Freud (1927) the great psychoanalyst of yester years. In his earlier writings, Freud was of the view that all human acts originates either directly or indirectly from ‘EROS’, the life instinct, which aids in reproduction of life. In this background aggression was considered simply as a reaction to the obstruction of libidinal impulses. Thus, it was neither an automatic nor an unavoidable part of life.

According to Freud when we analyze the crave for love we also identify some desire for aggression. Thus the best loved friend becomes the most detested enemy when both fall out. Hence in our attitude towards every stimulus there is the crave for love as well as aggression. The instinct theory of aggression holds that aggression is hereditary and biological in nature and is expressed overtly outwardly and internally. Subsequently Freud had decided that there is no use in trying to delete man’s aggressive inclinations. His positive social proposals were to split human societies into small communities through which the aggressive instinct can find an outlet in enmity towards those outside the group in a conveniently and relatively safe form.

The instinct theory of Freud (1927) is said to be the starting point but not the capstone of psychoanalysis. Psychologists working in the area of frustration and aggression have in fact found that aggression is not instinctive, but it develops as a reaction to frustration of basic urges

experienced during early childhood period. Relating this theory to the study, parents and teachers that exhibit aggressive and violence behavior, are easily emulated by the students that sees them as their role model.

### **The Social Cognitive Theory**

Bandura is the leading proponent of “social learning” theory. His central proposition is that ways of behaving are gotten by monitoring others, and that this major means by which children acquired unfamiliar behaviour, although performance of acquired behaviour will partially depend on factors other than acquisition. (Bandura, 1973).

The social Cognitive learning theory, developed by psychologist Bandura (1973), proposes that social behaviour is measured by a series of mental and physical abilities and desires. Students learn new behaviours through monitoring others perform them. The consequences we observe others receive, influence our willingness to perform the behaviour ourselves. Television characters - and the actors who play them are often taken as role models by viewers, young and old alike. Numerous studies document the influence of television viewing on the aggressive behaviour of children and adolescents (Josephson, 1996). Conversely, there is proven evidence that certain television characters are effective models of deviant behaviour (Johnston and Ettema, 1986).

Social cognitive learning theory (also known as vicarious learning, obscene learning or modeling) is a type of learning that occurs as a function of obscenity, retaining and replicating novel behaviour executed by others. It is argued that reinforcement has the power of influencing which response one will partake in, more than it influences the actual acquisition of the new response (Wikipedia, 2009).

Social cognitive learning theory is the theory that people learn new behaviour through overt reinforcement or punishment, or via observational learning of social factors in their



environment. If people observe positive desired outcomes in the observed behaviour, then they are more likely to model, imitate and adopt the behaviour themselves. It encompasses both identification and imitation to explain how people learn through observation of others in their environment.

In other words, it involves the tendency, especially by children to identify with admired aggressive hero and copy their behaviour whenever a relevant situation arises. Imitation is the direct, mechanical reproduction of behaviour. This theory, assumes that people, especially children, tend to learn aggression from the mass media and to model their behaviour after the ones displayed – when people observe media violence, they learn and imitate what is seen.

The famous study of Bandura that further strengthened this theory deserves emphases here. Vivian (2003) opines that children may be vulnerable than adults to media violence. Some early studies concluded pointed to a casual link. These include the **1960 Bobo Doll Studies** of Albert Bandura, who showed children a violent movie and then encouraged them to play with oversize, inflated dolls. Bandura concluded that kids who saw the film were more inclined to beat up the dolls than were the other kids. Critics have challenged Bandura's methodology and said that he mistook childish playfulness for aggression. In short, Bandura and other aggressive stimulation scholars have failed to prove their theory to the full satisfaction of other scholars.

Collaborating with the above, Baran and Davis (2006) pointed out that; Bandura conducted what is now considered a classic experiment in modeling aggressive behaviour from television, one that has direct bearing on several aspects of the media effects debate. He showed nursery school children a television program in which a character, Rocky, was either rewarded for aggression (given candy and a soft drink and called a “strong champion) or punished for those same behaviours (reprimanded, called a “bully” and spanked with a rolled-up magazine).

Those who saw aggression rewarded showed more aggressive activity in a “free play” period (dis-inhibition), and those who saw it punished displayed less (inhibition). You can almost hear those people believe that media have no effects on viewer aggression crowing, “See, the bad guy is punished, so media portrayals of violence actually reduce subsequent aggression”.

Elucidating further on this theory, Bittner (1989) maintains that the observational learning theory, for example, could apply more strongly to very young children who are in their formative years of growth when their environment has a significant effect on what they learn. In essence, if television becomes a surrogate parent, it could certainly behaviour. Later in the child’s life, with the behaviour well manifested, violence learned in the formative years could be reinforced.

The observational learning theory mainly centers on children and the effect of televised violence on their behaviour. Ezeukwu (1999) rightly points out that the observational learning theory states that children and youths, including even adults, can learn aggressive behaviour by monitoring televised violence and model their behaviour after aggressive media characters.

Television, or other forms of media violence; this theory continues, increases the chance of audience aggression, not only by providing opportunities for children to learn aggression but also by presenting violent characters who act as behaviour models for the tender minds. Summarily, consumers of representation can acquire new patterns of behaviour by simply watching these representations.

We all know how to shoot a gun, although many of us have never actually performed or been reinforced for that act. Salient ingredients are associated with the observational learning theory: inhibitory effects, disinhibitory effects and vicarious reinforcement. Inhibitory effects implies that seeing a model punished for a behaviour is sufficient to reduce the likelihood that

the observer will engage in that behaviour. Disinhibitory effect implies that observing a model rewarded for a prohibited or threatening behaviour increases the likelihood that the observer will engage in that behaviour. Lastly, vicarious reinforcement is central to social cognitive through the mass media. Although observational learning can occur in the absence of any reinforcement, vicarious or real, whether observer actually engages in that learned behaviour is a function of the reinforcement contingencies (which is the value, positive or negative, associated with a given reinforce).

Relating this theory to the study, viewers of televised violence copy and identify with admired aggressive heroes often displayed in forms of dress code, hairstyle, use of vulgar or foul languages and mannerism. There is a linkage between exposure to televised violence and media representation. Students prefer to be identified with their media heroes. This accounts for the reason it is a common occurrence to see students wearing different dress and hair styles on campus.

### **Review of Empirical Studies:**

Dewet (2007) conducted a research on school violence in Lesotho, experience and observation of the learners. The purpose of the study was to determine how school violence affects teaching, learning and the safety of the learners. The study was guided by six research questions and four hypotheses. The study was a case study. Simple random sampling technique was used to select the teachers, the learners and the principals who were the respondents and the total number of respondents was 520. The instrument for data collection was questionnaire. The data was analysed using Mean and Standard deviation for the research questions and ANOVA was used to test the hypotheses. It was discovered that constant school violence in the schools put the lives of the students in danger. It was also revealed that the rules and regulations of the

schools were mere paper works. They were not effectively implemented and there was no disciplinary management in the schools. This makes the behaviour of some of the students become threats to the lives of others. The study is related to the present study in the area of safety of teachers and learners. However, the study was carried out in Lesotho while the present study is in Nigeria.

Another work was done by Smith (2010) on the role of school discipline in combating violence in public secondary schools. The purpose of the study was to examine the role of school discipline as a security threat prevention strategy. Five research questions were posed and three hypotheses were formulated. The design of the study was descriptive survey. Simple random sampling technique was used to select 708 respondents which comprise of principals and teachers as the respondents. The instruments for data collection were questionnaires. The research questions were answered with Mean and Standard deviation while t-test was used to test the hypotheses. The result revealed that most schools have neatly typed code of conducts which are given to students but there was no implementation of the rules, searches of rooms, lockers were not done with seriousness and so most of the students harbour weapons with which they threaten the lives of other students. The study is related to the present because it dealt in school discipline in combating violence in public secondary schools which is part of security threat which is one of the concerns of the present study.

Furthermore, a study was conducted by Monkwe (2010) on strategies and policies that secondary schools can employ to protect educators and learners in the school environment. The purpose of the study was to investigate ways of preventing security threats which affects educators and learners in the school environment. Five research questions were posed two hypotheses were formulated to guide the study. The study was a descriptive survey. Stratified

random sampling technique was used to select 760 respondents which were made up of teachers and principals. The methods of data collection were questionnaires. Research questions were analyzed using Mean and Standard deviation while t-test statistics was used to test the hypotheses. In the findings, Monkwe, observed that teachers and students do not feel protected in the school environment which is full of security threats. The result also proved that there was no trained security personnel in the schools studied. Another discovery was that many of the secondary schools do not have code of conducts that could help to check the behaviour of the teachers and the learners, thus there were many security threatening behaviours. The study is related to the present in the area of strategies and policies that can be employed to protect educators and learners which is also one of the major concerns of the present study.

Arinze and Ojoru (2009), investigated the impact of cognitive Behaviour modification strategy (CBMS) on youth's readiness aptitude to curb aggression in the Universities. The population of study includes all youths in Nigeria schools. Purposive sampling techniques were employed to select University of Jos from which a sample of 80 youths was randomly drawn. The study experimented one group pre-test, post-test research design. The instrument used at the pre-test and post test stage was researcher's designed questionnaire. One research question and hypothesis were posed and postulated respectively for the study. The data generated were analyzed using percentages and t-test statistic for related sample. The finding of the study showed that cognitive Behaviour modification strategy had a positive and significant effect on youth readiness aptitude to curb aggression. It was also discovered that there was significant difference in the mean achievement score of the youths at the pre and post test stage. The study will help both the teacher and student. To the student it would enable them to know that

achievement in school is correlated to behaviour modification while to the teacher, it will enable them adopt appropriate strategies towards enhancing students behaviour.

In the same vain, Ukwueze (2010) carried out a research on effects of cognitive and modeling techniques of counseling on student's study behaviours and academic achievement. The population of his study include 72 talented students, (16 boys and 12 girls) in extra-curricular activities they were 28 students SS 1 and SS 2 were selected through purposive sampling technique. The study took place at the command secondary school, Abakaliki. The subjects for the study were exposed to modeling technique of counseling for a period of eight weeks in order to improve their academic behaviour. To determine the efficacy of the technique pre-tested scores while their third term examination results taken after the treatment served as post test. The study employed the quasi-experimental research design. The result revealed that modeling techniques of counseling is effective in improving the academic performance of students who are talented in extra-curricular activities.

### **Summary of Literature Review**

The summary of the literature is based on conceptual, theoretical and empirical framework; it gave insight into the concept of students-personnel strategies for the management of violent behaviour of students used by principals and teachers, the cognitive theories, psychological ways and their application of the best strategy to adopt in managing the students.

Some reviewed studies indicated that positive reinforcement technique exists and it affects student behaviour in learning attitude and mental process of solving problems is effective. Theories like Instinct theory of aggression and behaviour theories by Sigmund Freud and Ivan Pavlov were used as the theoretical framework for this work. In addition to how this theory applies to this work was discussed. However, some reviewed empirical studies varied and

contain some gap to be filled by the study, some work investigated on impact of Cognitive Behaviour Modification Strategy (CBMS) it has positive and significant effect on the youth and so left the gap of not looking into the extent to which principals and teachers use these strategies in managing violence.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter describes the procedures adopted in carrying out this study under the following subheadings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

This study adopted a descriptive survey research design. A descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from a few individuals or sample considered to be representative of the entire group (Nworgu, 2015). The study therefore, used a descriptive survey approach to identify innovative strategies in managing violent behaviours of secondary school students.

#### **Area of the Study**

The study was carried out in Nsukka education zone of Enugu State with a total of 59 public secondary schools located in three Education zones of Nsukka, which includes Nsukka, Igbo-Etiti and Uzo-Uwani Education zones. Nsukka Education zone was chosen because of the vast interest of the people and investments in education in the area. Again, Nsukka education zone contain a large number of secondary school that are located in rural areas especially Uzo-Uwani and Igbo-Etiti where violent behaviour of students are not properly handled.



## **Population of the Study**

The population for the study consists of 1,178 (59 principals and 1119 teachers) in all the 59 public secondary schools in Nsukka education zone. Available statistics from the post primary school management Board (PPSMB), Nsukka zonal office (Planning, Research and Statistics unit).

The researcher considered it necessary to use the principals and teachers because the study is being centered on their students. Their responses provided valuable information for the study and they are in a better position to make reliable responses about ways of management of violent behaviour among secondary school students.

## **Sample and Sampling Technique**

A sample size of 300 respondents (30 principals and 270 teachers) was used for this study. This sample size represented about 26% of the entire population as recommended by Morrison, (2011) for a large population. A multi-stage sampling procedure was adopted for this study. In the first stage, simple random sampling technique by balloting with replacement was used to select two local government areas (Nsukka and Igbo-Etiti) from the education zone. At the second stage, proportionate stratified sampling technique was used to draw thirty (30) secondary schools from the two selected local government areas (twenty (20) secondary schools from Nsukka and ten (10) from Igbo-Etiti local government areas respectively). In the third stage, proportionate stratified sampling technique was also used to sample two hundred and seventy (270) teachers (one hundred and eighty-one teachers (181) from Nsukka and eighty-nine (89) teachers from Igbo-Etiti local government areas respectively). Proportionate stratified sampling technique was used in the second and third stages because the number of schools and

teachers in the local government areas are not equal. Principals in the 30 sampled schools were used for the study.

### **Instrument for Data Collection**

The instrument used for data collection was a questionnaire titled: Students-personnel administrative Strategies and Management of Violent Behaviour of Secondary School Students. (SPASMBSSS). The questionnaire comprised of two sections A and B. Sections A sought to elicit information regarding the personal data of the respondents such as status while section B consisted of four (4) clusters, A, B, C and D with 10 items each making it a total of 40 items to elicit responses on student-personnel administrative strategies for the management of violent behaviour of secondary school students. Cluster A consist of items relating to mentoring, cluster B consist of items relating to counseling, cluster C consist of items relating to conflict resolution while cluster D consist of items relating to parental outreach. The respondents will be expected to express their extent of agreement or otherwise on each of the items based on a 4 point scale. The response options will range from Very High Extent (VHE), High Extent (HE), Low Extent (LE), to Very Low Extent (VLE) with numerical values of 4, 3, 2 and 1 respectively. (See Appendix A, Page 63)

### **Validation of the Instrument**

The instrument was face validated by three lecturers, two from Educational Administrations and Planning and one from Measurement and Evaluation, all from Faculty of Education, University of Nigeria Nsukka. These experts were requested to review the items in terms of the clarity, appropriateness of the language and expressions.

### **Reliability of the Instrument**

The instrument was trial tested on (30) respondents (10) principals and (20) teachers of secondary schools in Obollor-Afor Education zone. In order to determine the internal

consistency of the items, the responses of the students were subjected to Cronbach Alpha reliability estimate and the reliability coefficients of 0.67, 0.70, 0.78, 0.63 for clusters A, B, C, D and the overall coefficient of 0.73 was obtained. (See Appendix C page 69) Cronbach Alpha was used because the questionnaire items were polytomously scaled.

### **Method of Data Collection**

The researcher employed direct delivery and retrieval method in the administration of the instrument to the respondents. A total of three hundred (300) copies of the questionnaire were distributed to the respondents by hand with the help of two trained research assistants. The researcher employed the services of the research assistants to collect the completed questionnaire from the respondents on the spot to ensure a high return rate.

### **Method of Data Analysis**

Data generated from the study were analyzed using the mean and standard deviation to answer the research questions. Research questions were analyzed based on real limit of numbers, where a mean of 3.50-4.00 implies Very High Extent (VHE), 2.50-3.49 implies High Extent (HE), 1.50-2.49 implies Low Extent (LE) and 1.00-1.49 implies Very Low Extent (VLE). On the other hand, t-test statistics was used to test the null hypotheses at 0.05 level of significance.

## CHAPTER FOUR

### RESULTS

This chapter deals with the presentation of results according to research questions and hypotheses that guided the study.

#### Research Question 1

To what extent does mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone?

**Table 1: Mean and Standard Deviation of Respondents on the Extent Mentoring facilitates the Management of Violent Behaviours of Secondary School Students in Nsukka Education Zone.**

| S/N               | Item Statement                                                                                | Principals  |                 |                  | Teachers    |                 |                  |
|-------------------|-----------------------------------------------------------------------------------------------|-------------|-----------------|------------------|-------------|-----------------|------------------|
|                   |                                                                                               | N = 30      |                 |                  | N = 270     |                 |                  |
|                   |                                                                                               | $\bar{X}_1$ | sd <sub>1</sub> | dec <sub>1</sub> | $\bar{X}_2$ | sd <sub>2</sub> | dec <sub>2</sub> |
| 1                 | Good mentoring facilitates the management of violent behaviour of students.                   | 3.97        | 0.18            | VHE              | 3.80        | 0.40            | VHE              |
| 2                 | Good communication is a key element of mentoring relationship                                 | 3.30        | 0.47            | HE               | 3.34        | 0.49            | HE               |
| 3                 | Safe environment for mentees and mentors helps to freely share information.                   | 3.33        | 0.48            | HE               | 3.49        | 0.64            | HE               |
| 4                 | Parents involvement in mentoring facilitates the management of violent behaviour of students. | 3.27        | 0.58            | HE               | 3.48        | 0.51            | HE               |
| 5                 | Parents negative behaviour affects students lifestyles.                                       | 3.10        | 0.31            | HE               | 3.30        | 0.56            | HE               |
| 6                 | Teachers positive behaviour influences students lifestyles.                                   | 3.12        | 0.46            | HE               | 3.34        | 0.55            | HE               |
| 7                 | The kind of videos students are exposed to affects their behaviour.                           | 3.07        | 0.45            | HE               | 3.37        | 0.53            | HE               |
| 8                 | The way the government behave and perceive violence affects student's behavior                | 3.23        | 0.63            | HE               | 3.13        | 0.68            | HE               |
| 9                 | Positive incentives help to manage violent behaviours of students.                            | 3.13        | 0.51            | HE               | 3.33        | 0.53            | HE               |
| 10                | Positive role-playing facilitate the management of violent behaviour of students.             | 3.20        | 0.48            | HE               | 3.21        | 0.68            | HE               |
| <b>Grand mean</b> |                                                                                               | <b>3.28</b> | <b>0.18</b>     | <b>HE</b>        | <b>3.30</b> | <b>0.18</b>     | <b>HE</b>        |

**Key:** N = Number of respondents, <sub>1</sub>= mean for principals, sd<sub>1</sub> = Standard Deviation for principals, dec<sub>1</sub> = Decision for principals, <sub>2</sub>= mean for teachers, sd<sub>2</sub> = Standard Deviation for teachers, dec<sub>2</sub> = Decision for teachers.

The result of the study as presented in Table 1 shows the mean and standard deviation of respondents on the extent mentoring facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone. The result of the study shows that the mean rating of item 1 is within the range of 3.50-4.00 for 'very high extent'. This means that good mentoring facilitates to a very high extent in the management of violent behaviour of secondary school students in Nsukka Education Zone. On the other hand, the result of the study shows that items 2-10 had mean ratings within the range of 2.50-3.49 meaning that to a high extent; safe environment for mentees, mentors and parents involvement in mentoring facilitates the management of violent behaviour of Secondary school students. Parents' negative behaviour, teachers' positive behaviour, the kind of videos students are exposed to and the way government behave and perceive violence affects students' lifestyles. It also shows that positive incentives and positive role-playing facilitates to a high extent in the management of violent behaviour of secondary school students. The cluster mean for both the principals and teachers shows that mentoring facilitates the management of violent behaviours of secondary school students to a very high extent.

## Research Question 2

To what extent does counseling facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone?

**Table 2: Mean and Standard Deviation of Respondents on the Extent Counselling facilitates the Management of Violent Behaviours of Secondary School Students in Nsukka Education Zone.**

| S/N                 | Item Statement                                                                                          | Principals  |                 |                  | Teachers    |                 |                  |
|---------------------|---------------------------------------------------------------------------------------------------------|-------------|-----------------|------------------|-------------|-----------------|------------------|
|                     |                                                                                                         | N = 30      |                 |                  | N = 270     |                 |                  |
|                     |                                                                                                         | $\bar{X}_1$ | sd <sub>1</sub> | dec <sub>1</sub> | $\bar{X}_2$ | sd <sub>2</sub> | dec <sub>2</sub> |
| 1                   | Counselling is effective in the management of violent behaviours of students.                           | 3.83        | 0.38            | VHE              | 3.86        | 0.34            | VHE              |
| 2                   | Through counselling, students realize their mistakes.                                                   | 3.06        | 0.25            | HE               | 3.42        | 0.50            | HE               |
| 3                   | Counselling makes the students feel accepted by their teachers.                                         | 3.20        | 0.41            | HE               | 3.28        | 0.53            | HE               |
| 4                   | Counselling helps students to develop a positive attitude to life.                                      | 3.20        | 0.41            | HE               | 3.37        | 0.48            | HE               |
| 5                   | Counselling helps to reduce tension among students.                                                     | 3.20        | 0.48            | HE               | 3.30        | 0.47            | HE               |
| 6                   | Counselling helps in classroom observation of students.                                                 | 3.13        | 0.43            | HE               | 3.08        | 0.57            | HE               |
| 7                   | Counselling helps in referral services for students.                                                    | 3.23        | 0.50            | HE               | 3.24        | 0.49            | HE               |
| 8                   | Through counselling, deviant behaviours of students are modified.                                       | 3.17        | 0.46            | HE               | 3.37        | 0.53            | HE               |
| 9                   | The teachers indebt knowledge of counselling principles helps to manage violent behaviours of students. | 3.27        | 0.52            | HE               | 3.38        | 0.53            | HE               |
| 10                  | Training and re-training of counsellors facilitates the management of violent behaviour of students.    | 2.73        | 0.58            | HE               | 3.29        | 0.61            | HE               |
| <b>Cluster Mean</b> |                                                                                                         | <b>3.20</b> | <b>0.13</b>     | HE               | <b>3.26</b> | <b>0.13</b>     | HE               |

**Key:** N = Number of respondents, <sub>1</sub>= mean for teachers, sd<sub>1</sub> = Standard Deviation for teachers, dec<sub>1</sub> = Decision for teachers, <sub>2</sub>= mean for students, sd<sub>2</sub> = Standard Deviation for students, dec<sub>2</sub> = Decision for students.

The result of the study as presented in Table 2 shows the mean and standard deviation of the respondents on the extent counselling facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone. The result of the study shows that

the mean rating of item 1 for both respondents is within the range of 3.50-4.00 for 'very high extent'. This implies that counselling is effective in the management of violent behaviour of Secondary school students to a very high extent. The result also shows that items 2-10 had mean ratings within the range of 2.50-3.49 for "high extent" implying that through counselling, students realize their mistakes and deviant behaviour among them are modified to a high extent. It also shows that to a high extent, counselling helps to reduce tension among students, makes the students feel accepted by their teachers and also helps students to develop a positive attitude to life. The cluster mean for both principals and teachers shows that counselling helps in managing violent behaviours of secondary school students to a high extent.

### Research Question 3

To what extent does conflict resolution facilitates the management of violent behaviour of secondary school students in Nsukka Education Zone?

**Table 3: Mean and Standard Deviation of Respondents on the Extent Conflict Resolution facilitates the Management of Violent Behaviour of Secondary School Students in Nsukka Education Zone.**

| S/N                 | Item Statement                                                                                                                                        | Principals  |                 |                  | Teachers    |                 |                  |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|------------------|-------------|-----------------|------------------|
|                     |                                                                                                                                                       | N = 30      |                 |                  | N = 270     |                 |                  |
|                     |                                                                                                                                                       | $\bar{X}_1$ | sd <sub>1</sub> | dec <sub>1</sub> | $\bar{X}_2$ | sd <sub>2</sub> | dec <sub>2</sub> |
| 1                   | Introduction of peace education in schools facilitates the management of violent behaviour of secondary school students.                              | 3.67        | 0.48            | VHE              | 3.65        | 0.47            | VHE              |
| 2                   | Principals and teachers training on conflict resolution strategies will facilitate the management of violent behaviours of secondary school students. | 3.13        | 0.35            | HE               | 3.25        | 0.43            | HE               |
| 3                   | Peace clubs in schools facilitates the management of violent behaviours of students.                                                                  | 3.33        | 0.48            | HE               | 3.38        | 0.49            | HE               |
| 4                   | Constructive learning environment facilitates the management of violent behaviours of students.                                                       | 3.07        | 0.25            | HE               | 3.23        | 0.42            | HE               |
| 5                   | Peaceful home environment facilitates the management of violent behaviours of students.                                                               | 3.10        | 0.40            | HE               | 3.30        | 0.51            | HE               |
| 6                   | Conducive school environment facilitates the management of violent behaviours of students.                                                            | 3.13        | 0.57            | HE               | 3.30        | 0.50            | HE               |
| 7                   | Violence media affects students behaviour negatively.                                                                                                 | 3.17        | 0.46            | HE               | 3.28        | 0.53            | HE               |
| 8                   | Love and understanding between teachers and principals help to manage violent behaviours of students.                                                 | 3.00        | 0.59            | HE               | 3.30        | 0.55            | HE               |
| 9                   | Good classroom management facilitates the management of violent behaviours of students violence behavior                                              | 3.23        | 0.50            | HE               | 3.21        | 0.58            | HE               |
| 10                  | The leadership style of the schools affects students behavior                                                                                         | 2.83        | 0.70            | HE               | 3.26        | 0.58            | HE               |
| <b>Cluster Mean</b> |                                                                                                                                                       | <b>3.17</b> | <b>0.15</b>     | <b>HE</b>        | <b>3.19</b> | <b>0.14</b>     | <b>HE</b>        |

**Key:** N = Number of respondents, <sub>1</sub>= mean for teachers, sd<sub>1</sub> = Standard Deviation for teachers, dec<sub>1</sub> = Decision for teachers, <sub>2</sub>= mean for students, sd<sub>2</sub> = Standard Deviation for students, dec<sub>2</sub> = Decision for students.



Table 3 shows the mean and standard deviation scores of respondents on the extent conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Educational Zone. The result of the study shows that the mean rating of item 1 for both respondents (principals and teachers) is within the range of 3.50-4.00 for ‘very high extent’. This means that the introduction of peace education in schools facilitates the management of violent behaviours of students to a very high extent. The result also shows that items 2-10 had mean ratings within the range of 2.50-3.49 for “high extent”. This means that training of principals and teachers on conflict resolution, peace clubs in schools, constructive learning environment, peaceful home environment, conducive school environment, love and understanding between teachers and principals and good classroom management to a high extent facilitates the management of violent behaviour among students. The cluster mean shows that both the principals and the teachers agreed that conflict resolution to high extent facilitates the management of violent behaviour of secondary school students.

#### **Research Question 4**

To what extent does parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone?

**Table 4: Mean and Standard Deviation of Respondents on the Extent Parental Outreach facilitates the Management of Violent Behaviour of Secondary School Students in Nsukka Education Zone.**

| S/N                 | Item Statement                                                                                                                                                     | Principals  |                 |                  | Teachers    |                 |                  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|------------------|-------------|-----------------|------------------|
|                     |                                                                                                                                                                    | N = 30      |                 |                  | N = 270     |                 |                  |
|                     |                                                                                                                                                                    | $\bar{X}_1$ | sd <sub>1</sub> | dec <sub>1</sub> | $\bar{X}_2$ | sd <sub>2</sub> | dec <sub>2</sub> |
| 1                   | The relationship between the school and the parents affects violent behaviours of students.                                                                        | 3.33        | 0.55            | HE               | 3.40        | 0.62            | HE               |
| 2                   | Strict attendance of PTA meetings facilitates the management of violent behaviours of students.                                                                    | 3.20        | 0.41            | HE               | 3.07        | 0.40            | HE               |
| 3                   | Parents involvement in the school programs and activities facilitates the management of violent behaviours of students.                                            | 3.13        | 0.35            | HE               | 3.33        | 0.50            | HE               |
| 4                   | Conduct of parents outreach after-school registration facilitates the management of violent behaviours of students.                                                | 3.07        | 0.45            | HE               | 3.12        | 0.56            | HE               |
| 5                   | Provision of positive incentive for parents that attend school programs and activities facilitates the management of violent behaviours of students.               | 3.10        | 0.61            | HE               | 3.31        | 0.54            | HE               |
| 6                   | Provision of phone numbers and contact address of the parents in case of emergency situation equally facilitates the management of violent behaviours of students. | 3.10        | 0.55            | HE               | 3.29        | 0.54            | HE               |
| 7                   | Unscheduled visits at home to check on the students by the teachers facilitates the management of violent behaviours of students.                                  | 3.03        | 0.56            | HE               | 3.33        | 0.52            | HE               |
| 8                   | Engaging in an informal conversation with parents when dropping or picking their children facilitates the management of violent behaviours of students.            | 3.17        | 0.46            | HE               | 3.12        | 0.51            | HE               |
| 9                   | Provision of parental guidance on the type of movies or novels the students are exposed to facilitates the management of violent behaviours of students.           | 2.83        | 0.70            | HE               | 3.41        | 0.57            | HE               |
| 10                  | Spending quality time with the students by both parents and the school facilitates the management of violent behaviours of students.                               | 2.87        | 0.51            | HE               | 3.19        | 0.61            | HE               |
| <b>Cluster Mean</b> |                                                                                                                                                                    | <b>3.28</b> | <b>0.18</b>     | <b>HE</b>        | <b>3.25</b> | <b>0.16</b>     | <b>HE</b>        |

**Key:** N = Number of respondents,  $\bar{x}_1$  = mean for teachers, sd<sub>1</sub> = Standard Deviation for teachers, dec<sub>1</sub> = Decision for teachers,  $\bar{x}_2$  = mean for students, sd<sub>2</sub> = Standard Deviation for students, dec<sub>2</sub> = Decision for students

The result of the study as presented in Table 4 shows the mean and standard deviation of respondents on the extent parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone. The result of the study shows that the mean ratings of all the items in the Table are within the range of 2.50-3.49 for 'high extent'. This implies that the relationship between the school and the parents affects students violent behaviour; strict attendance of PTA meetings; parents involvement in the school programs and activities; conduct of parents outreach after-school registration; provision of positive incentive for parents that attend school programs and activities; provision of phone numbers and contact address of the parents in case of emergency situation; unscheduled visits at home to check on the students by the teachers; engaging in an informal conversation with parents when dropping or picking their children; provision of parental guidance on the type of movies or novels the students are exposed to and spending quality time with the students by both parents and the school facilitates to a high extent in the management of violent behaviours of secondary school students. The cluster mean for both respondents shows that parental outreach facilitates the management of violent behaviours of secondary school students to a high extent.

### Hypothesis 1

There is no significant difference between the mean ratings of principals and teachers on the extent to which mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

**Table 5: t-test Analysis of the mean differences between principals and teachers on the extent mentoring facilitates the management of violent behaviours of Secondary School Students in Nsukka Education Zone.**

| Status     | Mean | SD   | N   | t-value | Df  | Sig. | Dec. |
|------------|------|------|-----|---------|-----|------|------|
| Principals | 3.28 | 0.18 | 30  | 0.49    | 298 | 0.62 | NS   |
| Teachers   | 3.30 | 0.18 | 270 |         |     |      |      |

**Key:** N = Number of Respondents; sd = Standard Deviation; df = Degree of Freedom; ns = Not significant at 0.05 probability level.

The result of the study as presented in Table 4 shows the t-test analysis of the difference between the mean ratings of principals and teachers on the extent mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone. The result shows that a t-value of 0.49 with a degree of freedom of 298 and a probability value of 0.62 was obtained. Since the probability value of 0.62 is greater than 0.05 levels of significance, it means that the result is not significant. The null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone is therefore not rejected. The inference drawn is that principals and teachers did not differ significantly on the extent mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

## Hypothesis 2

There is no significant difference between the mean ratings of principals and teachers on the extent to which counselling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

**Table 6: t-test Analysis of the mean differences between principals and teachers on the extent counselling facilitates the management of violent behaviours of Secondary School Students in Nsukka Education Zone.**

| Status     | Mean | SD   | N   | t-value | Df  | Sig. | Dec. |
|------------|------|------|-----|---------|-----|------|------|
| Principals | 3.20 | 0.13 | 30  | 0.02    | 298 | 0.98 | NS   |
| Teachers   | 3.26 | 0.13 | 270 |         |     |      |      |

**Key:** N = Number of Respondents; sd = Standard Deviation; df = Degree of Freedom; ns = Not significant at 0.05 probability level.

The result of the study as presented in Table 6 shows the t-test analysis of the difference between the mean ratings of principals and teachers on the extent counselling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone. The result shows that a t-value of 0.02 with a degree of freedom of 298 and a probability value of 0.98 was obtained. Since the probability value of 0.98 is greater than 0.05 levels of significance, it means that the result is not significant. The null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent counselling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone is not rejected. Inference drawn therefore is that there was no significant difference between the mean ratings of principals and teachers on the extent to which counselling facilitates management of violent behaviours of secondary school students in Nsukka Education Zone.

### Hypothesis 3

There is no significant difference between the mean ratings of principals and teachers on the extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

**Table 7: t-test Analysis of the mean differences between principals and teachers on the extent conflict resolution facilitates the management of violent behaviours of Secondary School Students in Nsukka Education Zone.**

| Status     | Mean | SD   | N   | t-value | Df  | Sig. | Dec. |
|------------|------|------|-----|---------|-----|------|------|
| Principals | 3.17 | 0.15 | 30  | 0.23    | 298 | 0.79 | NS   |
| Teachers   | 3.19 | 0.14 | 270 |         |     |      |      |

**Key:** N = Number of Respondents; sd = Standard Deviation; df = Degree of Freedom; ns = Not significant at 0.05 probability level.

The result of the study as presented in Table 7 shows the t-test analysis of the difference between the mean ratings of principals and teachers on the extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone. The result shows that a t-value of 0.23 with a degree of freedom of 298 and a probability value of 0.79 was obtained. Since the probability value of 0.89 is greater than 0.05 levels of significance, it means that the result is not significant. The null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone is therefore not rejected. The inference drawn is that principals and teachers on the extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

#### Hypothesis 4

There is no significant difference between the mean ratings of principals and teachers on the extent to which parental outreach facilitates the management of secondary school students' violent behaviour.

**Table 8: t-test Analysis of the mean differences between principals and teachers on the extent parental outreach facilitates the management of violent behaviours of Secondary School Students in Nsukka Education Zone.**

| Status     | Mean | SD   | N   | t-value | Df  | Sig. | Dec. |
|------------|------|------|-----|---------|-----|------|------|
| Principals | 3.28 | 0.18 | 30  | 0.03    | 298 | 0.76 | NS   |
| Teachers   | 3.27 | 0.16 | 270 |         |     |      |      |

**Key:** N = Number of Respondents; sd = Standard Deviation; df = Degree of Freedom; ns = Not significant at 0.05 probability level.

The result of the study as presented in Table 8 shows the t-test analysis of the significant difference between the mean ratings of principals and teachers on the extent to which parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone. The result shows that a t-value of 0.03 with a degree of freedom of 298 and a probability value of 0.76 was obtained. Since the probability value of 0.76 is greater than 0.05 levels of significance, it means that the result is not significant. The null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent to which parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone is not rejected. The inference drawn therefore is that there was no significant difference between the mean ratings of principals and teachers on the extent to which parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

## Summary of the Findings

This section of the chapter is a summary of the findings of the study according to each of the research questions and the tested hypotheses. From the data analysis and interpretation of the results, the following findings were revealed:

1. Mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent. Principals and teachers did not differ significantly on the extent mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
2. Counselling helps in managing violent behaviours of secondary school students in Nsukka Education Zone to a high extent. Principals and teachers did not differ significantly on the extent counseling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
3. Conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent. Principals and teachers did not differ significantly on the extent conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
4. Parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent. Principals and teachers did not differ significantly on the extent parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.



## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS, CONCLUSION, RECOMMENDATIONS**

#### **AND SUMMARY**

This chapter discusses the findings of the study. Based on the findings, major conclusions were drawn. The educational implications of the findings, recommendations, limitations, suggestions for further studies and summary of the study were also presented.

#### **Discussion of the Findings**

The results were discussed based on the following subheadings:

- The extent to which mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
- The extent to which counselling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
- The extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.
- The extent to which parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

#### **The extent to which mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone**

The finding of this study showed that mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent and that good mentoring, safe environment for mentees, mentors and parents involvement in mentoring facilitates the management of violent behaviours of secondary school students. The result

showed that parents' negative behaviour, teachers positive behaviour, the kind of videos students are exposed to and the way government behaves and perceive violence to a high extent affects students lifestyles and that positive incentive and positive role-playing facilitate to a high extent in the management of violent behaviours of secondary school students. These findings are in accordance with the findings of Barbour (2011), Paterson (2012), Morais and Meier (2011). Barbour (2011) found that good mentoring and parents involvement in mentoring facilitate the management of violent behaviour among secondary school students. In a study by Paterson (2012), it was found that positive incentives and positive role-playing facilitate to a great extent in management of violent behaviour among students, especially in secondary school. Marais and Meier (2011) in their own analysis found that the kind of videos students are exposed to and the way government behaves and perceive violence affects students' behaviour. The result also revealed that principals and teachers did not differ significantly on the extent mentoring facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

**The extent to which counselling facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.**

The findings of the study showed that counselling facilitate the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent. The results showed that through counselling, students realize their mistakes and deviant behaviours among them are modified to a high extent. It also showed that to a high extent, counselling helps to reduce tension among students and also help students to develop a good positive attitude to life. The results are in line with the finding of Ukwueze (2010) who found out that counselling facilitates in combating students' violent behaviours. In the same vein, Odoemelam (2010) found

that counselling facilitates in a very great extent in management of deviant behaviour. The result also showed that principals and teachers did not differ significantly on the extent counselling facilitate the management of violent behaviours of secondary school students in Nsukka Education Zone.

**The extent to which conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone**

The findings of the study showed that conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent. It also showed that the introduction of peace education in schools, training of principals and teachers on conflict resolution, peace clubs in schools, constructive learning environment, peaceful and conducive home environment, love and understanding between teachers and principals and good classroom management to a high extent facilitates the management of violent behaviours among students. Consequently, this result is in line with earlier findings of Bester and Plessis (2010); Bosworth, Ford and Hernandaz (2011). Bester and Plessis (2010) found that training of teachers and school administrators on conflict resolution helps in managing violent behaviours in schools. However, Bosworth, Ford and Hernandaz (2011) found that conflict resolution remains the best practice in managing violent behaviours among secondary school students. The results also showed that principals and teachers did not differ significantly on the extent conflict resolution facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

### **The extent to which parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.**

The findings of this study showed that parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone to a high extent. Also, principals and teachers did not differ significantly on the extent parental outreach facilitates the management of secondary school students' violent behaviour. The result of this study also revealed that strict attendance of PTA meetings; parents involvement in the school programs and activities; provision of positive incentive for parents that attend school programs and activities; provision of phone numbers and contact address of the parents in case of emergency situation; engaging in an informal conversation with parents when dropping or picking their children; provision of parental guidance on the type of movies or novels the students are exposed to and spending quality time with the students by both the parents and the school facilitate to a high extent in the management of violent behaviours of secondary school students in Nsukka Education Zone. The results also showed that principals and teachers did not differ significantly on the extent parental outreach facilitates the management of violent behaviours of secondary school students in Nsukka Education Zone.

### **Implications of the Research Findings**

The findings of this study have educational implications for the state, federal government, the administrators, and students of Nsukka education zone.

One of the findings of this study is about the high extent to which Good mentoring can facilitates the management of violent behaviours of students which encourages their continuous use in the management of violent behaviours of students in secondary school by teachers and principals. Peer and adult mentoring strategy, Peer mentors in secondary schools aid in the

transition of younger students from primary school to secondary school. They may assist mentees with their school work and study skills, peer pressure, issues with attendance and behaviour.

Another finding of this study is that the significant high extent to which Conflict resolution and management program facilitates the management of violent behaviours of secondary school students, encourages the principals and teachers to continue the use and always find a peaceful solutions to conflict. These programs use negotiation, mediation, and consensus decision-making to find solutions that are positive for all parties.

Another finding of this study is about the Counselling and mediation strategy, Schools should improve the counseling services, including emotional (e.g., grief, anger management, depression), social development, exceptional student (e.g., gifted and learning, speech and/or physically disabled), academic, vocational, pre-natal/reproductive, gang, psychological, family, and substance abuse. The educational implication is that the principals and teachers will be able to apply the best students-personnel administrative strategies for the management of violent behaviours in schools for effective teaching and learning to take place.

## **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. The school management and the parents of the students should work hand in hand to achieve the aims of management of violence in schools
2. The Enugu State government should organize seminars, symposium and conferences to keep the principals and teachers abreast of the student-personnel administrative strategies that facilitate to a high extent in the management violence in secondary schools.

3. The state government should establish special monitoring team to checkmate the activities going on in schools.
4. The Post Primary Schools Management Board (PPSMB) Enugu and school principals should issue a certificate of honour and merit to the best behaved students yearly to inspire others to emulate them and improve.

### **Limitations of the Study**

There was weakness in making generalization in the findings of the study. The study is deemed to have achieved its purpose.

### **Suggestions for further Research**

Based on the findings of this study the researcher suggests further research work that could be undertaken in the following areas.

1. Strategies for the management of student's cult activities in secondary schools in Nsukka Education Zone.
2. As the study covered only a section of the state, that Nsukka Education Zone, it is suggested that similar studies be carried out to cover some other parts of Enugu state to make for a dependable generalization.
3. Strategies for managing students stress in Secondary schools in Enugu state.

### **Summary of the Study**

The study is aimed at analyzing the extent to which students-personnel administrative strategies facilitates the management of violent behaviours of secondary schools students in Nsukka Education Zone. Four research questions and four null hypotheses guided the study. The design employed was descriptive survey and simple random sampling technique was used to select thirty principals and 270 teachers that gave a total of three hundred (300) sample size.

Questionnaires were the main instrument for data collection. The question was constructed on a four point rating scales with very high extent 4 points, high extent 3 points, low extent 2 points, and very low extent 1 point. The instruments were validated by three experts and the reliability was established through trial test.

Mean and standard deviation were used to answer the four research questions stated while t-test was used to test the four null hypotheses to find out if there were any significant difference in the responses made by the respondents. The research showed that there were no significant differences between the mean responses of principals and teachers with regards to the students-personnel administrative strategies for the management of violent behaviours of secondary school students in Nsukka Education Zone. The findings of this study have useful implications to principals, teachers, community representative, students, state government, federal and other educational agencies because it will help them to really know the students-personnel administrative strategies that facilitate to a high extent in the management of violent behaviours of secondary school students, particularly in Nsukka Education Zone and enable them to continually apply the most effective ones in the management of violent behaviours of students. Based on the above findings, implications and recommendations were made, the limitations of the study were highlighted and suggestions for further research were also put across.

## **Conclusion**

From this study, it was discovered that violent behaviours of secondary students in Nsukka Education can be handled better if the schools administrators (principals and teachers e.t. c.) frequently make use of /apply the innovative strategies that help to a high extent which includes; mentoring strategy, counselling strategy, conflict resolution strategy and parental

outreach strategy in the management of violent behaviours of secondary school students in Nsukka Education Zone.



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## APPENDIX A

### VALIDATED INSTRUMENTS

#### STUDENTS-PERSONNEL ADMINISTRATIVE STRATEGIES AND MANAGEMENT OF VIOLENT BEHAVIOURS OF SECONDARY SCHOOL STUDENTS QUESTIONNAIRE (SPASMVBSSS).

##### SECTION A: PERSONAL DATA

Status: Principal ☐ Teacher ☐

**SECTION B:** Read each of the statements carefully and tick (☐) the column that best represents your view on students-personnel administrative Strategies and Management of Violent Behaviours of Secondary School Students.

**KEY:** VHE = Very High Extent, HE = High Extent, LE = Low Extent, VLE = Very Low Extent

**Cluster A:** To what extent does mentoring facilitates the management of violent behaviours of students.

| S/N | ITEM STATEMENT                                                                                 | VHE | HE | LE | VLE |
|-----|------------------------------------------------------------------------------------------------|-----|----|----|-----|
| 1   | Good mentoring facilitates the management of violent behaviours of students.                   |     |    |    |     |
| 2   | Good communication is a key element of mentoring relationship.                                 |     |    |    |     |
| 3   | Safe environment for mentees and mentors helps to freely share information                     |     |    |    |     |
| 4   | Parents involvement in mentoring facilitates the management of violent behaviours of students. |     |    |    |     |
| 5   | Parents negative behaviours affect students' lifestyles.                                       |     |    |    |     |
| 6   | Teachers positive behaviour influences students lifestyles.                                    |     |    |    |     |
| 7   | The kind of videos students are exposed to affects their behaviour                             |     |    |    |     |
| 8   | The way government behave and perceive violence affects the students behaviour.                |     |    |    |     |
| 9   | Positive incentives facilitates the management of violent behaviours of students.              |     |    |    |     |
| 10  | Positive role-playing facilitates the management of violent behaviours of students.            |     |    |    |     |

**Cluster B:** To what extent does Counselling facilitates the management of violent behaviours of students?

| S/N | ITEM STATEMENT                                                                                                        | VHE | HE | LE | VLE |
|-----|-----------------------------------------------------------------------------------------------------------------------|-----|----|----|-----|
| 1   | Counselling is effective in the management of violent behaviours of students.                                         |     |    |    |     |
| 2   | Through counselling, students realizes their mistakes.                                                                |     |    |    |     |
| 3   | Counselling makes the students feel accepted by their teachers.                                                       |     |    |    |     |
| 4   | Counselling helps students to develop positive attitude to life.                                                      |     |    |    |     |
| 5   | Counselling helps to reduce tension among students.                                                                   |     |    |    |     |
| 6   | Counselling helps in classroom observation of students                                                                |     |    |    |     |
| 7   | Counselling helps in referral services for students.                                                                  |     |    |    |     |
| 8   | Through counseling deviant behaviours of students are modified                                                        |     |    |    |     |
| 9   | The teachers indebt knowledge of counselling principles facilitates the management of violent behaviours of students. |     |    |    |     |
| 10  | Training and re-training of counsellors facilitates the management of violent behaviours of students.                 |     |    |    |     |

**Cluster C:** To what extent does conflict resolution facilitates the management of violent behaviours of students?

| S/N | ITEM STATEMENT                                                                                                                        | VHE | HE | LE | VLE |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|-----|
| 1   | Introduction of peace education in schools facilitates the management violent behaviours of students.                                 |     |    |    |     |
| 2   | Principals and teachers training on conflict resolution strategies will facilitates the management of violent behaviours of students. |     |    |    |     |
| 3   | Peace clubs in schools facilitates the management of violent behaviours of students.                                                  |     |    |    |     |
| 4   | Constructive learning environment facilitates the management of violent behaviours of students.                                       |     |    |    |     |
| 5   | Peaceful home environment facilitates the management of violent behaviours of students.                                               |     |    |    |     |
| 6   | Conducive school environment facilitates the management of violent behaviours of students.                                            |     |    |    |     |
| 7   | Violence media affect students' behaviour negatively                                                                                  |     |    |    |     |
| 8   | Love and understanding between teachers and principals facilitates the management of violent behaviours of students.                  |     |    |    |     |
| 9   | Good classroom management facilitates the management of violent behaviours of students.                                               |     |    |    |     |
| 10  | The leadership style of the schools affects students behaviour                                                                        |     |    |    |     |

**Cluster D:** To what extent does parental outreach facilitates the management of violent behaviours of students?

| S/N | ITEM STATEMENT                                                                                                                                                     | VHE | HE | LE | VLE |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|-----|
| 1   | The relationship between the school and the parents facilitates the management of violent behaviours of students.                                                  |     |    |    |     |
| 2   | Strict attendance of PTA meetings facilitates the management of violent behaviours of students.                                                                    |     |    |    |     |
| 3   | Parents involvement in the school programs and activities facilitates the management od violent behaviours of students.                                            |     |    |    |     |
| 4   | Conduct of parents outreach after school registration facilitates the management of violent behaviours of students.                                                |     |    |    |     |
| 5   | Provision of positive incentive for parents that attend school programs and activities facilitates the management violent behaviours of students.                  |     |    |    |     |
| 6   | Provision of phone numbers and contact address of the parents in case of emergency situation equally facilitates the management of violent behaviours of students. |     |    |    |     |
| 7   | Unscheduled visits at home to check on the students by the teachers facilitates the management of violent behaviours of students.                                  |     |    |    |     |
| 8   | Engaging in an informal conversation with parents when dropping or picking their children facilitates the management of violent behaviours of students.            |     |    |    |     |
| 9   | Provision of parental guidance on the type of movies or novels the students are exposed to facilitates the management of violent behaviours of students.           |     |    |    |     |
| 10  | Spending quality time with the students by both parents and the school facilitates the management of violent behaviours of students.                               |     |    |    |     |

## APPENDIX B

### *Population Distribution of Principals and Teachers in Nsukka Education Zones*

| S/N | Name of School                            | No of Teachers | No of principals |
|-----|-------------------------------------------|----------------|------------------|
|     | <b>Nsukka L.G.A</b>                       |                |                  |
| 1   | St. Theresa's College Nsukka              | 18             | 1                |
| 2   | Nsukka High School Nsukka I               | 12             | 1                |
| 3   | Nsukka High School Nsukka II              | 11             | 1                |
| 4   | Q.R.S.S. Nsukka                           | 28             | 1                |
| 5   | St. Cyprian Girls Secondary School Nsukka | 53             | 1                |
| 6   | Model Sec. School Nsukka                  | 61             | 1                |
| 7   | Urban Girls Sec. School Nsukka            | 31             | 1                |
| 8   | Urban Boys' Sec. School Nsukka            | 30             | 1                |
| 9   | Nru Boys S.S. Nsukka                      | 22             | 1                |
| 10  | C.S.S. Iseinu                             | 22             | 1                |
| 11  | Opi High School Opi                       | 15             | 1                |
| 12  | G.S.S. Opi                                | 27             | 1                |
| 13  | C.S.S. Opi –Agu                           | 9              | 1                |
| 14  | C.S.S. Alor-Uno                           | 43             | 1                |
| 15  | C.S.S. Obimo                              | 24             | 1                |
| 16  | C.S.S. Akpotoro-Obimo                     | 14             | 1                |
| 17  | C.S.S. Obukpa                             | 23             | 1                |
| 18  | C.S.S. Ede-Oballa I                       | 16             | 1                |
| 19  | C.S.S. Ede-Oballa II                      | 12             | 1                |
| 20  | C.S.S. Edem                               | 22             | 1                |
| 21  | C.H.S. Edem-Ani                           | 15             | 1                |
| 22  | C.S.S. Lejja                              | 13             | 1                |
| 23  | C.H.S. Lejja                              | 19             | 1                |
| 24  | C.S.S. Ibagwa-Ani                         | 20             | 1                |
| 25  | C.S.S. Okpuje                             | 15             | 1                |
| 26  | C.S.S. Okutu                              | 9              | 1                |
| 27  | C.S.S. Umabor                             | 22             | 1                |
| 28  | C.S.S. Agu-Umabor                         | 3              | 1                |

|    |                                  |            |   |
|----|----------------------------------|------------|---|
| 29 | C.S.S. Ehandiagu                 | 8          | 1 |
| 30 | C.S.S. Breme                     | 8          | 1 |
| 31 | C.S.S. Ezebunagu                 | 8          | 1 |
|    | <b>Total</b>                     | <b>633</b> |   |
|    | <b>Igbo-Etiti L.G.A</b>          |            |   |
| 32 | Boys Sec. School Aku             | 33         | 1 |
| 33 | Girls Sec. School Aku            | 26         | 1 |
| 34 | Community Sec. School Aku        | 25         | 1 |
| 35 | Premier Sec. School Ukehe        | 29         | 1 |
| 36 | Comm. High School Ukehe          | 22         | 1 |
| 37 | Orinandu Comm. Sec. School Ukehe | 21         | 1 |
| 38 | Comm.. High School Ekwegbe       | 22         | 1 |
| 39 | Comm. Sec. School Ukopi          | 9          | 1 |
| 40 | Comm. Sec. School Ohodo          | 27         | 1 |
| 41 | Comm. Sec. School Umuna          | 27         | 1 |
| 42 | Comm. Sec. School Ozalla         | 22         | 1 |
| 43 | Comm. Sec. School Ohebe –dim     | 18         | 1 |
| 44 | Comm. Sec. School Umunko         | 15         | 1 |
| 45 | I.S.S. Ikolo                     | 7          | 1 |
| 46 | Akutara Comm. Sec. School Ohodo  | 8          | 1 |
|    | <b>Total</b>                     | <b>311</b> |   |
|    | <b>Uzo-Uwani</b>                 |            |   |
| 47 | Ada Sec. School Nkporogwu        | 9          | 1 |
| 48 | Uzo-Uwani Sec. School Adani      | 20         | 1 |
| 49 | Comm. Sec. School Nimbo          | 16         | 1 |
| 50 | N.S.S. Opanda                    | 14         | 1 |
| 51 | Comm. Sec. School Ogwurugu       | 13         | 1 |
| 52 | Comm. High School Nrobo          | 15         | 1 |
| 53 | Comm. Sec. School Abbi-Ugbene    | 18         | 1 |
| 54 | Comm. Sec. School Ugbene Ajima   | 7          | 1 |
| 55 | Uvuru Sec. School Uvuru          | 18         | 1 |
| 56 | Comm. Sec. School Ukpata         | 12         | 1 |
| 57 | Atta M.H.S. Adaba                | 10         | 1 |
| 58 | Girls Sec. School Umulokpa       | 14         | 1 |
| 59 | Boys Sec. School Umulokpa        | 9          | 1 |
|    | <b>Total</b>                     | <b>175</b> |   |

|  |                    |                                                                |    |
|--|--------------------|----------------------------------------------------------------|----|
|  |                    | 633 (Nsukka) + 311 (Igbo-Etiti)<br>+175 (Uzo-uwani) =<br>1,119 |    |
|  |                    | 1,119                                                          | 59 |
|  | <b>Grand Total</b> | <b>1,178</b>                                                   |    |

**Source:** The Statistics Unit, Post Primary School Management Board (PPSMB), Nsukka Zone, (2017/2018).



**APPENDIX C**  
**RELIABILITY OUTPUT**

**Reliability**

**Cluster A**

**Scale: ALL VARIABLES**

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

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

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .670             | .566                                         | 10         |

**Item Statistics**

|       | Mean   | Std. Deviation | N  |
|-------|--------|----------------|----|
| Item1 | 3.6333 | .49013         | 30 |
| item2 | 3.2333 | .43018         | 30 |
| item3 | 3.2000 | .61026         | 30 |
| item4 | 3.3333 | .80230         | 30 |
| item5 | 3.0667 | .44978         | 30 |
| item6 | 3.2333 | .77385         | 30 |
| item7 | 3.0333 | .66868         | 30 |
| item8 | 3.4333 | .50401         | 30 |
| item9 | 3.1667 | .64772         | 30 |

|        |        |        |    |
|--------|--------|--------|----|
| item10 | 3.2333 | .56832 | 30 |
|--------|--------|--------|----|

### Summary Item Statistics

|                   | Mean  | Minimum | Maximum | Range | Maximum /<br>Minimum | Variance | N of<br>Items |
|-------------------|-------|---------|---------|-------|----------------------|----------|---------------|
| Item Means        | 3.257 | 3.033   | 3.633   | .600  | 1.198                | .031     | 10            |
| Item<br>Variances | .369  | .185    | .644    | .459  | 3.478                | .026     | 10            |

### Item-Total Statistics

|        | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected<br>Item-Total<br>Correlation | Squared<br>Multiple<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|--------|-------------------------------|-----------------------------------|----------------------------------------|------------------------------------|----------------------------------------|
| Item1  | 28.9333                       | 6.685                             | .252                                   | .330                               | .545                                   |
| item2  | 29.3333                       | 6.920                             | .203                                   | .360                               | .556                                   |
| item3  | 29.3667                       | 6.033                             | .386                                   | .450                               | .507                                   |
| item4  | 29.2333                       | 6.116                             | .203                                   | .470                               | .565                                   |
| item5  | 29.5000                       | 6.879                             | .205                                   | .257                               | .555                                   |
| item6  | 29.3333                       | 5.126                             | .525                                   | .351                               | .447                                   |
| item7  | 29.5333                       | 6.051                             | .324                                   | .350                               | .523                                   |
| item8  | 29.1333                       | 6.878                             | .163                                   | .258                               | .564                                   |
| item9  | 29.4000                       | 7.283                             | -.039                                  | .319                               | .620                                   |
| item10 | 29.3333                       | 6.230                             | .357                                   | .350                               | .518                                   |

### Scale Statistics

| Mean    | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 32.5667 | 7.564    | 2.75034        | 10         |

**Cluster B****Scale: ALL VARIABLES****Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

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

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .700             | .605                                         | 10         |

**Item Statistics**

|        | Mean   | Std. Deviation | N  |
|--------|--------|----------------|----|
| item11 | 3.7000 | .46609         | 30 |
| item12 | 3.1000 | .30513         | 30 |
| item13 | 3.0667 | .25371         | 30 |
| item14 | 3.3667 | .49013         | 30 |
| item15 | 3.1333 | .34575         | 30 |
| item16 | 3.2333 | .43018         | 30 |
| item17 | 3.2000 | .40684         | 30 |
| item18 | 3.4000 | .49827         | 30 |
| item19 | 3.4333 | .50401         | 30 |
| item20 | 3.2333 | .50401         | 30 |

### Summary Item Statistics

|                   | Mean  | Minimum | Maximum | Range | Maximum /<br>Minimum | Variance | N of Items |
|-------------------|-------|---------|---------|-------|----------------------|----------|------------|
| Item Means        | 3.287 | 3.067   | 3.700   | .633  | 1.207                | .037     | 10         |
| Item<br>Variances | .184  | .064    | .254    | .190  | 3.946                | .005     | 10         |

### Item-Total Statistics

|        | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected<br>Item-Total<br>Correlation | Squared<br>Multiple<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|--------|-------------------------------|-----------------------------------|----------------------------------------|------------------------------------|----------------------------------------|
| item11 | 29.1667                       | 1.799                             | .690                                   | .803                               | .109                                   |
| item12 | 29.7667                       | 2.875                             | -.087                                  | .260                               | .441                                   |
| item13 | 29.8000                       | 2.717                             | .115                                   | .246                               | .389                                   |
| item14 | 29.5000                       | 3.224                             | -.333                                  | .255                               | .566                                   |
| item15 | 29.7333                       | 2.409                             | .326                                   | .327                               | .321                                   |
| item16 | 29.6333                       | 2.585                             | .078                                   | .432                               | .404                                   |
| item17 | 29.6667                       | 2.299                             | .335                                   | .246                               | .305                                   |
| item18 | 29.4667                       | 2.120                             | .352                                   | .473                               | .279                                   |
| item19 | 29.4333                       | 2.461                             | .103                                   | .670                               | .399                                   |
| item20 | 29.6333                       | 2.378                             | .158                                   | .391                               | .374                                   |

### Scale Statistics

| Mean    | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 32.8667 | 2.878    | 1.69651        | 10         |

**Cluster C****Scale: ALL VARIABLES****Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

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

**Reliability Statistics**

| Cronbach's Alpha <sup>a</sup> | Cronbach's Alpha Based on Standardized Items <sup>a</sup> | N of Items |
|-------------------------------|-----------------------------------------------------------|------------|
| .784                          | .645                                                      | 10         |

**Item Statistics**

|        | Mean   | Std. Deviation | N  |
|--------|--------|----------------|----|
| item21 | 3.9667 | .18257         | 30 |
| item22 | 3.5000 | .50855         | 30 |
| item23 | 3.0333 | .18257         | 30 |
| item24 | 3.1000 | .30513         | 30 |
| item25 | 3.1000 | .30513         | 30 |
| item26 | 3.5333 | .50742         | 30 |
| item27 | 3.5000 | .62972         | 30 |
| item28 | 3.3667 | .49013         | 30 |
| item29 | 3.6333 | .49013         | 30 |
| item30 | 3.5667 | .50401         | 30 |

**Summary Item Statistics**

|                   | Mean  | Minimum | Maximum | Range | Maximum /<br>Minimum | Variance | N of Items |
|-------------------|-------|---------|---------|-------|----------------------|----------|------------|
| Item Means        | 3.430 | 3.033   | 3.967   | .933  | 1.308                | .083     | 10         |
| Item<br>Variances | .190  | .033    | .397    | .363  | 11.897               | .014     | 10         |

**Item-Total Statistics**

|        | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected<br>Item-Total<br>Correlation | Squared<br>Multiple<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|--------|-------------------------------|-----------------------------------|----------------------------------------|------------------------------------|----------------------------------------|
| item21 | 30.3333                       | 1.195                             | .288                                   | .452                               | .632 <sup>a</sup>                      |
| item22 | 30.8000                       | 1.269                             | .361                                   | .451                               | .330 <sup>a</sup>                      |
| item23 | 31.2667                       | 1.099                             | .048                                   | .269                               | .786 <sup>a</sup>                      |
| item24 | 31.2000                       | 1.200                             | .268                                   | .511                               | .569 <sup>a</sup>                      |
| item25 | 31.2000                       | 1.131                             | .170                                   | .304                               | .672 <sup>a</sup>                      |
| item26 | 30.7667                       | 1.013                             | .153                                   | .364                               | .700 <sup>a</sup>                      |
| item27 | 30.8000                       | .786                              | .062                                   | .389                               | 1.026 <sup>a</sup>                     |
| item28 | 30.9333                       | .961                              | .091                                   | .188                               | .818 <sup>a</sup>                      |
| item29 | 30.6667                       | 1.126                             | .243                                   | .517                               | .533 <sup>a</sup>                      |
| item30 | 30.7333                       | 1.030                             | .166                                   | .541                               | .673 <sup>a</sup>                      |

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**Scale Statistics**

| Mean    | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 34.3000 | 1.114    | 1.05536        | 10         |

**Cluster D****Scale: ALL VARIABLES****Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

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

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .629             | .463                                         | 10         |

**Item Statistics**

|        | Mean   | Std. Deviation | N  |
|--------|--------|----------------|----|
| item31 | 3.8000 | .40684         | 30 |
| item32 | 3.1667 | .37905         | 30 |
| item33 | 3.2000 | .40684         | 30 |
| item34 | 3.1667 | .87428         | 30 |
| item35 | 3.1667 | .37905         | 30 |
| item36 | 3.0333 | .49013         | 30 |
| item37 | 2.9000 | .80301         | 30 |
| item38 | 3.2333 | .67891         | 30 |
| item39 | 3.4000 | .62146         | 30 |
| item40 | 2.9667 | .88992         | 30 |

**Summary Item Statistics**

|                   | Mean  | Minimum | Maximum | Range | Maximum /<br>Minimum | Variance | N of<br>Items |
|-------------------|-------|---------|---------|-------|----------------------|----------|---------------|
| Item Means        | 3.203 | 2.900   | 3.800   | .900  | 1.310                | .064     | 10            |
| Item<br>Variances | .391  | .144    | .792    | .648  | 5.512                | .068     | 10            |

**Item-Total Statistics**

|        | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected<br>Item-Total<br>Correlation | Squared<br>Multiple<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|--------|-------------------------------|-----------------------------------|----------------------------------------|------------------------------------|----------------------------------------|
| item31 | 28.2333                       | 9.289                             | -.184                                  | .689                               | .672                                   |
| item32 | 28.8667                       | 9.568                             | -.304                                  | .629                               | .683                                   |
| item33 | 28.8333                       | 8.833                             | .000                                   | .456                               | .649                                   |
| item34 | 28.8667                       | 5.844                             | .566                                   | .557                               | .520                                   |
| item35 | 28.8667                       | 8.395                             | .209                                   | .374                               | .621                                   |
| item36 | 29.0000                       | 8.276                             | .171                                   | .485                               | .627                                   |
| item37 | 29.1333                       | 5.775                             | .668                                   | .577                               | .490                                   |
| item38 | 28.8000                       | 6.717                             | .517                                   | .461                               | .548                                   |
| item39 | 28.6333                       | 7.551                             | .311                                   | .543                               | .600                                   |
| item40 | 29.0667                       | 5.651                             | .604                                   | .605                               | .505                                   |

**Scale Statistics**

| Mean    | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 32.0333 | 8.999    | 2.99981        | 10         |



## Overall Reliability

Scale: ALL VARIABLES

### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

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

### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .731             | .671                                         | 40         |

### Item Statistics

|        | Mean   | Std. Deviation | N  |
|--------|--------|----------------|----|
| Item1  | 3.6333 | .49013         | 30 |
| item2  | 3.2333 | .43018         | 30 |
| item3  | 3.2000 | .61026         | 30 |
| item4  | 3.3333 | .80230         | 30 |
| item5  | 3.0667 | .44978         | 30 |
| item6  | 3.2333 | .77385         | 30 |
| item7  | 3.0333 | .66868         | 30 |
| item8  | 3.4333 | .50401         | 30 |
| item9  | 3.1667 | .64772         | 30 |
| item10 | 3.2333 | .56832         | 30 |
| item11 | 3.7000 | .46609         | 30 |
| item12 | 3.1000 | .30513         | 30 |

|        |        |        |    |
|--------|--------|--------|----|
| item13 | 3.0667 | .25371 | 30 |
| item14 | 3.3667 | .49013 | 30 |
| item15 | 3.1333 | .34575 | 30 |
| item16 | 3.2333 | .43018 | 30 |
| item17 | 3.2000 | .40684 | 30 |
| item18 | 3.4000 | .49827 | 30 |
| item19 | 3.4333 | .50401 | 30 |
| item20 | 3.2333 | .50401 | 30 |
| item21 | 3.9667 | .18257 | 30 |
| item22 | 3.5000 | .50855 | 30 |
| item23 | 3.0333 | .18257 | 30 |
| item24 | 3.1000 | .30513 | 30 |
| item25 | 3.1000 | .30513 | 30 |
| item26 | 3.5333 | .50742 | 30 |
| item27 | 3.5000 | .62972 | 30 |
| item28 | 3.3667 | .49013 | 30 |
| item29 | 3.6333 | .49013 | 30 |
| item30 | 3.5667 | .50401 | 30 |
| item31 | 3.8000 | .40684 | 30 |
| item32 | 3.1667 | .37905 | 30 |
| item33 | 3.2000 | .40684 | 30 |
| item34 | 3.1667 | .87428 | 30 |
| item35 | 3.1667 | .37905 | 30 |
| item36 | 3.0333 | .49013 | 30 |
| item37 | 2.9000 | .80301 | 30 |
| item38 | 3.2333 | .67891 | 30 |
| item39 | 3.4000 | .62146 | 30 |
| item40 | 2.9667 | .88992 | 30 |

#### Summary Item Statistics

|                   | Mean  | Minimum | Maximum | Range | Maximum /<br>Minimum | Variance | N of<br>Items |
|-------------------|-------|---------|---------|-------|----------------------|----------|---------------|
| Item Means        | 3.294 | 2.900   | 3.967   | 1.067 | 1.368                | .057     | 40            |
| Item<br>Variances | .283  | .033    | .792    | .759  | 23.759               | .036     | 40            |

**Item-Total Statistics**

|        | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected<br>Item-Total<br>Correlation | Squared<br>Multiple<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|--------|-------------------------------|-----------------------------------|----------------------------------------|------------------------------------|----------------------------------------|
| Item1  | 128.1333                      | 15.292                            | .188                                   | .                                  | .282                                   |
| item2  | 128.5333                      | 16.326                            | -.074                                  | .                                  | .325                                   |
| item3  | 128.5667                      | 15.013                            | .184                                   | .                                  | .277                                   |
| item4  | 128.4333                      | 14.806                            | .130                                   | .                                  | .285                                   |
| item5  | 128.7000                      | 15.528                            | .148                                   | .                                  | .291                                   |
| item6  | 128.5333                      | 13.982                            | .289                                   | .                                  | .238                                   |
| item7  | 128.7333                      | 15.237                            | .109                                   | .                                  | .293                                   |
| item8  | 128.3333                      | 14.575                            | .370                                   | .                                  | .246                                   |
| item9  | 128.6000                      | 14.524                            | .265                                   | .                                  | .255                                   |
| item10 | 128.5333                      | 15.016                            | .208                                   | .                                  | .274                                   |
| item11 | 128.0667                      | 17.099                            | -.276                                  | .                                  | .359                                   |
| item12 | 128.6667                      | 15.816                            | .142                                   | .                                  | .297                                   |
| item13 | 128.7000                      | 16.631                            | -.213                                  | .                                  | .331                                   |
| item14 | 128.4000                      | 17.007                            | -.246                                  | .                                  | .357                                   |
| item15 | 128.6333                      | 16.792                            | -.232                                  | .                                  | .341                                   |
| item16 | 128.5333                      | 15.223                            | .252                                   | .                                  | .275                                   |
| item17 | 128.5667                      | 15.909                            | .055                                   | .                                  | .306                                   |
| item18 | 128.3667                      | 17.137                            | -.274                                  | .                                  | .362                                   |
| item19 | 128.3333                      | 17.885                            | -.442                                  | .                                  | .390                                   |
| item20 | 128.5333                      | 16.189                            | -.046                                  | .                                  | .324                                   |
| item21 | 127.8000                      | 16.579                            | -.241                                  | .                                  | .327                                   |
| item22 | 128.2667                      | 17.651                            | -.387                                  | .                                  | .382                                   |
| item23 | 128.7333                      | 15.995                            | .154                                   | .                                  | .301                                   |
| item24 | 128.6667                      | 16.575                            | -.167                                  | .                                  | .330                                   |
| item25 | 128.6667                      | 16.161                            | .000                                   | .                                  | .312                                   |
| item26 | 128.2333                      | 16.599                            | -.146                                  | .                                  | .341                                   |
| item27 | 128.2667                      | 13.099                            | .605                                   | .                                  | .169                                   |
| item28 | 128.4000                      | 16.041                            | -.007                                  | .                                  | .317                                   |
| item29 | 128.1333                      | 15.913                            | .026                                   | .                                  | .311                                   |
| item30 | 128.2000                      | 15.890                            | .027                                   | .                                  | .311                                   |
| item31 | 127.9667                      | 16.654                            | -.170                                  | .                                  | .338                                   |
| item32 | 128.6000                      | 16.593                            | -.156                                  | .                                  | .334                                   |
| item33 | 128.5667                      | 16.461                            | -.113                                  | .                                  | .330                                   |

|        |          |        |      |   |      |
|--------|----------|--------|------|---|------|
| item34 | 128.6000 | 14.386 | .166 | . | .272 |
| item35 | 128.6000 | 15.352 | .255 | . | .278 |
| item36 | 128.7333 | 15.651 | .094 | . | .299 |
| item37 | 128.8667 | 13.775 | .308 | . | .230 |
| item38 | 128.5333 | 14.809 | .188 | . | .273 |
| item39 | 128.3667 | 13.620 | .490 | . | .201 |
| item40 | 128.8000 | 15.200 | .038 | . | .314 |

### Scale Statistics

| Mean     | Variance | Std. Deviation | N of Items |
|----------|----------|----------------|------------|
| 131.7667 | 16.254   | 4.03163        | 40         |

**APPENDIX D**

**ANALYSIS OUTPUT**

**Descriptives**

Research Question1

**Descriptive Statistics**

|                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| item1              | 300 | 3.00    | 4.00    | 3.8133 | .39029         |
| item2              | 300 | 2.00    | 4.00    | 3.6100 | .49536         |
| item3              | 300 | 2.00    | 4.00    | 3.4733 | .63030         |
| item4              | 300 | 2.00    | 4.00    | 3.4567 | .51867         |
| item5              | 300 | 2.00    | 4.00    | 3.2800 | .54399         |
| item6              | 300 | 2.00    | 4.00    | 3.3267 | .54247         |
| item7              | 300 | 2.00    | 4.00    | 3.3400 | .52788         |
| item8              | 300 | 2.00    | 4.00    | 3.1400 | .67472         |
| item9              | 300 | 2.00    | 4.00    | 3.3167 | .53292         |
| item10             | 300 | 1.00    | 4.00    | 3.2067 | .66238         |
| MeanTotal          | 300 | 2.90    | 3.70    | 3.3963 | .18220         |
| Valid N (listwise) | 300 |         |         |        |                |

Research Question 2

**Descriptive Statistics**

|                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| item11             | 300 | 3.00    | 4.00    | 3.8600 | .34757         |
| item12             | 300 | 3.00    | 4.00    | 3.3867 | .48780         |
| item13             | 300 | 2.00    | 4.00    | 3.2733 | .52236         |
| item14             | 300 | 3.00    | 4.00    | 3.3567 | .47982         |
| item15             | 300 | 2.00    | 4.00    | 3.2867 | .47459         |
| item16             | 300 | 2.00    | 4.00    | 3.0867 | .55994         |
| item17             | 300 | 2.00    | 4.00    | 3.2433 | .48811         |
| item18             | 300 | 2.00    | 4.00    | 3.3467 | .52352         |
| item19             | 300 | 2.00    | 4.00    | 3.3700 | .52981         |
| item20             | 300 | 1.00    | 4.00    | 3.2367 | .62873         |
| TotalMean          | 300 | 2.90    | 3.60    | 3.3447 | .14025         |
| Valid N (listwise) | 300 |         |         |        |                |

## Research Question 3

**Descriptive Statistics**

|                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| item21             | 300 | 3.00    | 4.00    | 3.2533 | .47670         |
| item22             | 300 | 3.00    | 4.00    | 3.2367 | .42575         |
| item23             | 300 | 2.00    | 4.00    | 3.3733 | .49135         |
| item24             | 300 | 3.00    | 4.00    | 3.2100 | .40799         |
| item25             | 300 | 2.00    | 4.00    | 3.4600 | .51245         |
| item26             | 300 | 2.00    | 4.00    | 3.2867 | .50861         |
| item27             | 300 | 2.00    | 4.00    | 3.2700 | .52728         |
| item28             | 300 | 2.00    | 4.00    | 3.2733 | .55946         |
| item29             | 300 | 1.00    | 4.00    | 3.2133 | .56765         |
| item30             | 300 | 2.00    | 4.00    | 3.2167 | .60355         |
| Meansum            | 300 | 2.90    | 3.80    | 3.3193 | .14798         |
| Valid N (listwise) | 300 |         |         |        |                |

## Research Question 4

**Descriptive Statistics**

|                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|--------------------|-----|---------|---------|--------|----------------|
| item31             | 300 | 2.00    | 4.00    | 3.3900 | .61576         |
| item32             | 300 | 2.00    | 4.00    | 3.0833 | .40448         |
| item33             | 300 | 2.00    | 4.00    | 3.3167 | .49383         |
| item34             | 300 | 2.00    | 4.00    | 3.1167 | .55142         |
| item35             | 300 | 1.00    | 4.00    | 3.2900 | .54794         |
| item36             | 300 | 2.00    | 4.00    | 3.2667 | .53838         |
| item37             | 300 | 2.00    | 4.00    | 3.2967 | .52559         |
| item38             | 300 | 2.00    | 4.00    | 3.1267 | .50146         |
| item39             | 300 | 2.00    | 4.00    | 3.3533 | .60805         |
| item40             | 300 | 2.00    | 4.00    | 3.1600 | .60742         |
| Overallmean        | 300 | 2.70    | 3.60    | 3.2400 | .17272         |
| Valid N (listwise) | 300 |         |         |        |                |

**t-test****Hypothesis 1****Group Statistics**

|           | Status    | N   | Mean   | Std. Deviation | Std. Error<br>Mean |
|-----------|-----------|-----|--------|----------------|--------------------|
| item1     | Principal | 30  | 3.9667 | .18257         | .03333             |
|           | Teacher   | 270 | 3.7963 | .40350         | .02456             |
| item2     | Principal | 30  | 3.3000 | .46609         | .08510             |
|           | Teacher   | 270 | 3.6444 | .48726         | .02965             |
| item3     | Principal | 30  | 3.3333 | .47946         | .08754             |
|           | Teacher   | 270 | 3.4889 | .64372         | .03918             |
| item4     | Principal | 30  | 3.2667 | .58329         | .10649             |
|           | Teacher   | 270 | 3.4778 | .50781         | .03090             |
| item5     | Principal | 30  | 3.1000 | .30513         | .05571             |
|           | Teacher   | 270 | 3.3000 | .56113         | .03415             |
| item6     | Principal | 30  | 3.1667 | .46113         | .08419             |
|           | Teacher   | 270 | 3.3444 | .54863         | .03339             |
| item7     | Principal | 30  | 3.0667 | .44978         | .08212             |
|           | Teacher   | 270 | 3.3704 | .52789         | .03213             |
| item8     | Principal | 30  | 3.2333 | .62606         | .11430             |
|           | Teacher   | 270 | 3.1296 | .68021         | .04140             |
| item9     | Principal | 30  | 3.1333 | .50742         | .09264             |
|           | Teacher   | 270 | 3.3370 | .53268         | .03242             |
| item10    | Principal | 30  | 3.2000 | .48423         | .08841             |
|           | Teacher   | 270 | 3.2074 | .68000         | .04138             |
| MeanTotal | Principal | 30  | 3.2767 | .17555         | .03205             |
|           | Teacher   | 270 | 3.3036 | .17833         | .01085             |

### Independent Samples Test

|       |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |         |
|-------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|---------|
|       |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|       |                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper   |
| item1 | Equal variances assumed     | 33.522                                  | .000 | 2.284                        | 298    | .023            | .17037          | .07459                | .02358                                    | .31716  |
|       | Equal variances not assumed |                                         |      | 4.115                        | 66.894 | .000            | .17037          | .04140                | .08773                                    | .25301  |
| item2 | Equal variances assumed     | 1.791                                   | .182 | -3.688                       | 298    | .000            | -.34444         | .09338                | -.52822                                   | -.16067 |
|       | Equal variances not assumed |                                         |      | -3.822                       | 36.413 | .000            | -.34444         | .09012                | -.52713                                   | -.16175 |
| item3 | Equal variances assumed     | 7.568                                   | .006 | -1.284                       | 298    | .200            | -.15556         | .12117                | -.39401                                   | .08290  |
|       | Equal variances not assumed |                                         |      | -1.622                       | 41.600 | .112            | -.15556         | .09590                | -.34915                                   | .03804  |
| item4 | Equal variances assumed     | .416                                    | .519 | -2.127                       | 298    | .034            | -.21111         | .09923                | -.40640                                   | .01582  |
|       | Equal variances not assumed |                                         |      | -1.904                       | 34.064 | .065            | -.21111         | .11089                | -.43645                                   | .01422  |



|        |                                      |        |      |            |        |      |         |        |             |             |
|--------|--------------------------------------|--------|------|------------|--------|------|---------|--------|-------------|-------------|
| item5  | Equal<br>variances<br>assumed        | 37.594 | .000 | -<br>1.919 | 298    | .056 | -.20000 | .10422 | -<br>.40511 | .00511      |
|        | Equal<br>variances<br>not<br>assumed |        |      | -<br>3.061 | 54.067 | .003 | -.20000 | .06534 | -<br>.33100 | -<br>.06900 |
| item6  | Equal<br>variances<br>assumed        | 13.776 | .000 | -<br>1.708 | 298    | .089 | -.17778 | .10406 | -<br>.38257 | .02702      |
|        | Equal<br>variances<br>not<br>assumed |        |      | -<br>1.963 | 38.736 | .057 | -.17778 | .09057 | -<br>.36101 | .00546      |
| item7  | Equal<br>variances<br>assumed        | 37.353 | .000 | -<br>3.030 | 298    | .003 | -.30370 | .10023 | -<br>.50095 | -<br>.10646 |
|        | Equal<br>variances<br>not<br>assumed |        |      | -<br>3.444 | 38.460 | .001 | -.30370 | .08818 | -<br>.48214 | -<br>.12527 |
| item8  | Equal<br>variances<br>assumed        | .047   | .828 | .798       | 298    | .425 | .10370  | .12993 | -<br>.15199 | .35940      |
|        | Equal<br>variances<br>not<br>assumed |        |      | .853       | 37.038 | .399 | .10370  | .12157 | -<br>.14261 | .35002      |
| item9  | Equal<br>variances<br>assumed        | 9.564  | .002 | 1.996      | 298    | .047 | -.20370 | .10205 | -<br>.40454 | -<br>.00287 |
|        | Equal<br>variances<br>not<br>assumed |        |      | 2.075      | 36.478 | .045 | -.20370 | .09815 | -<br>.40267 | -<br>.00474 |
| item10 | Equal<br>variances<br>assumed        | 6.362  | .012 | .058       | 298    | .954 | -.00741 | .12769 | -<br>.25869 | .24388      |

|           |                                      |      |      |       |        |      |         |        |         |         |
|-----------|--------------------------------------|------|------|-------|--------|------|---------|--------|---------|---------|
|           | Equal<br>variances<br>not<br>assumed |      |      | -076  | 42.879 | .940 | -.00741 | .09761 | -.20428 | .18947  |
| MeanTotal | Equal<br>variances<br>assumed        | .009 | .925 | .4880 | 298    | .620 | -.13296 | .03427 | -.20040 | -.06552 |
|           | Equal<br>variances<br>not<br>assumed |      |      | .3929 | 35.981 | .050 | -.13296 | .03384 | -.20159 | -.06434 |

## Hypothesis 2

## Group Statistics

|           | Status    | N   | Mean   | Std. Deviation | Std. Error<br>Mean |
|-----------|-----------|-----|--------|----------------|--------------------|
| item11    | Principal | 30  | 3.8333 | .37905         | .06920             |
|           | Teacher   | 270 | 3.8630 | .34453         | .02097             |
| item12    | Principal | 30  | 3.0667 | .25371         | .04632             |
|           | Teacher   | 270 | 3.4222 | .49483         | .03011             |
| item13    | Principal | 30  | 3.2000 | .40684         | .07428             |
|           | Teacher   | 270 | 3.2815 | .53365         | .03248             |
| item14    | Principal | 30  | 3.2000 | .40684         | .07428             |
|           | Teacher   | 270 | 3.3741 | .48478         | .02950             |
| item15    | Principal | 30  | 3.2000 | .48423         | .08841             |
|           | Teacher   | 270 | 3.2963 | .47344         | .02881             |
| item16    | Principal | 30  | 3.1333 | .43417         | .07927             |
|           | Teacher   | 270 | 3.0815 | .57263         | .03485             |
| item17    | Principal | 30  | 3.2333 | .50401         | .09202             |
|           | Teacher   | 270 | 3.2444 | .48726         | .02965             |
| item18    | Principal | 30  | 3.1667 | .46113         | .08419             |
|           | Teacher   | 270 | 3.3667 | .52697         | .03207             |
| item19    | Principal | 30  | 3.2667 | .52083         | .09509             |
|           | Teacher   | 270 | 3.3815 | .53051         | .03229             |
| item20    | Principal | 30  | 2.7333 | .58329         | .10649             |
|           | Teacher   | 270 | 3.2926 | .60936         | .03708             |
| TotalMean | Principal | 30  | 3.2033 | .12994         | .02372             |
|           | Teacher   | 270 | 3.2604 | .13255         | .00807             |

## Independent Samples Test

|        |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |         |
|--------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|---------|
|        |                             | F                                       | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|        |                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper   |
| item11 | Equal variances assumed     | .733                                    | .392 | -.442                        | 298    | .659            | -.02963         | .06698                | -.16144                                   | .10218  |
|        | Equal variances not assumed |                                         |      | -.410                        | 34.537 | .685            | -.02963         | .07231                | -.17650                                   | .11724  |
| item12 | Equal variances assumed     | 354.781                                 | .000 | -3.875                       | 298    | .000            | -.35556         | .09175                | -.53612                                   | -.17499 |
|        | Equal variances not assumed |                                         |      | -6.435                       | 57.587 | .000            | -.35556         | .05525                | -.46617                                   | -.24495 |
| item13 | Equal variances assumed     | 8.053                                   | .005 | -.810                        | 298    | .419            | -.08148         | .10059                | -.27943                                   | .11647  |
|        | Equal variances not assumed |                                         |      | -1.005                       | 40.987 | .321            | -.08148         | .08107                | -.24520                                   | .08224  |

|        |                                       |        |          |                |            |      |         |        |                 |                 |
|--------|---------------------------------------|--------|----------|----------------|------------|------|---------|--------|-----------------|-----------------|
| item14 | Equal<br>variance<br>s<br>assumed     | 30.833 | .00<br>0 | -<br>1.89<br>3 | 298        | .059 | -.17407 | .09194 | -<br>.3550<br>2 | .0068<br>7      |
|        | Equal<br>variance<br>s not<br>assumed |        |          | -<br>2.17<br>8 | 38.76<br>8 | .036 | -.17407 | .07992 | -<br>.3357<br>6 | -<br>.0123<br>8 |
| item15 | Equal<br>variance<br>s<br>assumed     | 1.733  | .18<br>9 | -<br>1.05<br>5 | 298        | .293 | -.09630 | .09132 | -<br>.2760<br>1 | .0834<br>1      |
|        | Equal<br>variance<br>s not<br>assumed |        |          | -<br>1.03<br>6 | 35.44<br>5 | .307 | -.09630 | .09299 | -<br>.2849<br>8 | .0923<br>9      |
| item16 | Equal<br>variance<br>s<br>assumed     | 1.314  | .25<br>3 | .481           | 298        | .631 | .05185  | .10790 | -<br>.1604<br>9 | .2641<br>9      |
|        | Equal<br>variance<br>s not<br>assumed |        |          | .599           | 41.12<br>8 | .553 | .05185  | .08659 | -<br>.1230<br>1 | .2267<br>1      |
| item17 | Equal<br>variance<br>s<br>assumed     | .000   | .99<br>5 | .118           | 298        | .906 | -.01111 | .09409 | -<br>.1962<br>8 | .1740<br>6      |
|        | Equal<br>variance<br>s not<br>assumed |        |          | .115           | 35.29<br>5 | .909 | -.01111 | .09668 | -<br>.2073<br>2 | .1851<br>0      |
| item18 | Equal<br>variance<br>s<br>assumed     | 16.980 | .00<br>0 | .995           | 298        | .047 | -.20000 | .10025 | -<br>.3972<br>9 | -<br>.0027<br>1 |

|           |                                       |       |          |      |            |      |         |        |             |             |
|-----------|---------------------------------------|-------|----------|------|------------|------|---------|--------|-------------|-------------|
|           | Equal<br>variance<br>s not<br>assumed |       |          | .220 | 37.94<br>0 | .032 | -.20000 | .09009 | -.3823<br>9 | -.0176<br>1 |
| item19    | Equal<br>variance<br>s<br>assumed     | 2.722 | .10<br>0 | .127 | 298        | .261 | -.11481 | .10192 | -.3153<br>8 | -.0857<br>5 |
|           | Equal<br>variance<br>s not<br>assumed |       |          | .143 | 36.02<br>0 | .260 | -.11481 | .10042 | -.3184<br>8 | -.0888<br>5 |
| item20    | Equal<br>variance<br>s<br>assumed     | .240  | .62<br>5 | .788 | 298        | .000 | -.55926 | .11679 | -.7891<br>0 | -.3294<br>2 |
|           | Equal<br>variance<br>s not<br>assumed |       |          | .959 | 36.40<br>2 | .000 | -.55926 | .11277 | -.7878<br>7 | -.3306<br>5 |
| TotalMean | Equal<br>variance<br>s<br>assumed     | .027  | .87<br>1 | .024 | 298        | .982 | -.15704 | .02546 | -.2071<br>4 | -.1069<br>3 |
|           | Equal<br>variance<br>s not<br>assumed |       |          | .267 | 36.04<br>1 | .030 | -.15704 | .02506 | -.2078<br>6 | -.1062<br>2 |

## Hypothesis 3

## Group Statistics

|        | Status    | N   | Mean   | Std. Deviation | Std. Error<br>Mean |
|--------|-----------|-----|--------|----------------|--------------------|
| item21 | Principal | 30  | 3.6667 | .47946         | .08754             |
|        | Teacher   | 270 | 3.6519 | .47727         | .02905             |
| item22 | Principal | 30  | 3.1333 | .34575         | .06312             |
|        | Teacher   | 270 | 3.2481 | .43274         | .02634             |

|         |           |     |        |        |        |
|---------|-----------|-----|--------|--------|--------|
| item23  | Principal | 30  | 3.3333 | .47946 | .08754 |
|         | Teacher   | 270 | 3.3778 | .49333 | .03002 |
| item24  | Principal | 30  | 3.0667 | .25371 | .04632 |
|         | Teacher   | 270 | 3.2259 | .41897 | .02550 |
| item25  | Principal | 30  | 3.1000 | .40258 | .07350 |
|         | Teacher   | 270 | 3.5000 | .50830 | .03093 |
| item26  | Principal | 30  | 3.1333 | .57135 | .10431 |
|         | Teacher   | 270 | 3.3037 | .49943 | .03039 |
| item27  | Principal | 30  | 3.1667 | .46113 | .08419 |
|         | Teacher   | 270 | 3.2815 | .53365 | .03248 |
| item28  | Principal | 30  | 3.0000 | .58722 | .10721 |
|         | Teacher   | 270 | 3.3037 | .54907 | .03342 |
| item29  | Principal | 30  | 3.2333 | .50401 | .09202 |
|         | Teacher   | 270 | 3.2111 | .57509 | .03500 |
| item30  | Principal | 30  | 2.8333 | .69893 | .12761 |
|         | Teacher   | 270 | 3.2593 | .57795 | .03517 |
| Meansum | Principal | 30  | 3.1667 | .14464 | .02641 |
|         | Teacher   | 270 | 3.1933 | .13856 | .00843 |

### Independent Samples Test

|        |                                      | Levene's Test<br>for Equality<br>of Variances |      | t-test for Equality of Means |        |                        |                    |                          |                                                    |        |
|--------|--------------------------------------|-----------------------------------------------|------|------------------------------|--------|------------------------|--------------------|--------------------------|----------------------------------------------------|--------|
|        |                                      | F                                             | Sig. | t                            | df     | Sig.<br>(2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95%<br>Confidence<br>Interval of the<br>Difference |        |
|        |                                      |                                               |      |                              |        |                        |                    |                          | Lower                                              | Upper  |
| item21 | Equal<br>variances<br>assumed        | .112                                          | .738 | .161                         | 298    | .872                   | .01481             | .09189                   | -.16602                                            | .19565 |
|        | Equal<br>variances<br>not<br>assumed |                                               |      | .161                         | 35.690 | .873                   | .01481             | .09223                   | -.17229                                            | .20192 |

|        |                                      |         |      |            |        |      |         |        |             |             |
|--------|--------------------------------------|---------|------|------------|--------|------|---------|--------|-------------|-------------|
| item22 | Equal<br>variances<br>assumed        | 11.083  | .001 | -<br>1.404 | 298    | .161 | -.11481 | .08180 | -<br>.27580 | .04617      |
|        | Equal<br>variances<br>not<br>assumed |         |      | -<br>1.679 | 39.844 | .101 | -.11481 | .06840 | -<br>.25307 | .02344      |
| item23 | Equal<br>variances<br>assumed        | 1.378   | .241 | -.469      | 298    | .639 | -.04444 | .09468 | -<br>.23078 | .14189      |
|        | Equal<br>variances<br>not<br>assumed |         |      | -.480      | 36.170 | .634 | -.04444 | .09254 | -<br>.23210 | .14321      |
| item24 | Equal<br>variances<br>assumed        | 26.203  | .000 | -<br>2.039 | 298    | .042 | -.15926 | .07811 | -<br>.31297 | -<br>.00555 |
|        | Equal<br>variances<br>not<br>assumed |         |      | -<br>3.012 | 48.754 | .004 | -.15926 | .05287 | -<br>.26553 | -<br>.05299 |
| item25 | Equal<br>variances<br>assumed        | 140.997 | .000 | -<br>4.165 | 298    | .000 | -.40000 | .09603 | -<br>.58899 | -<br>.21101 |
|        | Equal<br>variances<br>not<br>assumed |         |      | -<br>5.016 | 40.048 | .000 | -.40000 | .07974 | -<br>.56116 | -<br>.23884 |
| item26 | Equal<br>variances<br>assumed        | .912    | .340 | -<br>1.747 | 298    | .082 | -.17037 | .09755 | -<br>.36234 | .02160      |
|        | Equal<br>variances<br>not<br>assumed |         |      | -<br>1.568 | 34.107 | .126 | -.17037 | .10865 | -<br>.39115 | .05041      |
| item27 | Equal<br>variances<br>assumed        | 6.282   | .013 | -<br>1.132 | 298    | .259 | -.11481 | .10143 | -<br>.31442 | .08479      |

|         |                                      |       |      |            |        |      |         |        |             |             |
|---------|--------------------------------------|-------|------|------------|--------|------|---------|--------|-------------|-------------|
|         | Equal<br>variances<br>not<br>assumed |       |      | -<br>1.272 | 38.182 | .211 | -.11481 | .09024 | -<br>.29746 | .06783      |
| item28  | Equal<br>variances<br>assumed        | 7.600 | .006 | -<br>2.854 | 298    | .005 | -.30370 | .10640 | -<br>.51310 | -<br>.09430 |
|         | Equal<br>variances<br>not<br>assumed |       |      | -<br>2.704 | 34.872 | .011 | -.30370 | .11230 | -<br>.53171 | -<br>.07570 |
| item29  | Equal<br>variances<br>assumed        | .503  | .479 | .203       | 298    | .839 | .02222  | .10942 | -<br>.19311 | .23756      |
|         | Equal<br>variances<br>not<br>assumed |       |      | .226       | 37.912 | .823 | .02222  | .09845 | -<br>.17709 | .22154      |
| item30  | Equal<br>variances<br>assumed        | 1.197 | .275 | .746       | 298    | .000 | -.42593 | .11370 | -<br>.64969 | -<br>.20217 |
|         | Equal<br>variances<br>not<br>assumed |       |      | .218       | 33.553 | .003 | -.42593 | .13237 | -<br>.69506 | -<br>.15679 |
| Meansum | Equal<br>variances<br>assumed        | .134  | .714 | .234       | 298    | .790 | .16963  | .02678 | -<br>.22233 | -<br>.11692 |
|         | Equal<br>variances<br>not<br>assumed |       |      | .119       | 35.176 | .000 | .16963  | .02772 | -<br>.22590 | -<br>.11336 |



## Hypothesis 4

### Group Statistics

|             | Status    | N   | Mean   | Std. Deviation | Std. Error<br>Mean |
|-------------|-----------|-----|--------|----------------|--------------------|
| item31      | Principal | 30  | 3.3333 | .54667         | .09981             |
|             | Teacher   | 270 | 3.3963 | .62357         | .03795             |
| item32      | Principal | 30  | 3.2000 | .40684         | .07428             |
|             | Teacher   | 270 | 3.0704 | .40288         | .02452             |
| item33      | Principal | 30  | 3.1333 | .34575         | .06312             |
|             | Teacher   | 270 | 3.3370 | .50400         | .03067             |
| item34      | Principal | 30  | 3.0667 | .44978         | .08212             |
|             | Teacher   | 270 | 3.1222 | .56202         | .03420             |
| item35      | Principal | 30  | 3.1000 | .60743         | .11090             |
|             | Teacher   | 270 | 3.3111 | .53802         | .03274             |
| item36      | Principal | 30  | 3.1000 | .54772         | .10000             |
|             | Teacher   | 270 | 3.2852 | .53516         | .03257             |
| item37      | Principal | 30  | 3.0333 | .55605         | .10152             |
|             | Teacher   | 270 | 3.3259 | .51490         | .03134             |
| item38      | Principal | 30  | 3.1667 | .46113         | .08419             |
|             | Teacher   | 270 | 3.1222 | .50634         | .03081             |
| item39      | Principal | 30  | 2.8333 | .69893         | .12761             |
|             | Teacher   | 270 | 3.4111 | .56990         | .03468             |
| item40      | Principal | 30  | 2.8667 | .50742         | .09264             |
|             | Teacher   | 270 | 3.1926 | .60967         | .03710             |
| Overallmean | Principal | 30  | 3.2833 | .18210         | .03325             |
|             | Teacher   | 270 | 3.2574 | .16292         | .00992             |

## Independent Samples Test

|        |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |         |
|--------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|---------|
|        |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|        |                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper   |
| item31 | Equal variances assumed     | 2.645                                   | .105 | -.531                        | 298    | .596            | -.06296         | .11865                | -.29645                                   | .17053  |
|        | Equal variances not assumed |                                         |      | -.590                        | 37.906 | .559            | -.06296         | .10678                | -.27914                                   | .15322  |
| item32 | Equal variances assumed     | 2.475                                   | .117 | 1.670                        | 298    | .096            | .12963          | .07761                | .02310                                    | .28236  |
|        | Equal variances not assumed |                                         |      | 1.657                        | 35.619 | .106            | .12963          | .07822                | .02907                                    | .28833  |
| item33 | Equal variances assumed     | 39.019                                  | .000 | -2.156                       | 298    | .032            | -.20370         | .09446                | -.38960                                   | -.01780 |
|        | Equal variances not assumed |                                         |      | -2.903                       | 44.046 | .006            | -.20370         | .07018                | -.34514                                   | -.06227 |
| item34 | Equal variances assumed     | 3.777                                   | .053 | -.523                        | 298    | .601            | -.05556         | .10625                | -.26465                                   | .15354  |
|        | Equal variances not assumed |                                         |      | -.625                        | 39.806 | .536            | -.05556         | .08896                | -.23537                                   | .12426  |

|        |                                      |       |      |            |        |      |         |        |             |             |
|--------|--------------------------------------|-------|------|------------|--------|------|---------|--------|-------------|-------------|
| item35 | Equal<br>variances<br>assumed        | 5.109 | .025 | -<br>2.012 | 298    | .045 | -.21111 | .10492 | -<br>.41758 | -<br>.00464 |
|        | Equal<br>variances<br>not<br>assumed |       |      | -<br>1.826 | 34.248 | .077 | -.21111 | .11563 | -<br>.44604 | .02382      |
| item36 | Equal<br>variances<br>assumed        | 3.888 | .050 | -<br>1.794 | 298    | .074 | -.18519 | .10323 | -<br>.38834 | .01797      |
|        | Equal<br>variances<br>not<br>assumed |       |      | -<br>1.761 | 35.436 | .087 | -.18519 | .10517 | -<br>.39860 | .02823      |
| item37 | Equal<br>variances<br>assumed        | 9.846 | .002 | -<br>2.929 | 298    | .004 | -.29259 | .09989 | -<br>.48917 | -<br>.09601 |
|        | Equal<br>variances<br>not<br>assumed |       |      | -<br>2.754 | 34.755 | .009 | -.29259 | .10625 | -<br>.50834 | .07685      |
| item38 | Equal<br>variances<br>assumed        | .026  | .873 | .460       | 298    | .646 | .04444  | .09663 | -<br>.14573 | .23461      |
|        | Equal<br>variances<br>not<br>assumed |       |      | .496       | 37.218 | .623 | .04444  | .08965 | -<br>.13717 | .22606      |
| item39 | Equal<br>variances<br>assumed        | .278  | .598 | -<br>5.143 | 298    | .000 | -.57778 | .11233 | -<br>.79885 | -<br>.35671 |
|        | Equal<br>variances<br>not<br>assumed |       |      | -<br>4.369 | 33.423 | .000 | -.57778 | .13224 | -<br>.84669 | .30887      |
| item40 | Equal<br>variances<br>assumed        | 3.773 | .053 | -<br>2.820 | 298    | .005 | -.32593 | .11556 | -<br>.55335 | -<br>.09850 |

|             |                                      |      |      |            |        |      |         |        |             |             |
|-------------|--------------------------------------|------|------|------------|--------|------|---------|--------|-------------|-------------|
|             | Equal<br>variances<br>not<br>assumed |      |      | -<br>3.266 | 38.941 | .002 | -.32593 | .09979 | -<br>.52779 | -<br>.12406 |
| Overallmean | Equal<br>variances<br>assumed        | .074 | .786 | -<br>5.486 | 298    | .000 | -.17407 | .03173 | -<br>.23652 | -<br>.11163 |
|             | Equal<br>variances<br>not<br>assumed |      |      | -<br>5.017 | 34.359 | .000 | -.17407 | .03469 | -<br>.24455 | -<br>.10359 |