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ASSESSMENT OF DISCIPLINARY TECHNIQUES IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN JIGAWA STATE.

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ABSTRACT

Orderliness in behaviour is fundamental for effective management of public secondary schools to ensure the actualisation of the goal of secondary education. Thus, the effective disciplinary techniques cannot be overemphasised to ensure efficacy in the management of public secondary schools in Jigawa State, Nigeria. Thus, Orderliness in behaviour is fundamental for effective management of public secondary schools to ensure the actualisation of the goal of secondary education. Thus, the effective disciplinary techniques cannot be overemphasised to ensure efficacy in the management of public secondary schools in Jigawa State, Nigeria. A survey research design was adopted for the study. The population of the study was 6925, and the total sample size was 288. A simple random sampling technique was used. The research instrument used for the collection of data was a closed-ended questionnaire titled "A questionnaire on the assessment of discipline technique in the management of public secondary schools in Jigawa state, Nigeria". The reliability of the instrument was obtained using the test-retest method, and the reliability coefficient was determined at 0.86. The data were analysed through the use of analysis of variance (ANOVA). The findings of the study showed that punctuality, examination malpractice, disciplinary management system, truancy, among others, were given little attention over the years due to a low level of commitment on the part of the stakeholders in the State. However, it has been concluded that the school authority sets standards for both internal and external examinations, orientation was always organised before the commencement of any examination in the school, and this made students be law-abiding about both internal and external examinations.

The measures which the school authority takes to ensure that students are punctual were not satisfactory, and this made students come to school at will and leave school before school closes for the day. Based on the findings of the study, it was recommended that, as a matter of emergency, there should be more efforts by the relevant authorities with a view to ensuring strict adherence to law and order for both teachers and students in public secondary schools in Jigawa State. Moreover, irregularities in the maintenance of discipline in public secondary schools in the state should be addressed. Posters, lectures and videos that have a direct relevance to examination ethics should be prepared and presented to the students by the school authorities to enable them to possess the pre-requisite knowledge of examination guidelines in the schools.

Introduction

Institutions concerned with examining learners in specific examinations usually design certain norms, known as the "code of conduct of examination", to ensure absolute integrity of results. Occasions where the rules are boycotted either by the teacher or learner may lead to examination irregularities and malpractice. This pollutes the results of the students and poses a great threat to the validity and reliability of the examination results and certification. It is further advised that this could be better taught through grooming students in the values of study, study habits and development of study skills. Keeping the teachers, school principals, invigilators, supervisors and examining bodies' officials informed about their expected behaviours, actions, and secrecy of examination questions is highly recommended. Parents and teachers' associations' meetings could also be used to talk to parents about the advantages of adhering to examination ethics during examinations. Schools are seen as providers of education, as education is an important process that each individual has to undergo in life today. This is even so in this digital age, as the world is more globalised and information and communication technology takes root in every aspect of our lives. Thus, education is seen as the key to unlock the treasure trove of knowledge.

According to Hood (2001), apart from unfortunately leaking the questions, students also pick and drop copied materials at appropriate points during the examination according to plans. They exchange their question papers with answers jotted on them. They smuggle question papers out of the hall to mercenaries to answer for the students. Ajibola (2014), on attitude towards education, stated that, teachers, parents, students and the public all place discipline at the top of their concern, with teachers ranking it at the top because it affects learning, their emotional lives

and it outweighs all other factors combined in determining teacher's success, Jeng (2011) advises that students should understand that discipline is one of the most fundamental characteristics of human beings in school, in our homes and indeed everywhere in the world. Stakeholders concur that ensuring discipline in schools is top on the agenda because one cannot acquire knowledge without character. Soet (2005), in his study, "Perception of the causes of indiscipline among students in Mt. Elgon district," asserts that schools need discipline, as discipline problems occur when a student refuses to obey the rules of the school. Rules that deal with human actions will eventually be broken and require some sort of punishment.

Discipline is crucial in school, in work workplace, and in general life situations. Therefore, in view of this assertion; Kochhar (2007) opines that the principal holds the major position on influencing the punctuality level of the teachers through effective and efficient supervision of teachers' lesson plan and lesson note, punctuality, adherence to curriculum content, evaluation of students and conduct of extra-curricular activities. He stressed that the principal, as the head of a school, is the architect of the quality of activities in the schools, and the quality of academic achievement of students and teachers' dedication to duties depend on the supervisory role of the principal. According to Kwajo (2011), teachers' punctuality in educational institutions is determined through:

- i. Supervising teachers' lesson notes and making sure that teachers use appropriate teaching methods and instructional aides.
- ii. Organising mini-teaching within the teachers and allowing teachers to go to conferences, seminars and workshops.
- iii. Monitoring of teachers' punctuality to school and to teach in the class.
- iv. Supervising teachers' evaluation of students and conduct of extra-curricular activities.
- v. Establishment of cordial school and community relationship

Objectives of the Study

1. Assess the maintenance of examination ethics in the management of public Secondary Schools in Jigawa state
2. Determine the maintenance of punctuality in public Secondary Schools in Jigawa State

Research Questions

The following research questions were raised:

1. To what extent do examination ethics comply in public secondary schools in Jigawa State?
2. In what ways are punctual students being rewarded in public secondary schools in Jigawa state?

Hypotheses

The following null hypotheses were formulated:

1. There is no significant difference in the opinions of teachers, principals and supervisors on the maintenance of examination ethics in public secondary schools in Jigawa State.
2. There is no significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State.

Research Methodology

A descriptive survey research design was adopted for the study. The population of the study was 6925, and the total sample size was 288. A simple random sampling technique was used. The research instrument used for the collection of data was a questionnaire. The data were analysed and interpreted through the use of analysis of variance (ANOVA) at the significance level of 0.05. Hypothesis is retained when $p \text{ value} < 0.05$ and rejected when $p \text{ value} > 0.05$ at the level of significance, respectively.

Answers to Research Questions

Research Question One: To what extent are examination ethics complied with in public secondary schools in Jigawa State?

The responses of all the respondents were collated, analysed and presented in a table. Thus, the table below gives details.

Table I: Descriptive Statistics on the Maintenance of Examination Ethics in Public Secondary Schools in Jigawa State

S/N	ITEM STATEMENT	RESPONSES							
		CATEGORY	AGREEED		UNDECIDED		DISAGREED		
			F	%	F	%	F	%	
1	No student is allowed to enter the exam hall with foreign material	Teachers	238	92.3	3	1.2	16	6.2	
		Principals	34	94.4	-	-	2	5.6	
		Supervisors	12	92.3	-	-	1	7.7	
2	School authorities set the standard for internal and external examination	Teacher	203	89	16	6	10	4	
		Principal	32	88	3	8	1	3	
		Supervisors	8	60	-	-	5	39	
3	Sanctions are enforced on students who are caught cheating during an examination	Teachers	227	88	20	8	9	3	
		Principals	31	86	4	11	1	3	
		Supervisors	10	77	-	-	3	23	
4	A conducive examination atmosphere is provided to enable students to write their exams comfortably	Teachers	228	88	13	3	16	6	
		Principals	30	83	4	11	2	6	
		Supervisors	6	46	-	-	7	53	
5	Students are seriously cautioned to abstain from any form of examination malpractice in school	Teachers	231	50	13	5	12	5	
		Principals	28	77	5	14	3	9	
		Supervisors	11	85	-	-	2	15	
6	Orientation is always organized before the	Teachers	228	88	13	5	17	7	

	commencement of any examination	Principals	26	73	4	11	6	17
		Supervisors	9	69	2	15	2	15
7	Students are law abiding with regard to both internal and external examinations	Teachers	218	84	21	8	18	8
		Principals	30	83	1	3	5	14
		Supervisors	10	77	-	-	3	23
8	Teachers are very cautious in maintaining the habit of discipline before, during and after the examination	Teachers	225	88	20	8	11	4
		Principals	27	75	4	11	5	14
		Supervisors	10	77	1	8	2	16
9	Posters are always displayed in the school on better ways to write exams	Teachers	198	77	33	13	27	11
		Principals	25	70	7	19	4	11
		Supervisors	8	62	1	8	4	31
10	Phones are not allowed in to the exams hall by candidates	Teachers	216	84	18	7	21	9
		Principals	30	84	2	6	4	12
		Supervisors	10	77	-	-	3	23

Table 1 above shows that there was unanimous agreement of opinions between the respondents on items 1 to 3 in the table above, which assessed whether no student is allowed to enter the exam hall with foreign materials, the school authority sets a standard for internal and external examination and sanctions are enforced on any student caught cheating during examination. 92% of teachers, 94% of principals and 92% of supervisors agreed to item 1, 89% of teachers, 88% of principals and 60% of supervisors agreed to item 2, while 88% of teachers, 86% of principals and 77% of supervisors agreed to item 3. Items 4 and 5 showed that 88% of teachers, 83% of principals agreed while 53% of supervisors disagreed, 50% of teachers, 77% of principals and 85% of supervisors agreed that conducive examination atmosphere is provided to enable students write their exams comfortably and Students are seriously cautioned to abstain from any form of examination malpractice in school. Item 6 and 7 in the table above showed that 88% of teachers, 73% of principals and 69% of supervisors agreed to item 6 that Orientation is always organized before the commencement of any examination, however 84%, of teachers, 83% of

principals and 77% of supervisors agreed that Students are law abiding about both internal and external examinations in public secondary schools. In items 8 and 9 88% of teachers, 75% of principals and 77% of teachers agreed on that Teachers are very cautious in maintaining the habit of discipline before, during and after examinations, while 77% of teachers, 70% of principals and 62% of supervisors agreed that Posters are always displayed in the school on better ways to write exams. Item 10 in the table above indicates that 84% of teachers, 84% of principals and 77% supervisors agreed that Phones are not allowed into the exam hall by candidates in secondary schools.

Research Question Two: In what ways are punctual students being rewarded in public secondary schools in Jigawa state?

Table II: Descriptive Statistics on the Maintenance of Punctuality in Public Secondary Schools in Jigawa State

S/N	ITEM STATEMENT	RESPONSES CATEGORY	AGREEED		UNDECIDED		DISAGREED	
			F	%	F	%	F	%
1	Students report to school before the hour of eight every morning	Teachers	222	86	17	7	12	5
		Principals	29	81	5	14	2	5
		Supervisors	10	77	-	-	3	23
2	Lessons are delivered with full attendance of the students	Teacher	206	80	16	6	30	12
		Principal	23	64	5	14	8	23
		Supervisors	10	77	-	-	3	23
3	No late arrivals is entertained in school	Teachers	217	84	17	7	22	9
		Principals	32	89	1	3	3	8
		Supervisors	9	68	1	8	3	23
4	There are cases of students arriving late coming in school	Teachers	216	85	20	8	19	7
		Principals	29	80	5	14	2	6
		Supervisors	7	77	-	-	3	23

5	Punctual students are rewarded in the school	Teachers	208	81	27	11	20	8
		Principals	30	84	2	6	4	12
		Supervisors	7	54	2	15	4	31
6	No student goes out of the school during the break period	Teachers	201	78	22	9	33	13
		Principals	25	69	5	14	6	17
		Supervisors	9	61	2	15	3	23
7	Students leave school before school closes for the day	Teachers	173	67	22	9	62	24
		Principals	27	75	2	6	7	19
		Supervisors	7	54	1	8	5	38
8	The school authority takes strict action against any student who leaves school before the closing time	Teachers	213	83	13	5	29	11
		Principals	31	86	2	6	3	9
		Supervisors	10	77	1	8	2	16
9	Some students come to school at will	Teachers	189	73	18	7	49	19
		Principals	29	80	4	11	3	9
		Supervisors	7	54	2	15	4	31
10	The attendance of students during morning assembly is well appreciated	Teachers	201	78	8	3	48	19
		Principals	29	81	4	11	3	9
		Supervisors	9	69	1	8	3	23

Table II above shows 86% of teachers, 81% of principals and 77% supervisors in item 1 agreed that Students report to school before the hour of eight every morning, and in item 2, 80% of teachers, 64% of principals and 77 of supervisors agreed that Lessons are delivered with full attendance of the students, therefore this indicates that there is unanimous agreement in the opinions of respondent in item 1 and 2. In items 3 and 4, 84% of teachers, 89% of principals and 68% of supervisors opined that no late coming is entertained in the school, and 85% of teachers, 80% of principals and 77% of supervisors are of the view that there are cases of students late coming to school. Items 5 and 6, 81% of teachers, 84% of principals and 54% of supervisors agreed in item 5 that Punctual students are rewarded in the school, item 6 showed that 78% of

teachers, 69% of principals and 61% of supervisors agreed on that no student goes out of the school during the break period. Item 7 and 8, 67% of teachers, 75% of principals and 54% of supervisors agreed Students leave school before school closes for the day in 7 specifically, while 83% of teachers, 86% of principals and 77% of supervisor's support that School authority takes strict action against any student who leaves school before the closing time. In items 9 and 10, 73% of teachers, 80% of principals and 54% of supervisors agreed that students come to school at will, while in item 10, 78% of teachers, 81% of principals and 69% of supervisors support the view that attendance of students during morning assembly is well appreciated.

Hypotheses Testing

The test of hypotheses was carried out using one-way Analysis of Variance (ANOVA).

HO1: States that there is no significant difference in the opinions of Teachers, Principals and Supervisors on the maintenance of examination ethics in public secondary schools in Jigawa State

Table III: Summary of the Analysis of Variance Statistics (ANOVA) on the Maintenance of Examination Ethics in Public Secondary Schools in Jigawa State.

Status	Sum Squares	of df	Mean square	F	Prob.	f.critical
Between Groups	36.401	2	18.200	.810	.446	2.69
Within Groups	6827.854	304	22.460			
Total	6864.254	306				

The table III above shows that the probability level of significance $p(.446)$ is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Maintenance of Examination Ethics in public secondary schools in Jigawa State. Therefore, the null hypothesis is retained.

HO II: Hypothesis I states that there is no significant difference in the opinions of respondents on the maintenance of punctuality in public secondary schools in Jigawa State.

Table IV: Summary of the Analysis of Variance Statistics (ANOVA) on the Maintenance of Punctuality in Public Secondary Schools in Jigawa State.

Status	Sum of Square	df	Mean square	F	Prob.	f. critical
Between Groups	255.151	2	127.576	4.726	.010	2.69
Within Groups	8207.136	304	26.997			
Total	8462.287	306				

The table IV above shows that the probability level of significance $p(.010)$ is less than 0.05. This means that there is a significant difference in the opinions of respondents on the Maintenance of punctuality in public secondary schools in Jigawa State. Therefore, the null hypothesis is rejected.

Findings of the Study

The study revealed that;

1. There was effective maintenance of examination ethics in public secondary schools in Jigawa State because the school authority set standards for both internal and external examinations, orientation was always organised before the commencement of any examination in the school, and this made students to be law-abiding about both internal and external examinations.
2. There was ineffective maintenance of punctuality in public secondary schools in Jigawa State, and this was because the measures which the school authority took to ensure that students are punctual were not satisfactory, and this made students come to school at will and leave school before school closed.

Recommendations

Based on the results of the findings presented so far, the following recommendations were proffered:

1. Posters, lectures and videos that have a direct relevance to examination ethics should be prepared and presented/displayed to the students by the school authorities to enable them to possess the pre-requisite knowledge of examination guidelines in the schools. In the

area of lectures/orientation, a resource person can be invited to deliver the lectures with the sole aim of maintaining the ethical guidelines of examinations in the school system.

2. All those who have a stake in the affairs of education should work together to provide concrete and realistic measures of bringing punctuality in public secondary schools back to life through frequent monitoring and assessment of attendance.

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