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# Utilization of Innovative Monitoring Strategy for Reducing Male Dropout in Secondary Schools in Enugu State, Nigeria

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## Abstract

The purpose of the study was to determine extent of utilization of innovative monitoring strategy for reducing male dropout in secondary schools in the six Education Zones of Enugu State. One research question and two null hypotheses were formulated and tested at a .05 significance level. A descriptive survey research design was adopted for the study. The population for the study comprised all the 335 (295 and 40) secondary school principals in the public secondary schools and Science Technical, and Vocational schools respectively in Enugu State under the control of PPSMB and STVSMB. It was made up of 175 female and 160 male principals in the 273 rural and 62 urban public secondary schools in Enugu State. No sampling was done because the population was small and also served as the sample. A structured questionnaire was used for data collection. The instrument was validated by three research experts. Cronbach Alpha Reliability Coefficient was used to determine the internal consistency of the instrument. The instrument yielded a reliability coefficient; of .89, indicating that the instrument is reliable and suitable for the study. The questionnaire was administered and retrieved by the researcher with the help of six research assistants. Out of the 335 copies of the administered instrument, only 318 copies were retrieved while 17 copies were retrieved. The data collected with the questionnaire were analyzed using Mean ( $\bar{x}$ ) with Standard Deviation (SD) to answer the four research questions. However, the two null hypotheses were tested using t-test statistics at a .05 level of significance. The real limit of the mean



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scores was applied to the decision rule. The null hypotheses were rejected when the significance level was more than .05 and were not rejected when the significance level was equal to or less than the .05 level of significance. From the result of the findings, it was concluded that; to a great extent innovative monitoring strategy was utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State. Comparison of male and female principals showed that there was no significant difference in the mean response scores of male and female principals on the extent to which innovative monitoring strategy was utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State, while, *there is* no significant difference in the mean response scores of urban and rural principals on the extent to which innovative monitoring strategy was utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State. *The researcher recommended among others that;* Facilities for innovative monitoring strategy should be provided both at the urban and rural secondary schools in the six Education Zones of Enugu State.

**Keywords:** Utilization, Innovation, Monitoring, Strategy, Dropout, Secondary Schools.

## 1. Introduction

Secondary education is one aspect of educational institutions in Nigeria that is designed specifically to train and prepare students for middle-level services in both manufacturing and service industries. One of the objectives of secondary education according to Atuyi (2019), is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It must be emphasized that secondary education in Nigeria is for six years duration, junior secondary school (3 years) and senior secondary school (3 years). The two stages are both vocational and academic in nature. The broad goal of secondary education as stated in the National Policy on Education is to prepare the individual citizen for useful living within society and preparation for higher education (FRN, 2013). Thus, is seen as the most vital instrument of change and the bedrock of the nation's economic and manpower development. Obumnaeme (2018), posited that education builds on the capacity of the individual to acquire appropriate information, skills, and competencies for personal survival, mental and social emancipation, and the development of the nation. It is a vital tool through which individuals are empowered and a major instrument in national transformation. Formal education, which is synonymous with schooling is as a matter-of-fact indispensable for national development, hence the indiscriminate expansion of the colossal investment in the formal school system.

However, in spite of the huge investment in formal education in Nigeria, research has revealed that the school dropout rate seems high, particularly among male secondary school students which calls for attention of all and sundry (Ikechukwu, 2017). According to a UNESCO (2013) report, fifty-nine million children in the world were out of school in 2010, which dropped slightly to fifty-seven (57) million children in the world in 2011. The report further stated that sub-Saharan African countries account for more than half of all out-of-school children and have the highest out-of-school rate in the world. Nigeria is reported to account for almost a fifth of the worlds out of school children (Ugwu,2017). The issue of male school dropouts and out-of-school children has consequently become a worrisome challenge to the federal and state governments of Nigeria. This is probably due to the realization of the social problems that could emanate from having a large population of school dropouts, who do not possess useable skills relevant to the labor market, and therefore, are unemployable. Udoka (2016), stated that the dropout rate from school is increasing. It is sad to note that it is not every child who starts secondary education that completes his or her education, hence they are called dropouts.

Dropping out refers to a student quitting school before he or she graduates. It cannot always be ascertained that a student has dropped out as he or she may stop attending school without terminating

enrolment. Obikwelu (2018), described dropout among students as a strong desire born in their hearts to leave the school system before the normal graduation period. In the same vein, Parker (2013), defined dropout as a kind of hunger drive that pulls students out of their academic pursuit before the end of the program. Parker lamented that if this motivated propelling force is left unchecked, the aims, goals, and objectives of the educational system will not be attained. Ugwu (2017), asserted that dropout is a canker-worm that has eaten deeply into the fabric of the educational system in Nigeria. It is estimated that 7.3 million students annually drop out of school in Nigeria. (UNICEF, 2014).

Reasons for dropping out are varied and may include seeking gainful employment, poor grades, avoiding bullying, family emergency, depression and other mental illnesses, unexpected pregnancy, and boredom from lack of lessons relevant to their desired occupations. Personal characteristics, home, finance, and society were found by Ikechukwu (2019), as predisposing factors to school dropout among adolescents. Researchers like Ogunowo (2019), Akonobi (2019), and Okedara (2015), discovered the following factors that can instigate students' dropout tendency: influences of bad peer group, parent low socio-economic status, and high cost of school, poor instructional methods and teachers' nonchalant attitude, unwanted pregnancy, problem among others. Understanding why students drop out of school is difficult, because, as with other forms of educational achievement, it is likely to be influenced by individuals and institutional factors. Murithi (2021), lamented that even though a lot has been done by the government to reduce dropout among students in society, the act seems to still be on the increase in schools and society at large. In view of this, Madziyire (2017), argued that in order to curb dropout among students, particularly among male secondary school students, strategies should be deployed. In the opinion of Charles (2017), many of the discipline strategies relied on by schools over the years are ineffective especially those that involve demanding, bossing, scolding, belittling, and punishing as these tactics can keep behavior partially under control only for a while. Charles added that they can produce detrimental side effects such as uneasiness, fearfulness, avoidance, dishonesty, an undesirable attitude towards learning, overall dislike for school and teachers, inclination to retaliate, and for many the desire to leave school as soon as possible. Nwajagu (2017), asserted that reducing male dropout in secondary schools is a very important action of school life and, thus, requires a well-thought-out strategy. Nwajagu added that such strategies and methods should be non-punishment-based. Charles (2017), posited that in reducing dropout among students in secondary schools, strategies to be adopted should be void of scolding, belittling, infliction of physical pain, canning, or punishment on a student disobeying the rules and regulations of the school. Maduekwe (2017), noted that strategies for reducing male dropout in secondary schools should involve among others; the use of innovative monitoring strategies.

Innovative monitoring strategy involves the use of Information Communication and Technology (ICT) based monitoring strategy such as Close Circuit Television (CCTV) in monitoring all activities within the school environment. In the opinion of Aleke (2016), innovative monitoring strategies include the adoption of modern and contemporary electronic devices in controlling indiscipline in the school environment. Nwajagu (2017), noted that innovative monitoring strategy includes teaching school rules and regulations to students as a subject or as part of civic Education. The idea is to let the students know fully what is required of them and the reason behind each of the rules; the use of ICT-based monitoring methods such as CCTV in the monitoring of examination halls and movements as well as the use of fingerprinting machines to monitor attendance and punctuality. Nwajagu further asserted that this method is less stressful, more reliable, and difficult to beat.

It is unfortunate to note that the lack of educational facilities has over the years posed a major challenge to secondary education in Nigeria. Ilo (2021) asserted that the available facilities in Nigerian secondary schools today are inadequate quantitatively and qualitatively. Nkerenwem (2013), stated that only 40% of the Nigerian secondary schools are averagely equipped, while the rest 60% do not have. Nwajagu (2017), revealed that the inadequacy of facilities has put the school system at a disadvantage. In the opinion of Maduekwe (2017), most secondary schools lack media, and ICT facilities and this does not

give students practical knowledge and experience. Odi (2019), posited that the application of innovative monitoring strategy in secondary schools is on a hard line as the needed facilities are not available, Odi, added that innovative monitoring strategy will go a long way in reducing male dropout in secondary schools if adequately adopted as well as mentoring measures.

The uses of ICT-based monitoring methods such as CCTV in monitoring examination halls and movements as well as the use of fingerprinting machines to monitor attendance and punctuality are indispensable in teaching and learning environments (Odi, 2019). A study by Ugwu (2019) revealed that the principals in urban schools also adopt preventive/monitoring strategies while principals in rural schools do not. Findings by Azikiwe, (2018), showed that monitoring measures are vital in the control of students' absenteeism and subsequent dropout in secondary schools. The use of an innovative monitoring strategy not only serves as a male dropout-reducing strategy but also creates uprightness and respect for academic activities in secondary schools as an institution of learning.

Utilization of innovative monitoring in secondary schools must be permitted and directed by principals who are the heads of the school. Onyeike and Nwosu (2018), noted that principals are the uncompromising leaders of their schools as well as administrators in whose hands lies the future of the institution. Okoli (2015), asserted that the success or failure of secondary school programs depends on the individual principals' ability and leadership skills to maintain the school. Principals' behavior according to Ngene (2016), normally encourages the subordinates to achieve and maintain the school standard by setting rules and guidelines pertaining to school standards. It is the duty of secondary school principals to ensure that the goals of educational policies and programs are realized. It is worth noting that the goals of educational policies and programs can only be realized through a conducive school environment. Nwajagu (2017), asserted that reducing male dropout in secondary school is an effective tool for ensuring that the goals of educational policies and programs are realized but however, depends on the leadership strategies of the secondary school principal which is equally affected by factors such as gender of the secondary school principal.

Gender is described as the biological sex of an individual in terms of being male or female. It has to do with socially expected behaviors of male and females. In Nigerian society, there are differences and inequalities in the assignment of responsibilities between women and men, activities taken, access to and control over resources as well as possession of some qualities (Adigwu, 2014). Selpher and David (2015), stated that there is a significant relationship between secondary school principals' gender and effectiveness in school management. Alhourani (2013), observed that female principals are found to motivate students' interest in the school than their male counterparts. Ainabor (2020), observed that the degree of principal's leadership performance is dependent on gender. Manning (2014), showed that male principals pay more attention to school challenges than female principals. An ex-post factor design study of 100 male and 100 female high school principals by Ikoy (2013), showed that more female principals (60%) used a mentoring approach to motivate students in schools. The observed difference is probably due to men's assumption of their ability to handle and deal with issues, unlike women who may not be prepared to deal with violent situations so they make adequate plans and preparations to prevent such occurrences in the school. The issue of gender has gained much attention with little or no conclusion especially as regards the secondary school principals in reducing male dropout in both urban and rural secondary schools in Enugu State.

Location refers to the urban or rural setting or situation of the school. Sarah (2015), observed that there is a significant difference in the performance of secondary school principals in promoting a learning climate in urban and rural secondary schools. Mulkeen (2015), remarked that monitoring of school activities in the rural areas is difficult as factors such as poor security and other administrative arrangements as well as inaccessible roads which keep the principal away from challenge to adequate school monitoring. Schools in the rural areas are less likely to be visited by external inspectors according to Uduak and Usang, (2015), thus, constituting a high rate of dropout within the rural schools. Odi (2019),

pointed out that even in most rural schools, punishment cannot be used to influence students punctuality and attendance to school as a result of fear of teachers being harmed by the students. Many cases have been reported according to Odi (2019), of secondary school teachers and principals being ambushed and tortured by students of rural schools.

This researcher is worried that if adequate measures are not taken to reduce male dropout in secondary schools in Enugu State, education delivery might be jeopardized. This is because no meaningful teaching and learning can occur in an environment characterized by students' lack of interest and absenteeism. This situation will further scare away other students from school and encourage teachers' absenteeism. When this happens, teachers' productivity will be affected and by extension, students' performance and quality in the outside world will be adversely affected.

As strategies such as corporal punishment have been proved to be counter-productive in reducing male dropout in secondary schools, it has become imperative that another strategy for decline in male dropout among secondary school students should be explored. It is against this background that the researcher is motivated to carry out this research on utilization of innovative monitoring strategy for reducing male dropout in secondary schools in the six Education Zones of Enugu State. This constitutes the gap that this study intends to fill.

## 2. Statement of the Problem

It has been realized that male student's dropout in secondary school in the six Education Zones of Enugu State is on the increase. Male students seem to have little or no interest in schooling and their studies particularly in recent times. This is evident in the male students' behaviour disposition and regard for education which is nothing to write home about. As a result of male students' poor interest in academics, they portray different types of ill-behaviours among which include boycotting of lessons, watching and practicing of different forms of illicit sexual acts, drug abuse, violence, telling lies, confronting teachers and principals, vandalism, lateness, absenteeism, rioting, cultism to mention but a few. These ill-behaviours have direct effect on teaching and learning process in secondary schools and may not be efficiently controlled with the use of corporal punishment measures that have been adopted over decades which yielded little or no impact.

The utilization of innovative monitoring strategy in reducing male dropout in schools could yield productive results necessary to achieve school goals and objectives as well as checkmating mal-adjusted behavioural patterns among secondary school students. Stakeholders in education have argued that since strategies such as corporal punishment for the purpose of ensuring students' attendance and punctuality to school have not yielded the desired results, another strategy of checkmating male students' dropout should be explored. According to them, this strategy includes the use of an innovative monitoring strategy. This approach, according to these stakeholders has the capacity of reducing male dropout among secondary school students more than any other approach. It is against this background that the researcher is motivated to carry out this research on the extent to which innovative monitoring strategy is utilized by principals in reducing male dropout in secondary schools in the six education zones of Enugu State.

## 3. Purpose of the Study

The main purpose of the study was to determine the utilization of innovative strategy in reducing male dropout in secondary schools in the six Education Zones of Enugu State. Specifically, the study sought to:

- ascertain the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

## 4. Research Questions

The research question posed to guide the Study is;

- To what extent is innovative monitoring strategy utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State?

## 5. Hypotheses

The following null hypotheses are formulated and were tested at a .05 level of significance.

1. There is no significant difference in the mean response scores of male and female principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.
2. There is no significant difference in the mean response scores of urban and rural principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

## 6. Method

The researchers adopted a descriptive survey research design for the study. Descriptive survey research design is that in which the researcher does not manipulate the independent variable to determine their effect on the dependent variables (Idoko, 2011). It is deemed suitable for the study because it is concerned with finding out and describing the situation the way it is. Specifically, a census survey research design is adopted meaning that the entire respondents were involved. The population for the study comprised all the 335 (295 and 40) secondary school principals in the public secondary schools and Science Technical, and Vocational schools respectively in Enugu State under the control of PPSMB and STVSMB. It is made up of 175 female and 160 male principals in the 273 rural and 62 urban public secondary schools in Enugu State. This is based on data obtained from the Post Primary School Management Board Enugu (PPSMB, 2023/2024), and Science Technical, and Vocational Schools Management Board. (STVSMB). The entire population of 335 secondary school principals was used for the study. 175 female and 160 male principals in the 273 rural and 62 urban public secondary schools in Enugu State respectively. Therefore census sampling was adopted because the population also serves as the sample. A structured questionnaire named "Utilization of Innovative Monitoring Strategy for Reducing Male Dropout in Secondary Schools" (UIMSRMDSS), developed by the researcher was used for data collection. The instrument has two sections; A and B. Section A contains the respondent's bio data while section B has 11 items, structured to assist the researcher in providing answers to the research question that guided the study. The response format for the instrument was the 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE), and Very Little Extent (VLE). Each response option had a numerical value assigned to it as follows;

- Very Great Extent (VGE) = 4 points
- Great Extent (GE) = 3 points
- Low Extent (LE) = 2 points
- Very Low Extent (VLE) = 1 point

In order to ensure the validity of the instrument, draft copies of the instrument together with the research topic, the purpose of the study, research questions, hypotheses, and the developed instrument were given to three experts for validation. Two experts were from the Department of Guidance and Counselling while the other expert was from the Department of Mathematics and Computer Education, all from the Faculty of Education, Enugu State University of Science and Technology, Enugu. The experts were requested to assess the relevance, adequacy, suitability, and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 9 generated items were increased to 11 items as suggested by the validators, while barrel questions and grammatical errors were corrected as well. The validators' comments were used to draft the final instrument that was used for data collection.

The reliability of the instrument was determined by administering 20 copies of the questionnaire to a sample of 8 male and 12 female principals from public secondary schools in Ebonyi State and another 25 copies of the questionnaire to a sample of 6 male and 14 female principals in urban and rural schools, in a trial testing to ascertain the internal consistency of the instrument. The choice for Ebonyi State was dictated by the fact that both States have similar educational characteristics in terms of administration, population, and environment. The respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents were analyzed using the Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument. Cronbach Alpha Reliability Coefficient was used because the study has multiple Likert questions. The instrument yielded a reliability coefficient of .89, indicating that the instrument is reliable and suitable for the study. The questionnaire was administered and retrieved by the researcher with the help of six research assistants who were properly briefed on the content of the questionnaire and its administration to ensure that the questionnaire was properly administered. Appointments were booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their jobs. Out of the 335 copies of the administered instrument, only 318 copies were retrieved while 17 copies were retrieved.

The data collected with the questionnaire were analyzed using Mean ( $\bar{x}$ ) with Standard Deviation (SD) to answer the research question. However, each of the two null hypotheses was tested using t-test statistics at a .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). On the decision rule; the real limit of the mean scores was applied, therefore, the upper and lower limits of the mean are as follows;

- Mean scores from 3.50 – 4.49 Very Great Extent (VGE)
- Mean scores from 2.50 – 3.49 Great Extent (GE)
- Mean scores from 1.50 – 2.49 Little Extent (LE)
- Mean scores from 0.50 – 1.49 Very Little Extent (VLE)

The null hypotheses were rejected when the significance level was more than 0.05 and were not rejected when the significant level was equal or less than 0.05 level of significance.

## 7. Results

### Research Question 1

To what extent is an innovative monitoring strategy utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State?

**Table 1** Mean Ratings and Standard Deviation of the Male and Female Principals on the extent to which Innovative Monitoring Strategy is utilized in Reducing Male Dropout in Secondary Schools in the Six Education Zones of Enugu State

N=318

S/N	Extent innovative monitoring strategies utilized in reducing male dropout in secondary schools including;	MaleN=155		FemaleN= 163		Overall		Decision
		$X_1$	$SD_1$	$X_2$	$SD_2$	$X_G$	$SD_G$	
1	use of Close Circuit Television to monitor students' behaviour in the classroom	3.39	0.49	3.38	0.48	3.38	0.49	GE
2	use of Close Circuit Television to monitor students' behaviour in examination halls	3.23	0.42	3.23	0.42	3.23	0.42	GE
3	use of Close Circuit Television to record activities of unruly students	3.31	0.46	3.30	0.46	3.31	0.46	GE
4	use of fingerprinting to monitor students' attendance to class	2.85	0.77	2.85	0.78	2.85	0.78	GE
5	use of fingerprinting to monitor students' attendance in the examination hall	3.00	0.79	2.99	0.78	2.99	0.78	GE
6	use of fingerprinting to monitor students' attendance to other non-academic activities in school	2.99	0.79	3.00	0.79	3.00	0.78	GE
7	use of dormitory prefects to write confidential reports on students' academic behavior	3.15	0.77	3.15	0.77	3.15	0.77	GE
8	use of class prefects to write confidential reports on students' academic behavior.	3.38	0.63	3.38	0.63	3.38	0.63	GE
9	use of peers to write confidential reports on students' academic behavior.	3.23	0.58	3.22	0.58	3.23	0.58	GE
10	use of psychological testing equipment to monitor students' academic interest	3.00	0.68	2.99	0.68	2.99	0.68	GE
11	periodic head counts during assembling ground	3.39	0.49	3.38	0.49	3.38	0.49	GE
Cluster Mean/SD		3.17	0.62	3.19	0.62	3.17	0.62	GE

Note: X=Mean; SD=Standard Deviation; GE= Great Extent

From Table 1 above, the result of data analysis for the research question indicated a great extent with mean points that were higher than the cut-off point of 2.50. The variation in the standard deviation of the respondents was insignificant and showed unanimity in the responses of the respondents. The value of the overall grand mean was also high at 3.17. This implies that innovative monitoring strategy to a great extent is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

## 8. Hypotheses

### 8.1. Hypothesis 1

There is no significant difference in the mean response scores of male and female Principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

**Table 2** Summary of t-test Analysis of Mean Response Scores of Male and Female Principals on the extent to which Innovative Monitoring Strategy is utilized in Reducing Male Dropout in Secondary Schools in the Six Education Zones of Enugu State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male Principal	155	.091	316	.928	.03269	.35972	NS
Female Principal	163						

NS= Not Significant

The data obtained from the t-test analysis in Table 2 shows that the t-value at 0.05 level of significance and 316 degrees of freedom for the items is 0.091 with a significant value of 0.928. Since the significant value of .928 is more than the .05 level of significance the null hypothesis is not significant. This means that there is no significant difference in the mean response scores of male and female principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

## 8.2. Hypothesis 2

There is no significant difference in the mean response scores of urban and rural principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

**Table 3** Summary of t-test Analysis of Mean Response Scores of Mean Response Scores of Urban and Rural Principals on the extent to which Innovative Monitoring Strategy is utilized in Reducing Male Dropout in Secondary Schools in the Six Education Zones of Enugu State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Urban Principal	261	.423	316	.673	.19802	.46865	NS
Rural Principal	57						

NS= Not Significant

The data obtained from the t-test analysis in Table 3 shows that the t-value at 0.05 level of significance and 316 degrees of freedom for the items is 0.423 with a significant value of 0.673. Since the significant value of .673 is more than the .05 level of significance the null hypothesis is not significant. This means that there is no significant difference in the mean response scores of urban and rural principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

## 9. Discussion of Findings

The findings in the research question indicated that innovative monitoring strategies to a great extent is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State. This finding is in line with Azikiwe, (2018), who showed that monitoring measures are vital in the control of students' absenteeism and subsequent dropout in secondary schools. The finding is equally in line with Nwajagu (2017), who noted that the use of ICT-based monitory methods is less stressful, more reliable, and difficult to beat. Thus, facilities for innovative monitoring should be provided in secondary schools to reduce male dropout in the six Education Zones of Enugu State.

Comparison of the male and female principals in Table 2 showed that there is no significant difference in the mean response scores of male and female principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State. *This finding agrees with Ainabor (2020)*, who observed that the degree of a principal's leadership performance is dependent on gender. Thus gender plays a significant role in principals' utilization of innovative monitoring strategies in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

*Similarly, on the influence of the location of schools, it was found in this study that there is no significant difference in the mean response scores of urban and rural Principals on the extent to which innovative monitoring strategies assist in reducing male dropout in secondary schools in the six Education Zones of Enugu State. This finding disagrees with Ugwu (2019)*, who revealed that principals in urban schools adopt preventive/monitoring strategies while principals in rural schools do not. The use of innovative monitoring strategies not only serves as a means of reducing male dropout in secondary schools but also create fear, uprightness, and respect for academic activities in secondary schools as institutions of learning.

## 10. Conclusion

From the discussion of the findings, it was concluded that to a great extent, innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State. The finding also showed that a comparison of male and female principals showed that, there was no significant difference in the mean response scores of male and female principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State. *Similarly, on the influence of the location of schools, it was found in this study that there is no significant difference in the mean response scores of urban and rural principals on the extent to which innovative monitoring strategy is utilized in reducing male dropout in secondary schools in the six Education Zones of Enugu State.* Therefore, an innovative monitoring strategy should be strengthened both at the urban and rural secondary schools in the six Education Zones of Enugu State.

## 11. Recommendations

Based on the findings of the study the following recommendations were made.

1. Facilities for Innovative monitoring strategy should be provided in the urban and rural secondary schools to reduce male dropout in secondary schools in the six Education Zones of Enugu State.
2. Innovative monitoring strategy should be strengthened both at the urban and rural secondary schools in the six Education Zones of Enugu State.

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