

9-2019

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Akindele Matthew Ige

Ministry of Education, Ondo State, Nigeria

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Recommended Citation

Ige, Akindele Matthew (2019) "Factors Influencing Disciplinary Committee Effectiveness: The Case Of Public Secondary Schools In Ondo State, Nigeria," *Journal of Research Initiatives*: Vol. 4 : Iss. 3 , Article 3. Available at: <https://digitalcommons.uncfsu.edu/jri/vol4/iss3/3>

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Factors Influencing Disciplinary Committee Effectiveness: The Case Of Public Secondary Schools In Ondo State, Nigeria

About the Author(s)

Akindele Matthew Ige is director of education, an author and researcher, who has contributed articles and research papers to national and international journals and presented papers at national and international conferences.

Keywords

factor, influence, discipline, indiscipline, committee, disciplinary committee, effectiveness, school, secondary school, public secondary school.



FACTORS INFLUENCING DISCIPLINARY COMMITTEE EFFECTIVENESS: THE CASE OF PUBLIC SECONDARY SCHOOLS IN ONDO STATE, NIGERIA

Akindele Matthew Ige, Ministry of Education, Ondo State, Nigeria

Abstract

The study investigated the factors influencing the effectiveness of the Disciplinary Committee in schools, using Public Secondary Schools in Ondo State, Nigeria. Descriptive-survey design was adopted. The 304 Public Secondary Schools in the state were the main population while Principals and Vice-Principals of the schools were targets. Multistage, stratified, and simple-random sampling techniques were adopted to select 40 secondary schools for the study. Three questions and three hypotheses guided this study. A questionnaire, validated, and tested for reliability ($r=0.85$), and structured on 4-point Likert Scale, was used to collect data, which were analyzed using frequency distribution table, mean, and SPSS package. Hypotheses were tested using the chi-square statistic at 0.05 level of significance. The study found a lack of/inadequate experience of committee members, leakage of information, favoritism in the administration of justice on offenders, among others as factors influencing the effectiveness of the committee. The need for committee members to be allowed to work without interference, cooperation of teachers with members; and provision of in-service training for members, to mention a few, are recommended.

Introduction

In Nigeria, the objectives of education include, among others, the inculcation of national consciousness and national unity; and the right type of values and attitudes, for the survival of individual and society. Apart from the general objectives, each level of education has specific objectives. In the case of secondary education, it is meant to prepare an individual for:

- useful living within the society; and
- higher education (the Federal Republic of Nigeria, 2004).

Specifically, secondary education should raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor, appreciate values specified under our broad national goals, as well as life as good citizens. The implication is that the children in schools should, at the end of their training, be fit academically and in character. A child should be morally upright and be a good ambassador of the home, school, country, and society at large. Unfortunately, these goals are less achieved in Nigeria due to high-level indiscipline among school children (Asiyai, 2012; Nwakoby, 2001; Zubaida, 2009; Idu and Ojedapo, 2011; Ali, Dada; Isiaka, and Salmon, 2014).

Issue of indiscipline of students has adverse effects in the educational system and the country generally. It has been resulting in the loss of valuable teaching and learning time. It also has adverse effects on teacher effectiveness and longevity (Levin & Nolan, 1996), student psychological safety, readiness to learn, and future behaviors (Levin & Nolan, 1996. According to Finn, Fish, and Scott (2008) and Oliver (2011), cited in Simuforsa & Rosemary (2014), when students misbehave, they learn less and keep peers from learning, while teaching contact time is reduced because of the devotion of more time to managing misbehavior rather than

teaching. Finn et al., (2009), cited in Simuforosa and Rosemary (2014), asserted that stress is created for teachers when detracted from academic time. This time and energy needed to cope with destructive students can be physically draining and emotionally exhausting.

As a result of indiscipline, more students are neglecting studies, which is encouraging them to indulge in examination malpractices and other academic vices (Students Dairy, 2013). Also, as a result of students indiscipline, resource materials and facilities are wasted, student-teacher relationships strained, and the climate for mutual respect necessary, for learning compromised. Also, school infrastructure or other resources/materials are damaged through students negative behavior.

Statement of Problem

Indiscipline of students is a ubiquitous issue because it takes place in classrooms, outside classrooms, within school premises, outside school premises, within a community, state, and across countries. No educational system is thus totally immune from the menace. Various strategies are adopted by teachers and school administrators to tackle the menace. Unfortunately, managing indiscipline of students has been contentious and found not commensurate with the offense committed and by the law in most cases. In some schools, particularly in the rural areas, offenders are punished by mandating them to uproot trees, cut bushes, mould blocks, which keep them out of classrooms for several weeks.

In some cases, teachers flog students excessively, even in the wrong and delicate parts of the body, not minding the implications. Some principals do unilaterally dismiss/suspend erring students without the involvement of other members of the management team, including teachers. In some cases, students are banned from entering classrooms to receive lessons, for an indefinite period without considering the effects on their learning. Many learners also face police action for disciplinary problems that can be handled by schools.

According to Rono (2006), while some methods have been effective in managing indiscipline of students, some are encouraging it. The discrepancies noticed in the management of indiscipline of students in schools have necessitated the adoption of a modern and refined way of achieving this feat, which is the reference to Disciplinary Committee, for proper investigation and recommendation of appropriate punishment for offenders. Some schools lack Disciplinary Committee thus encouraging the use of other approaches which has been causing conflict in schools. Even though there is a Disciplinary Committee in some schools, it is less functional in the management of indiscipline of students due to challenges.

Although studies on indiscipline of students abound in literature, those on the effectiveness of Disciplinary Committee in the management of the issue cannot be found. This study aimed to address the shortcomings and to investigate the factors influencing the effectiveness of Disciplinary Committee in schools, using the Public Secondary Schools in Ondo State, Nigeria. In the course of achieving this, it also ascertained the level of effectiveness of Disciplinary Committee in schools, found if there was significant difference in the perception of principals and vice-principals, male and female principals, male and female vice-principals, highly and less experienced principals, on factors influencing the effectiveness of Disciplinary Committee in schools.

The findings provided insight into the effectiveness of the Disciplinary Committee and the extent of strengthening, to curb the growing rate of indiscipline in schools. The findings will also be useful to Education planners and policymakers, to be able to design the right and

workable plan, as well as formulate good policies on education, while also helping to strengthen the existing knowledge on student indiscipline in secondary schools.

Also, findings will be useful to administrators of public and private schools, particularly at the secondary level, because they will have better knowledge and understanding about the role of Disciplinary Committee and factors hindering its effectiveness in schools. Also, findings of the study will enable parents and the general public to know much on the way to curb indiscipline of students in schools, as well as contribute to existing knowledge in the area of Educational management.

The following research questions guided the study:

1. What are the factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools?
2. What is the level of effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools having it?

The following hypotheses also guided the study:

1. There is no significant difference in the perception of principals and vice-principals, on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools.
2. There is no significant difference in the perception of male and female principals, on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools.
3. There is no significant difference in the perception of male and female vice principals, on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools.

Literature Review

Indiscipline concept takes its root from the word "discipline." In other words, it is the opposite of discipline. Where there is a lack of discipline, there is bound to be indiscipline. Mbiti (2002) sees discipline as a system of guiding an individual to make reasonable decisions responsibly. According to Alawo (2011), discipline is a guide that springs from within an individual and evokes self-control, self-direction, and self-reliance in a person. Nakpodia (2010), cited in Simuforsa and Rosemary (2014), also view it as the methods of modeling character and of teaching self-control and acceptable behavior. Indiscipline is however defined by Timothy (2008) as the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations, and maintain a high standard of behaviors conducive to the teaching-learning process and essential to the smooth running of the school to achieve the educational objective with ease.

Management of indiscipline of students is vital because of the role it plays towards achieving effective management of schools and the school objectives generally. There are several approaches to the management of indiscipline of students, such as corporal punishment, verbal condemnation, temporary or permanent withdrawal of post, expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counseling, fining, rewards, wearing school uniform at all times, self-commitment in writing to maintain ethical conduct, pinching, slapping and smacking, picking rubbish within school premises, raising of two hands up or forward for long period, sweeping and general cleaning, sending student out of

class, cutting grasses, in-school suspension, reprimanding in front of principal, parents and other students, as well as behavioral contracts (Nicky, 2011; Enose, 2012; Nakpodia, 2010, cited in Simuforosa and Rosemary (2014) Tallam, et al, 2015).

Reference to Disciplinary Committee is a notable approach to the management of indiscipline of students in school because of the democratic nature. Oxford Dictionary of Current English, however, defines committee as 'a group of people appointed for a particular function' by a larger group. According to Dictionary.Com, it is the group of persons elected or appointed to perform some services or functions, as to investigate report or act upon a matter. The committee could be ad-hoc or standing/permanent. Ad-hoc committees are constituted to address specific issues while Standing Committees are permanent and required to be constituted, in accordance with what the law stipulates.

In a school setting, particularly at the secondary level, Disciplinary Committee handles severe cases of indiscipline of students. Such cases must be referred to it by schools management, for investigation and recommendation of appropriate punishment for offenders, to prevent future reoccurrence and serve as a deterrent to others. According to an online information (sofiaems.org), the primary duty of Disciplinary Committee is to execute disciplinary procedures on students that may engage themselves in any behavior that is contrary to the provisions of the General Regulations of school; device measures that will help students to avoid and shun any engagement whatsoever, in activities of breach of discipline; execute in collaboration with the entire teachers, execute orientations and guidance programs, at least quarterly with members of the students body, in order to create a shared understanding with the students so as to help them to wean themselves from any breach of discipline committed.

The Disciplinary Committee motive is to achieve effective management of schools, through better management of indiscipline of students. There are theoretical and empirical pieces of evidence to prove that there are challenges inherent in the management of schools. Nwachukwu (1988) emphasized that the selection of any committee members should be based on merit, i.e., qualification, knowledge of the subject matter, responsibility, availability, and emotional maturity, for its goals to be achieved. This agrees with the assertion of UNESCO (2005) that a school committee with less qualified members results into the realization of weak quality outputs in any educational setting. Unfortunately, the Ministry of Education does not give them clear guidelines on their level of involvement in developing and maintaining positive school discipline. Also, in-service training is not given to the committee members, while reward and financial token are not given to them for the extra workload been assigned to them in school.

Wanja (2010) asserted that political and parents interference are parts of the challenges facing principals in the management of students indiscipline in schools. Some politicians are fond of interfering in the management of schools within their territories by disturbing school heads, which are not in their camp or group. Any decision taken by such heads is often misinterpreted by politicians who see them as antagonists in their constituencies (Kilonzo, 2013). Kilonzo (2013) also reported that some parents are fond of threatening headteachers who take disciplinary actions against their children. Some use monetary and powerful influence to stop investigation of cases, with a view to subverting justice (Okumbe, 2001) Report (www.observer.org/sz) further indicates that in America, teacher has no right to punish or suspend a student before summoning the parents for a conference with the school while a suspended student is allowed certain rights by court and whenever such cases are taken in court, the principal loses. A report in Swazi Observers also indicates that the Ministry of Government

or Commission does collect bribe from offenders and drop cases referred to them from schools. Taaliu (2017), also reported that in cases referred to the court, culprits are released and find their ways back to school.

Still, on the issue of interference, a report in Daily Nation in September 2006 indicates that in Murray Secondary School, Taita Taveta, four students who were suspended for leaving the school without permission sued the headmistress, Chairperson of Board of Governors and the Coast Provincial Director of Education. The principal was also restricted to a few alternative measures, which often resulted in ineffective measures like ignoring the student misconduct altogether. Another report in the Daily Nation of 26th July found that in Njorua Secondary School, Laikipia district, three teachers were taken to court and accused of failing to stop students from burning the school dormitories. In line with these is the assertion by Okumbe (2001) that due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for fear that the influential parents may have it terminated altogether and the student readmitted unconditionally. Also, Okinda (1995) asserted that indiscipline in schools could be caused by politicians who may want heads whom they can control and manipulate, thus admitting failures to keep the M.P. popular. Such interference has a bearing on the headteachers' performance in management of indiscipline in their schools. Quite unfortunate is the fact that decisions of Disciplinary Committee often results to litigations (Taaliu, 2017; schoolslegalservice.org/), attack and threats on teachers by students and parents who feel unsatisfied with the punishment(s) assigned to them as a result of indulgence in disciplinary behaviors (Nakpodia, 2010; <https://e.m.wikipedia.org/>; the-guardian.com).

Regarding the empirical evidences, a study, by Kilonzo (2009), on the challenges faced by Headteachers in the management of students indiscipline in Public Secondary Schools in Mamu County of Kenya, using descriptive survey design, sample which comprised of 10 secondary schools out of 17 Public Secondary Schools in the County, as well 10 headteachers, 10 deputy headteachers, 20 teachers of guidance and counseling and games, 40 student leaders of sampled schools, identified among others, lack of parental support in disciplining of students as a challenge in managing indiscipline. A survey of administrative problems of primary school headteachers in Hamisi Division of Kakamega District, Western Province, by Odali (1984), also found among others that finance and dealing with teachers who were always drunk and or late for duty are problems that constituted the most significant difficulty to primary school headteachers.

In a study of factors facing school committees in enhancing the quality of education in Tanzania, is a case study of Monduli District, by Mbise (2015), it was found among others that lack of capacity building among others of school committees was a big obstacle for them to execute well their roles. A study of the challenges facing Board of Managers in the management of Public secondary Schools in Kamwani District of Kenya, by Kingi (2015), using survey method, 13 schools out of 26, comprising of 9 mixed schools, 2 boys-only schools and 2 girls-only schools and stratified random sampling technique to select sample, revealed among others lack of support from the local community, interference in the running of school by the local communities as factors.

A study of the perceived challenges to effective administration of secondary schools in Imo State, Nigeria, by Otegbulu (2016), using 5,896 subjects, 268 principals and 5,628 teachers in the 268 secondary schools, found among others, political interference by government and political class, and insufficient funds as challenges for effective administration of schools. A

similar study on the challenges to secondary school principals leadership in Northern region of Nigeria, by Abdul Rasheed and Bello(2015), using government own secondary schools, 133 principals, a 20-item questionnaire for data collection, revealed among others, external interference from secondary school board. According to Odali (1984), Eshwani (1993), these challenges and more, impact negatively on the effectiveness of Disciplinary Committee.

Design and Population

This study adopted descriptive-survey research design. A survey design was adopted because a portion of the entire population was selected and subjected to analysis, while the findings were generalized on the entire population. This research is also descriptive because it described the current situations in schools, regarding, the factors influencing the effectiveness of the Disciplinary Committee in schools. All the 304 Public Secondary Schools in Ondo State, Nigeria constituted the main population of the study, while the principals and vice-principals in the 304 schools were the target population.

Sample and Sampling Technique(s)

Forty public secondary schools, 40 principals, and 80 vice-principals participated in this study. The first stage of the sampling process was the stratification of the entire state into Ondo North, Ondo South, and Ondo Central Senatorial Districts. The Central Senatorial District was stratified into the respective six Local Government Areas (i.e., Akure South, Akure North, Idanre, Ifedore, Ondo East, and Ondo West). The six Local Government Areas were indicated with letters starting with A and written on papers, rolled inside basket where the assistance of an independent person was sought in the selection of one out of the papers in the basket. Paper selected was unfolded and the letter therein matched with the respective Local Government Area. It was, however, found that Akure South LGA was selected. The Northern District was also stratified into the respective six Local Government Areas (i.e., Owo, Ose, Akoko Southeast, Akoko South West, Akoko North East, and Akoko North West). Following the same procedures, Owo Local Government Area was randomly selected. The South Senatorial District was also stratified into the six Local Government Areas (i.e., Ile Oluji/Oke Igbo, Irele, Ilaje, Ese Odo, Okitipupa, and Odigbo). Out of these, Ile Oluji Oke Igbo Local Government Area was randomly selected.

In continuation of the sampling process, there are 28 public secondary schools in Akure South Local Government Area which were stratified into two single-sex (boys only), two single-sex (girls only), and 24 co-educational (mixed) schools., All the two single-sex (boys) and girls schools were selected. The same procedures followed in the case of the selection of Local Government Area were followed, to select 11 mixed (coeducational schools) out of the 24 in the LGA. Since there were odd numbers of vice-principals in Public Secondary Schools in the state, the two senior Vice-Principals (on Administration and Academics) in each school were selected for the study.

There are 18 public secondary schools in Owo Local Government Area which were stratified into one single-sex (boys only), one single-sex (girls only) and 16 co-educational (mixed) schools., All the two single-sex schools were selected while out of the 16 mixed schools, eight were selected. The two senior vice-principals in each school were selected for the study. There are 23 public secondary schools in Ile Oluji/Oke Igbo Local Government Area which were all mixed. Out of these, 15 were selected for the study. The two senior vice-principals in each school participated in the study. A combination of multi-stage, stratified, and simple random sampling techniques were adopted for the selection of the sample.

Instrument: Validation and Reliability

A questionnaire was designed and used to collect the needed data. The questionnaire has two sections, i.e., A and B. Section A consisted of questions which sought information on demographic characteristics of respondents, i.e., years of experience, gender, qualification, status in school, and marital status. Section B focused on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students. The effectiveness of Disciplinary Committee was considered in this study to be the extent to which it is able to achieve the desired objectives in the school, that is, carry out the assigned duties: such as the investigation of cases referred to it, writing of report of such investigation, and submission of the report to management for implementation. It consisted mainly of close-ended questions which required the respondents to tick the best option and was structured on a four-point Likert Scale, in line with earlier studies (Alabi, 2014; Ige, 2018). Each statement was followed by four options: Strongly Agree, Agree, Disagree, and Strongly Disagree. The adoption of a four-point scale was based on the feeling that it was not necessary for the option 'undecided' to be included among the options because of the confusion it causes for respondent.

In ensuring the validity of the questionnaire, suggestions from a professional colleague (lecturer of Educational Administration) in one of the universities were sought on the contents of the draft form. The suggestions were integrated and used to review the draft questionnaire. The reviewed questionnaire was used to prepare the final questionnaire for administration on the respondents.

The test-retest method was adopted to test the reliability of the questionnaire before the final administration. A pilot study was conducted using five principals and ten vice principals, drawn from 5 public secondary schools in Akure South Local Government Area of the state only. After two weeks, the same questionnaire was re-administered on the same respondents and their responses for the two tests recorded and correlated using Cronbach Alpha correlation formula. The value 0.85 was obtained, which indicates that the reliability of the instrument is satisfactory.

Method of Data Collection and Analysis

Permission to collect data for the study was obtained from the Ondo State Teaching Service Commission, being the Commission in charge of data and information on Public Secondary Schools in the state. The researcher visited each school to seek consent from school management to conduct the research project, explaining to the school principal, the purpose of the study. The principals and vice-principals sampled were requested to respond to the questionnaire items as honestly as they could. They were also assured of the confidentiality of the information and data supplied. The completed questionnaires were retrieved from the respondents after three weeks. Data collected were analyzed using the Statistical Package for Social Sciences (SPSS). The results of the analysis were used to answer the research questions raised. The hypotheses were tested using the chi-square statistic.

Data Presentation, Analysis, and Discussion of Findings

One hundred and twenty (120) respondents (including 40 principals and 80 vice principals) were issued questionnaires. All the administered questionnaires were retrieved from the respondents. Analysis of responses to the aspect of demographic characteristics, such as the location of the school, age of the school, highest qualification, teaching experience, and gender, are indicated in

Table 3: Number and frequency distribution of respondents according to variables

School		Frequency (Number)	Percentage
Location	Rural	39	32.50
	Urban	81	67.50
Age range	Below ten years	0	0
	10 – 20 years	31	25.83
	20 -30 years	8	6.67
	Above 30 years	81	67.50
Type	Public	120	100
	Private	0	0
Principals and Vice Principals			
Gender	Male	88	73.33
	Female	32	26.67
Marital Status	Single	0	0
	Married	120	100
Teaching Experience	Below ten years	0	0
	10 – 20 years	37	30.83
	20 - 30 years	36	30.00
	Above 30 years	47	39.17
Highest Qualification	NCE	0	0
	B.SC/BA/HND/B.TECH./+PGDE	60	50.00
	B.ED/B.SC.ED/BA.ED	57	47.50
	Others	3	2.50
Disciplinary Committee	Yes	118	98.33
	No	2	1.67
Effectiveness of Committee	Very effective	48	40.00
	Moderately effective	71	59.17
	Not effective	1	0.83

Field Survey 2017

Table 3 shows the classification of the schools by location, with most of them (67.50 %) belonging to urban location while the rest (32.50 %) belonging to the rural location. It also reveals that most of the schools are between the age range of above 30 years (67.50%) while 10-20 years has 25.83% and 20-30years has 6.67%, and none falls within the range of below ten years.

Based on the type of school, all the sampled schools are public schools (N=10). It was also indicated that 73.33% of the principals and vice-principals were male, while 26.67% were female. In terms of highest professional qualification, the table revealed that: none of the principals and vice-principals were NCE holder; 50% were BSc/BA/HND/B.Tech+PGDE holders; 47.50% were B.Ed/B.Sc.Ed/BA. Ed holders; while 2.50% had other certifications. It also revealed that all the respondents were married.

Further classification revealed the teaching experience of the principals and vice-principals as shown in the table, none has below ten years of teaching experience; 30.83% have

between 10 and 20 years of teaching experience; 30.0% have between 10 and 20 years of teaching experience while 39.17% have above 30 years of teaching experience.

Answers to Research Questions

Research Question 1

What are the factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools?

Table 4: Responses on factors influencing the effectiveness of the Disciplinary Committee in Schools

Attributes	SA	A	D	SD	Mean	Rank	Remark
Interference of parents/guardians in the administration of punishment on students	29	61	22	8	2.93	1 st	Agreed
Interference of influential citizens in the society in the administration of punishment on students	25	57	31	7	2.83	2 nd	Agreed
Lack of/inadequate motivation of members of the disciplinary committee	18	51	44	7	2.67	6 th	Agreed
Lack of/inadequate funds to procure necessary facilities for logistics	23	56	36	5	2.81	3 rd	Agreed
Lack of/inadequate experience of members of the committee on disciplinary procedures and laws	11	39	63	7	2.45	17 th	Agreed
Inadequate time for a thorough investigation of cases	9	47	59	5	2.50	13 th	Agreed
Leakage of information by members during the trial of offenders	7	47	62	4	2.48	14 th	Agreed
Lack of/inadequate training of members on the modern method of handling cases	13	42	61	4	2.53	11 th	Agreed
Involvement of law enforcement agencies which halt the investigation of cases	15	38	61	6	2.52	12 th	Agreed
The uncooperative attitude of fellow teachers in school	15	40	60	5	2.54	9 th	Agreed
Favoritism in the administration of justice on offenders	14	33	60	13	2.40	18 th	Agreed
Delay in the administration of justice on offenders	9	37	66	8	2.39	19 th	Disagreed
The corrupt attitude of some members of the committee	11	24	69	16	2.25	20 th	Disagreed
Non-implementation of a report of the committee	14	35	64	7	2.47	16 th	Agreed
Interference of Principal/ School Administrators in the implementation of the report of a committee	18	55	41	6	2.71	5 th	Agreed
A threat of life of committee members by offenders and parents	18	49	43	10	2.63	7 th	Agreed

Litigation/ court actions on disciplinary cases by concerned parents/guardians	15	38	57	10	2.48	14 th	Disagreed
Delay in the investigation of cases by members	18	40	51	11	2.54	9 th	Disagreed
Inactive nature of some committee members during the investigation of cases	25	44	43	8	2.72	4 th	Agreed
The uncooperative attitude of committee members	28	29	53	10	2.63	7 th	Agreed

Field Survey 2017

In analyzing this question, an expected mean was calculated using $(4+3+2+1)/4 = 10/4 = 2.5$ and any item with mean below 2.5 which is the expected mean is accepted as DISAGREED while items with mean with 2.5 and above are accepted as AGREED.

From the table, it shows that Interference of parents/guardians in the administration of punishment on students, Interference of influential citizens in the society in the administration of punishment on students, Lack of/inadequate motivation of members of the disciplinary committee, Lack of/inadequate funds to procure necessary facilities for logistics, Lack of/inadequate experience of members of committee on disciplinary procedures and laws, Inadequate time for thorough investigation of cases, Leakage of information by members during trial of offenders, Lack of/inadequate training of members on modern method of handling cases, Involvement of law enforcement agent which halt investigation of cases, Uncooperative attitude of fellow teachers in school, Favoritism in the administration of justice on offenders, Non-implementation of report of committee, Interference of Principal/ School Administrators in the implementation of report of committee, Threat to life of committee members by offenders and parents, Inactive nature of some committee members during investigation of cases, and uncooperative attitude of committee members are regarded as factors influencing the effectiveness of Disciplinary Committee in the management of indiscipline of students in schools.

Research Question 2

What is the level of effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools having it?

Table 5: Responses on the level of effectiveness of the Disciplinary Committee

Attributes	Very Effective	Moderately Effective	Not Effective	Mean	Remark
How effective is the Disciplinary Committee in your school?	48	69	1	2.40	High level of effectiveness

Field Survey 2017

In analyzing this question, an expected mean was calculated using $(3+2+1)/3 = 6/3 = 2$. The mean below 2, which is the expected mean, the response is accepted as LOW while the mean with two or above, is accepted as HIGH. Therefore considering the mean of the response on the level of effectiveness of Disciplinary Committee, the table showed a high level of effectiveness in the management of indiscipline of students in schools having it.

Hypothesis 1

H₀1: There is no significant difference in the perception of principals and vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools

H₁1: There is a significant difference in the perception of principals and vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools

Table 6: Analysis of Data on the perception of Principals and Vice-Principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students

Attributes	Principal Observed Mean	Principal Expected Mean	VP Expected Mean	VP Observed Mean
Interference of parents/guardians in the administration of punishment on students	2.93	2.5	2.90	2.5
Interference of influential citizens in the society in the administration of punishment on students	2.82	2.5	2.80	2.5
Lack of/inadequate motivation of members of the disciplinary committee	2.64	2.5	2.73	2.5
Lack of/inadequate funds to procure necessary facilities for logistics	2.80	2.5	2.83	2.5
Lack of/inadequate experience of members of the committee on disciplinary procedures and laws	2.43	2.5	2.47	2.5
Inadequate time for a thorough investigation of cases	2.50	2.5	2.50	2.5
Leakage of information by members during the trial of offenders	2.46	2.5	2.50	2.5
Lack of/inadequate training of members on the modern method of handling cases	2.56	2.5	2.53	2.5
Involvement of law enforcement agencies which halt the investigation of cases	2.52	2.5	2.57	2.5
The uncooperative attitude of fellow teachers in school	2.53	2.5	2.57	2.5
Favoritism in the administration of justice on offenders	2.42	2.5	2.43	2.5
Delay in the administration of justice on offenders	2.40	2.5	2.40	2.5
The corrupt attitude of some members of the committee	2.24	2.5	2.27	2.5
Non-implementation of a report of the committee	2.48	2.5	2.53	2.5

Interference of Principal/ School Administrators in the implementation of a report of the committee	2.69	2.5	2.77	2.5
The threat of life of committee members by offenders and parents	2.64	2.5	2.67	2.5
Litigation/ court actions on disciplinary cases by concerned parents/guardians	2.49	2.5	2.53	2.5
Delay in the investigation of cases by members	2.56	2.5	2.60	2.5
Inactive nature of some committee members during the investigation of cases	2.72	2.5	2.70	2.5
The uncooperative attitude of committee members	2.63	2.5	2.60	2.5

Using the Chi-Square Statistic $X^2 = \frac{\sum (E_i - O_i)^2}{E_i}$

$$= 0.512$$

Table 7: Chi-Square Tests on Hypothesis 1

Group	N	df	$X^2_{(calculated)}$	$X^2_{(tabulated)}$	Decision
Principal	30	19	0.512	10.117	H ₀ Accepted
Vice Principal	90				

The result of the X^2 -test computed and tested at 0.05 level of significance and 19 degrees of freedom, as shown in the table above, indicates that X^2 -calculated (0.512) was lesser than X^2 -tabulated (10.117). The null hypothesis is, therefore accepted. This implies that there is no significant difference in the perception of principals and vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools.

Hypothesis 2

H₀₂: There is no significant difference in the perception of male and female principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools

Hypothesis H₁₂: There is a significant difference in the perception of male and female principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools

Using the Chi-Square Statistics $X^2 = \frac{\sum (E_i - O_i)^2}{E_i}$

Table 8: Chi-Square Tests on Hypothesis 2

Group	N	d.f	$X^2_{(calculated)}$	$X^2_{(tabulated)}$	Decision
Male Principal	22	19	0.707	10.117	H ₀ Accepted
Female Principal	8				

The result of the X^2 -test computed and tested at 0.05 level of significance and 19 degrees of freedom, as shown in the table above, indicates that X^2 -calculated (0.707) was lesser than X^2 -tabulated (10.117). The null hypothesis is, therefore accepted.

This implies that there is no significant difference in the perception of male and female principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools.

Hypothesis 3

H₀₃: There is no significant difference in the perception of male and female vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools

Hypothesis H₁₃: There is a significant difference in the perception of male and female vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools

Table 9: Chi-Square Tests on Hypothesis 3

Group	N	d.f	$X^2_{(calculated)}$	$X^2_{(tabulated)}$	Decision
Male Vice Principal	66	19	0.550	10.117	H ₀ Accepted
Female Vice Principal	24				

Using the Chi-Square Statistic $X^2 = \sum \frac{(E_i - O_i)^2}{E_i}$

$$= 0.550$$

The result of the X^2 -test computed and tested at 0.05 level of significance and 19 degrees of freedom, as shown in the table above, indicates that X^2 -calculated (0.550) was lesser than X^2 -tabulated (10.117). The null hypothesis is, therefore accepted. This implies that there is no significant difference in the perception of male and female vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools.

Discussions

Many findings were revealed in the study. It was found that many factors which are resilient in home, school, society, among others, such as interference of parents/guardians in the administration of punishment on students, interference of influential citizens in the society in the administration of punishment on students, lack of/inadequate motivation of members of the disciplinary committee, lack of/inadequate funds to procure necessary facilities for logistics, lack of/inadequate experience of members of committee on disciplinary procedures and laws, inadequate time for thorough investigation of cases, leakage of information by members during trial of offenders, lack of/inadequate training of members on modern method of handling cases, involvement of law enforcement agent which halt investigation of cases, uncooperative attitude of fellow teachers in school, favoritism in the administration of justice on offenders, non-implementation of report of committee, interference of principal/school administrators in the implementation of report of committee, threat to life of committee members by offenders and parents, inactive nature of some committee members during investigation of cases, and uncooperative attitude of committee members; influenced the effectiveness of Disciplinary Committee in the management of indiscipline of students in schools. This is a confirmation that the effectiveness of Disciplinary Committee in schools is under the influence of multi-

dimensional factors, which are also pointers to the fact that management of the school is influenced by many factors, as indicated in the reviewed literature. In view of the fact that School Disciplinary Committee major role is to help to achieve effective school management, it thus implies that findings of the studies in the reviewed literature are in line with the findings of the study, in particular, those on interference (Abdulraseed & Bello, 2015; Okegbulu, 2016; Kingi, 2015; Kilonzo, 2009; and lack of experience (Mbise, 2015).

The study further found that there was a high level of effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools having it. This is not surprising because of the impact of this committee in the management of indiscipline of students in school. It is not a gainsaying that the approach of the committee to the handling of cases of indiscipline is preferable and compared to other methods.

There was also no significant difference in the perception of principals and vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools. One would have expected a significant difference in the perception of the principals and vice-principals because of the different roles they play in school administration. The finding could have, therefore resulted from the objectivity sown by the respondents in the course of responding to the items in the questionnaire. No significant difference was also found in the perception of male and female principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools. One would have expected a significant difference in the perception. The finding could have also resulted from the objectivity sown by the respondents in the course of responding to the items in the questionnaire irrespective of the gender

No significant difference was also found in the perception of male and female vice-principals on factors influencing the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools. One would have also expected a significant difference in the perception. The finding could also have from the objectivity sown by the respondents in the course of responding to the items in the questionnaire irrespective of the gender.

Also, there seems to be a high-level of indiscipline within the Nigerian secondary school system. The researcher views that it would be interesting to conduct studies that focus on why the students are acting this way. Behavior is always meaningful. Are the students following the behaviors that they see at home or at school? Getting to the root of indiscipline may lead to more effective ways for school personnel and educators to handle these situations. The results from such research could be used to implement evidence-based practices for the Disciplinary Committees that may produce better positive outcomes.

Conclusion and Recommendations

Based on the findings of this study, it can be concluded that several multi various/multi-dimensional factors, which center on parents, governments, schools, among others, combined to influence the effectiveness of the Disciplinary Committee in the management of indiscipline of students in schools. Also, the principal school administrators, including the principal and vice-principals, share the same opinion on the influence of the Disciplinary Committee on the management of indiscipline of students in secondary schools.

The following are recommended for effective management of indiscipline of students in schools:

- Staff, including the principal and vice-principals, should exhibit the spirit of teamwork in order to energize morale and enhance staff motivation.
- Disciplinary Committee members should be given a chance to work without influencing the task put in their hands.
- Teachers should cooperate with Disciplinary Committee members to make their job effective.
- In-service training should be given to Disciplinary Committee members, to widen/boost their knowledge on the judgment of cases.
- Moral punishment rewards, praise, and blame create room for reinforcement of positive performance which is the guideline for the impulsiveness of the students.
- Staff and Disciplinary Committee members should cultivate model self-disciplined behavior to serve as role-models for their learners, thereby inculcating self-discipline in learners.

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Questionnaire on Factors Influencing The Effectiveness of Disciplinary Committee in Schools

Dear Sir/Ma,

This questionnaire is meant to investigate the factors influencing the effectiveness of the Disciplinary Committee in the management of students indiscipline in schools. Kindly answer the questions in Section A and B. Where applicable, tick one of the boxes provided. Please note that data and information supplied will be used for academic purpose only and treated confidentially.

SECTION A: BACKGROUND INFORMATION

Name of School:

Location:

Type of School:

Private ☐

Public ☐

Single-Sex ☐

Coeducational ☐

(Mixed)

Rural ☐ **Urban** ☐

Year Established:

Age Bracket of School:

Below 10years ☐ Between 10 and 20years ☐ Between 20 and 30years ☐

Above 30years ☐

Your Sex: Male ☐ Female ☐

Status in School: Principal ☐ Vice Principal ☐

Marital Status: Single ☐ Married ☐

Your Highest Qualification: NCE ☐ BSC/BA/B.TECH/HND/+PGDE ☐

B.ED/B.SC ED/B.A EDU ☐ OTHERS ☐

Your Teaching Experience:

Below 10yrs ☐ Between 10 and 20yrs ☐ Between 20 and 30yrs ☐

Above 30yrs ☐

Do you have Disciplinary Committee in your school Yes ☐ No ☐

If yes, how effective is the Disciplinary Committee in your school

Very Effective ☐ Moderately Effective ☐ Not Effective ☐

SECTION B

Each statement in this section is followed by four options: Strongly Agree, Agree, Disagree, and Strongly Disagree. You are required to choose one out of these options, in response to each statement.

	In my opinion, the effectiveness of School Disciplinary Committee is influenced by:	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Interference of parents/guardians in the administration of punishment on students				
2	Interference of influential citizens in the society in the administration of punishment on students				
3	Lack of/inadequate motivation of members of the Disciplinary committee				

4	Lack of/inadequate funds to procure necessary facilities for logistics				
5	Lack of /inadequate experience of members of the committee on disciplinary procedures and laws				
6	Inadequate time for a thorough investigation of cases				
7	Leakage of information by members during the trial of offenders				
8	Lack of /inadequate training of members on the modern method of handling cases				
9	Involvement of law enforcement agencies which halt the investigation of cases				
10	The uncooperative attitude of fellow teachers in school				
11	Favoritism in the administration of justice on offenders				
12	Delay in the administration of justice on offenders				
13	The corrupt attitude of some members of the committee				
14	non-implementation of the report of a committee				
15	Interference of Principal / School Administrators in the implementation of the report of a committee				
16	The threat of life of committee members by offenders and parents				
17	Litigation/court actions on disciplinary cases by concerned parents/guardians				
18	delay in the investigation of cases by members				
19	Inactive nature of some committee members during an investigation of cases				
20	The uncooperative attitude of committee members				