

## SEX DIFFERENCES IN DISCIPLINE AS A CONTROL MEASURE IN SCHOOL ADMINISTRATION.

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### **Abstract**

Very often many people get worried when they are disciplined in their places of work for their offence. This study is concerned with sex differences (altitude) to discipline as a control measure in school administration. The hypothesis is that there is every likelihood that the males will more likely show superior endurance in any disciplinary measure that administration can give. A group of one hundred teachers randomly selected from six schools were drawn to represent a wide range of school environment. A discipline questionnaire was used to collect response from the subjects. T-test analysis test was employed to establish the difference. It was apparent from the results that caution as a discipline measure has a significant difference on teachers, while query threat and discussion showed no significant differences (effects) among female and male objects,

### **INTRODUCTION**

Discipline means different things to different individuals. Since human beings are the most essential tools in an organization (schools), it is also noted that human beings are different to handle. This is so because of the inherent biological and environmental differences surrounding individuals. Based on these we expect differences in human behaviours.

It has long been recognized that differences are found in the studies of attentional response dimensions. Male subjects showed a preference for less complex stimulus pattern than female subjects. Walter (1964) indicated that normally, females are more receptive to stimuli and less disorganized by them than are males.

Very often, many school teachers become victims of discipline and embarrassment. Quite often, a large

number of the teachers feel dejected, depressed and unhappy whenever a disciplinary measure is exerted on them. A sample of complaint they verbalize are usually in the following manner:

*"What have I done?" This man don't like to see my face. I don't even know what I have done wrong.*

"These and so many others, in fact, an endless list; are the statement of people who feel that they have seen nothing in their behaviour that would merit disciplinary action. In other words, they have seen no need to work in a place where little mistakes affect their lives; hence they change their approach to administration and work in general. Not everyone recognizes the importance of control in school administration and other organizations. According to



Ukeje (1992) discipline in the best sense is "The control of behaviour in the light of purpose". He further stated that an individual has self-discipline when he can set a goal for himself and then make whatever sacrifices and efforts that are necessary to obtain it. Hall (1975) sees discipline as an "important factor in any form or type of organization which can no longer be enforced by threats of "sacking" and there is much to be said for the application of law of the situation in this connections". The writer advocates that absence of discipline leads to failure in an organization. Certainty of punishment is definitely a deterrent. After all, fear is a primary emotion in man. It plays an important part in his training. Of course, it is wrong to rely exhaustively on fear of punishment, but it is equally wrong to do away with this deterrent (Donson 1984).

Some deviant behaviours that can attract disciplinary actions are disobedience, insubordination, poor attitude to work, lateness, malingering, stealing, fraud and disrespect for work. However, if a threatening situation arises, the administrator (school head) must probe to find out the cause. Employees should be consulted on a number of things before disciplinary measure is taken, it is important to note however, that discipline is a major source of staff grievances and correct procedure must be established to ensure that justice is seen to be done.

The following study, therefore, aimed at finding out teachers' response to the use of four different types of discipline control measure, in the school. These are:

**Writing query  
Verbal caution  
Threat, and  
Discussion.**

In view of the following objectives four Null hypotheses (corresponding with the four areas of control) were tested at the 0.05 level of significance using T-test.

- (1) There is no significant difference in the attitude to query as a discipline control measure in schools between male and female subjects.
- (2) There is no significant difference in the attitude of male and female subjects to caution as a discipline control measure in school.
- (3) There is no significant difference between-male and female subjects in their attitude to threat as a discipline control measure in school.

There is no significant difference in the attitude of male and female subjects 10 discussion as a discipline control measure in school.

**Method Subjects and Design.**

The subjects were one hundred randomly selected teachers form six

schools in Nsukka urban. The subjects participated in answering the questionnaire distributed to them in their school. The subjects are made up of 50 males and 50 females teachers. The average age of the subjects was 26.4 with range of 21-50 years. The least qualification is the NCE while the highest qualification is M.Sc.

**Procedure:**

The questionnaire was administered during break period in the school by the investigator assisted by the head teacher or vice principal of the schools used. The questionnaire forms were anonymously "completed. Furthermore, the respondents were assured of complete confidentiality in the treatment of the information supplied by them.

**Results:**

The data collected from this study through (SD1QAAMIS.) were<sup>1</sup> analyzed using the T-test to find the level of significance of differences in the four disciplinary control measure for male and female subjects u.ied in this study. The findings of this study clearly indicated that three of the four null hypotheses (stated in this study) was confirmed, in other words, there was no significant differences in the subjects' attitude to query, threat, and discussion as a discipline control measure in the school. But .the subjects showed significant difference in their attitude to caution as a discipline control measure -(see table I).

**Table 1: Comparison of sex differences in attitude to discipline control measure:**

**Source of Discipline**  
**Males Females**

	N	X	SO	N	X	SD	I.obs	P
A	37	23.90	3.21	37	25.51	3.14.	4.01.	n5
B	-J!	28.53	2.56	37	20.78	3.00 .	':023'	5
C	37	22.47	3.13	37	22.51	21.51	•-3.35 -	175
D	37	28.55	3.35	37	29.92	3.10	3;I7	175

- Key = Discipline Source.  
A = Writing query.  
B = Caution (verbal).  
C = Threat.  
D = Discussion.

### **Discussion**

The findings of the study indicate that three of the four null hypotheses stated in this study were confirmed. In other words, there is no significant difference in query, threat, and discussion as a discipline control measure.

Caution which is significant to the subjects (male and female) could be that the subjects used for the study could be regarded as people who are used to caution. This could be that they use caution in their families or their places of work and then become used to it.

The finding of this study has shown that both male and female subjects used in this study are almost equal in their perception about disciplinary measures in school. A good administrator with these subjects can achieve high discipline in their school, because, with the application of the three acceptable control measures the staff will be controlled.

### **Conclusion**

Although there were no significant differences in three of the four hypotheses stated in this study, it is pertinent to observe that male teachers had slight (though not significant) edge over female subjects. The female subjects are slightly better compared (though not significant) for discussion than the male subjects. The subjects showed marked maturity in grappling with the four disciplinary

control measures in school.

The findings of this study, it is hoped, will help in giving some green light to educational administrators in their bid to forestall discipline of the teachers in schools.

### **References**

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