

**The Role of School-Based Management Committees in Sustaining Learner  
Discipline in Three Nigerian Schools**

**By**

**Feyisayo Aina Akinola**

**A Thesis Submitted to the School of Education, University of KwaZulu-Natal  
in fulfilment of the academic requirements for the degree, Doctor of  
Philosophy**

**UNIVERSITY OF KWAZULU-NATAL**

**November 2023**

**Durban, South Africa**

**Supervisor: Professor T.T. Bhengu**

**DECLARATION**

I, Feyisayo Aina, Akinola declare that:

- i The research reported in this thesis, except where otherwise indicated is my original work.
- ii. This thesis has not been submitted for any qualification or examination at any other university.
- iii. This thesis does not contain other persons’ data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- iv. This thesis does not contain another persons’ writing, unless specifically acknowledged. Where other written sources have been quoted, then:
  - a. their words have been re-written, and the information attributed to them has been referenced accordingly;
  - b. Exact words and or their writings have been placed inside quotation marks and referenced.
- v. Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was written by myself alone and have fully referenced such publications.
- vi. This thesis does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References section.

Signed:   
Date: 10/ 12/2023

**Statement by Supervisor**

This thesis was submitted with/~~without~~ my approval.



Signed: .....Date: ...11/12/2023.....

# ETHICAL CLEARANCE CERTIFICATE



23 August 2021

**Mrs Feyisayo Aina Akinola (216076081)**  
School Of Education  
Edgewood Campus

Dear Mrs Akinola,

**Protocol reference number:** HSSREC/00002845/2021

**Project title:** The role of School-Based Management Committees in sustaining learner discipline in three Nigerian schools

**Degree:** PhD

## Approval Notification – Expedited Application

This letter serves to notify you that your application received on 13 April 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

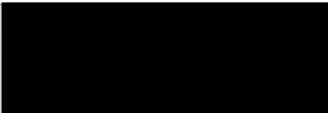
This approval is valid until 23 August 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

## Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: [hssrec@ukzn.ac.za](mailto:hssrec@ukzn.ac.za) Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

## **DEDICATION**

First and foremost, I give thanks to the Almighty God, the Jehovah Rapha, Alpha and Omega of all things, my sustainer; my provider, my healer, my all in all, King of kings and Lord of lords. For His unflinching love and guidance throughout the period of my studies. This research work is dedicated to Almighty God the giver of wisdom, knowledge and understanding

## **ACKNOWLEDGEMENTS**

A special thanks goes to my indefatigable supervisor, Professor T.T. Bhengu for his fatherly love and word of encouragement, mentorship, constructive feedback and outstanding creative ability that added value to my studies. I wish him blessings from the Almighty God.

Again, to my wonderful lecturers in Educational Leadership, Management and Policy, Prof Chikoko, Prof. Naicker, Dr Bayeni and Dr Blose for their kind guidance during my research work. I would like to express my gratitude to friends and colleagues at University of KwaZulu-Natal for their support and encouragement during the course of my studies, who made this PhD journey a pleasurable one.

I appreciate my lovely husband, Dr Gbenga Wilfred Akinola for his love and immeasurable support. An ideal husband and father indeed. My utmost appreciation also goes my children Temperance, Archippus and Zenas. They are all wonderful children and a gift from God to me at the periods when the goings got tough. I would like to express my sincere thanks my mother Mrs Elizabeth Daniel and my late father, Mr Daniel, as well as my brother and sisters Eng. Gbenga, Toba and his wife, and Mrs Abraham. A special thanks to my father, mother and sister -in- laws: Mr Alfred Akinola and Mrs Victoria Akinola, Mrs Adeyiwolu and Mrs Balogun for their support.

I equally express my appreciation to my pastors Dr Olusanya, Dr Arasomwan, Dr Adeleke, Dr Ayo, Dr Jeremiah, Dr Oluwafemi and their wives. Special thanks to all the DLCF members in UKZN and DLBC especially Alafia District in Nigeria for their prayers and maximum support.

My utmost appreciation also goes to Post Graduate support programme in the College of Humanities, School of Education UKZN and CHUM Doctoral Academy UKZN. I must not fail to appreciate the Ministry of Education in Ado local government of Ekiti State, Nigeria for granting me the opportunity to conduct research work. Lastly, I want to thank the SBMCs of my sampled schools for supplying the needed information for this study. I want to appreciate all the staff of Mount Zion Model School Ado Ekiti Nigeria, prominent among them is Mrs Adesunloro.

God bless you all.

## ABSTRACT

Scholarship in educational leadership and management field clearly shows that no effective teaching and learning can occur where there is lack of discipline and order among learners in schools and classrooms. In the context of Nigeria, research suggests that incidents of learner misbehaviours persist despite various interventions to curb this phenomenon. In Nigeria, School Based Management Committee (SBMC) has been established to play a proactive role in facilitating and leading school improvement and also maintain discipline in public schools. However, indiscipline in schools has remained on the high side. This could imply that interventions of SBMC in schools are often short-lived, and not sufficiently effective in achieving desired goals. The effects of the SBMC seem to be not sustained due to factors yet unknown in the literature. This begs the question, what is the role of SBMC in sustaining learners discipline in schools and how do they play such a role? Therefore, this study explored the role of SBMC in sustaining learner discipline in three secondary schools in Ekiti-State, Nigeria. Thus, the aim of this study was to understand how School-Based Management Committee promotes and sustained positive behaviour among learners in school. A qualitative case study design located within interpretivist paradigm was conducted in three purposively selected secondary schools. Qualitative design was preferred because it utilises in-depth investigation and rich information on the phenomenon. Participants comprised Principals, teachers, learners (head boy and girl), traditional representative and PTA chairpersons. Data were generated from semi-structured interview, dyadic interview, observation and document review. Data were analysed through content analysis.

Literature was reviewed across Global, African and Nigerian perspectives on School-Based Management Committees and sustenance of learner discipline to delve into the field of study. Two theories were adopted as a theoretical framework for this study. Accordingly, the first centres on discipline, while the second focuses on leadership. Theories on discipline are William Glasser's Reality Therapy, Self-regulation theory By Bandura, School-Wide Positive Behavioural Support (SWPBS) Model. While Leadership theory are as follow: Collaborative Governance theory; Sustainable leadership theory, Share leadership theory, Instructional school leadership theory, Ethical leadership theory and visionary leadership theory. The finding suggests that SBMC in studied schools were able to maintain and sustain learner discipline

through the synergy they created with other prominent stakeholders, despite some challenges that SBMC encountered and overcame during the process of sustaining learner discipline.

Among the fundamental recommendations was the need for school principals and other members of the SBMC to maximise on human and social capital to bring pressure to bear on those reluctant parent to get involved in the affairs of the schools to enhance the voice of the parents on issues regarding school development and particularly in the sustainability of learner discipline. Also, This study was conducted in a small scale that comprised three school. I strongly believed that there are important issues that can be assessed in different parts of the country, through the use of a wider scale study that is quantitative in nature. As such, reseachers need to understand how the experiences shared by the SBMC in the study resonate with others in a national scale.

<b>ABBREVIATIONS</b>	
AEO	Area Education Officers
Bed	Bachelor in Education
BSc	Bachelor of Science
DBE	Department of Basic Education
ESD	Education for Sustainable Development
ESSPIN	Educational Sector Support Programme in Nigeria
EKTV	Ekiti State Television
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
FBA	Functional Behaviour Assessment
GSFP	Ghana School Feeding Programme
HOD	Head of Department
HOY	Head of Year
HND	Higher National Diploma
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IVLP	International Visitor Leadership Programme
JSS3	Junior Secondary School Three
LGAs	Local Government Authorities
LGEAs	Local Government Educational Areas
MoE	Ministry of Education
MSc	Masters of Science
NCE	National Council on Education
NAO	National Orientation Agency
NTA	Nigerian Television Authority
NGO	Non-Governmental Agency
NGOs	Non-Governmental Organisation

OECD	Organisation for Economic Cooperation and Development
OND	Ordinary National Diploma
PTAs	Parent-Teacher Associations

PGDE	Postgraduate Diploma in Education
FRSC	Road Safety Club
SUBEB	School Universal Basic Education Board
SBDP	School-Based Development Programme
SBM	school-based management
SBMCs	School-Based Management Committees
SWPBS	School-Wide Positive Behavioural Support
SSCE	Senior School Certificate Examination
SSS3	Senior Secondary School Three
SDI	Service Delivery Indicator
SL	Share Leadership
SAPS	South African Police Service
some	State Ministry of Education
STUMEC	Student Tutoring, Mentoring, and Counselling Programme
SSA	Sub-Saharan African countries
TCM	Teacher Council Movement
TV	Television
SRC	The Students Representative Council
TLR	Traditional Leader Representatives
UTME	Unified Tertiary Matriculation Examination
UK	United Kingdom
UNICEF	United Nations Children's Fund

UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United State of America
UBEC	Universal Basic Education Commission
VP	Vice-Principal
WSD	Whole School Development

## TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Ethical Clearance Certificate	iii
Abstract	iv
Dedication	v
Acknowledgements	vi
Abbreviations	vii
Table of contents	xi
Appendices	xxvi
List of figure	xxvii
List of Table	xxvii

<b>CHAPTER ONE</b>	
<b>ORIENTATION OF THE STUDY</b>	
1.1 Introduction	1
1.2 Background of the study	3
1.3 Statement of the problem	5
1.4 Rationale for the study	6
1.5 Why School-Based Management Committees?	7
1.6 Significance of the study	10

1.7 Clarification of Key Concepts	12
1.7.1 The Concept of School-Based Management Committees (SBMC)	12
1.7.2 Learner Discipline	13
1.7.3 The concept 'Role'	13
1.7.3 The concept 'Role'	13
1.7.4 The concept 'Sustainability'	14
1.8 Research Questions	15
1.9 Research design and methodology: an overview	15
1.10 Structure of the study	16
1.11 Conclusion	18
<p><b>CHAPTER TWO</b></p> <p><b>LITERATURE REVIEW ON THE ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEES IN SUSTAINING LEARNER DISCIPLINE IN SECONDARY SCHOOLS</b></p>	
2.1 Introduction	20
2.2 The School-Based Management Committee and their involvement in the school Community	20
2.2.1 The fundamental responsibilities of School-Based Management Committees in Nigeria	21
2.2.2 Duties of major stakeholders	23
2.2.3 The School-Based Management Committee and the School Community Partnership	24
2.3 Policy and legal framework in sustaining learner discipline In Nigeria: An Overview	26
2.4 The School-Based Management Committee: A Lifeline for the Sustenance of Learner Discipline	27
2.4.1 The School-Based Management Committees and the sustenance of learners' discipline from a global perspective	28

2.4.2 The School-Based Management Committees and the sustenance of learners' discipline from an African perspective	30
2.4.3 The School-Based Management Committees and sustenance of learner discipline from the Nigeria perspective	33
2.4.4 The School-Based Management Committees' understanding of the sustenance learner discipline	35
2.5 Experience of School-Based Management Committees in the sustenance of learner discipline in schools	37
2.6 School-Based Management committees, learner discipline, and academic performance: the link	38
2.7 Factors contributing to learner's indiscipline in secondary school	40
2.7.1 Home-based factors	41
2.7.2 School-based factors	42
2.7.3 Learner-based factors	43
2.8 School-Based Management Committees' mechanisms for sustaining learner discipline in secondary schools	43

2.8.1 Conventional mechanism for the sustenance of learner discipline	44
2.8.1.1 Detention	44
2.8.1.2 Suspension	45
2.8.1.3 Expulsion	46
2.8.1.4 Alternatives to Negative punishment or corporal punishment	45
2.8.2 Unconventional mechanisms for the sustenance of learner discipline	47
2.8.2.1 Code of conduct	47
2.8.2.2 Positive reinforcement	48
2.8.2.3 Positive teacher-learner relations	48
2.8.2.4 Alternatives to negative punishment or corporal punishment	49
2.8.2.5 Guidance and counselling	50
2.8.2.6 Conflict resolution mechanisms	51
2.8.2.7 School-wide approach	52
2.8.2.8 The use of respect as a positive behaviour intervention	53
2.9 The Role of School-Based Management Committee in the sustenance of learner discipline	54

2.9.1 Role of the principal in sustaining learner discipline	54
2.9.2 The role of teachers in sustaining learner discipline	55
2.9.3 Role of learners in sustaining learner discipline	56
2.9.4 The role of the Parent Teacher Association in sustaining learner discipline	57
2.9.5 Traditional rulers and their roles in sustaining learner discipline in schools	58
2.10 School-Based Management Committees' provision of facilities, infrastructures, and funding to sustain learner discipline in school	59
2.11 Conclusion	61
<b>CHAPTER THREE</b>	
<b>SUSTENANCE OF LEARNER DISCIPLINE: A THEORETICAL FRAMEWORK</b>	
3.1 Introduction	62
3.2 Positive discipline Model	62
3.2.1 William Glasser's Reality Therapy (1992)	63
3.2.2 Self-regulation theory By Bandura (1986)	63
3.2.3 School-Wide Positive Behavioural Support (SWPBS) Model (2002)	65
3.2.4 Prevention approach in School-Wide Positive Behavioural Support model (2002)	66
3.2.4.1 The primary prevention	67
3.2.4.2 The secondary prevention	69
3.2.4.3 Tertiary prevention	71
3.2.5 Conclusion on Positive discipline theory	72
3.3 Leadership theories	72
3.3.1 Sustainable Leadership Theory (2003)	73
3.3.2 Share leadership	73
3.3.2.1 Honour Grit leaders	75
3.3.2.2 Commit to shared responsibilities	76
3.3.2.3 Ensure shared purpose	76
3.3.2.4 Build Respect and responsibility	77

3.3.2.5 Think Partnership	77
3.3 3 Ethical leadership	78
3.3.4 Instructional school leadership	79
3.3.5 Visionary leadership	80
3.6 African's Indigenous Proverb and Story-Telling in the Sustenance of Learners Discipline in Schools (Afrocentrism)	82
3.7 The integration of theories to form a conceptual framework	84
3.8 Conclusion	85
<b>CHAPTER FOUR</b>	
<b>RESEARCH DESIGN AND METHODOLOGY</b>	
4.1 Introduction	86
4.2 Research paradigm	86
4.2.1 Ontology based on the interpretive approach	88
4.2.2 Epistemology based on the interpretive approach	88
4.2.3 Methodology based on the interpretive approach	89
4.2.4 Axiology based on an interpretive approach	89
4.3 Qualitative approach	90
4.4 Case study research methodology	92
4.4.1 The rationale for choosing a case study	93
4.5 Selection of participants	95
4.5.1 School principal	97
4.5.2 Teachers	97
4.5.3 Learners	97
4.5.4 PTA Chairperson	98
4.5.5 Traditional leaders	99
4.6 Research sites of the study	99

4.7 Data Generation process and context	103
4.8 Data generation methods	103
4.8.1 Semi-structure interviews	107
4.8.2 Observation methods	110
4.8.3 Document analysis.	112
4.9 Data analysis	114
4.9.1 Qualitative content analysis	114
4.9.2 Inductive content analysis	115
4.9.2.1 Phases of analysing data	115
4.10 Ensuring trustworthiness	118
4.10.1 Credibility	119
4.10.2 Transferability	120
4.10.3 Dependability	120
4.10.4 Confirmability	121
4.11 Ethical considerations	121
4.12 Limitation of the study	122
4.13 Conclusion	123
<p><b>CHAPTER FIVE</b></p> <p><b>THE ROLE OF SCHOOL–BASED MANAGEMENT COMMITTEE IN SUSTAINING LEARNER DISCIPLINE: FINDINGS FROM GOLDLAND SECONDAR SCHOOL</b></p>	
5.1 Introduction	124
5.2 The presentation of profiles of school and Participants	125
5.2.1 Profile of Goldland Secondary School (GSS)	125
5.2.2 Participants’ profile	127

5.3 Presentation of findings and discussion	129
5.3.1 The School-Based Management Committees understanding of a sustainable learner discipline in school	130
5.4 The importance of enacting and embracing School-Based Management Committee in schools	132
5.5 The experiences of School-Based Management Committee in the sustenance of learner discipline in Goldland Secondary School	135
5.5.1 Effective Participation of Paramilitary officers	136
5.5.2 Support of government and community	138
5.6 The Practices and role of School-Based Management Committees in the sustenance of learner discipline in Godland Secondary School	140
5.6.1 Parents' Parley	140
5.6.2 Involving learners on the safety and security of school	142
5.6.3 Invitation of Non-Governmental Organisation and spiritual leaders to the school	143
5.6.4 Empowering and Motivating teachers and learners	144
5.6.5 Monitoring the teacher and learners	145
5. 6.6 Emotional support for Learners	146
5.7 Mechanism for sustaining discipline among learners	147
5.7.1 Provision of learner's needs	148
5.7.2 Inculcating Entrepreneurship education	150
5.7.3 School safety and security practices	152

5.7.3 The use of Social skills	153
5.7.4 Invitation of Faith based Organisation and Religious education	155
5.7.5 The use of proverb in developing teachers and learners	157
5.7.6 Guidance and counseling unit or department	158
5.7.7 Suspension and Expulsion Approach	160

5.8 Conclusion	163
----------------	-----

**CHAPTER SIX**  
**THE ROLE OF SCHOOL–BASED MANAGEMENT COMMITTEE IN**  
**SUSTAINING LEARNER DISCIPLINE: FINDINGS FROM SILVERMA SECONDARY**  
**SCHOOL**

6.1 Introduction	164
6.2 The presentation of school and Participants’ profiles	164
6.2.1 Profile of Silverma Secondary School (SSS)	165
6.2.2 Participants’ profile	167
6.2.3 Detail of participants’ profile	168
6.3 Presentation of findings and discussion of Silverma Secondary School	170
6.3.1 The perception of School-Based Management Committee In sustaining discipline among learners in school	170
6.4 The Purpose and implementation of School-Based Management Committee in Silverma Secondary School	173
6.5 Experience and practice of School-Based Management Committee in the sustenance of learner discipline in Silverma Secondary School	177

6.6 The roles and functions of School-Based Management Committee in sustaining learner discipline in Silverma Secondary School	182
6.6.1 Cultural development of learner	182
6.6.2 Social club in school	184
6.6.3 Invitation of Spiritual leaders to the school	185
6.6.4 Empowering parents, teacher and learner in the sustenance of learner discipline in Silverma Secondary School	187
6.6.4 .1 The use of Proverb and story-telling	187
6.6.4.2 Tutoring role	189
6.6.4 .3 Orientating novice teachers	190
6.7 Mechanism for sustaining learner discipline in Silverma Secondary School	191
6.7.1 Counseling and Emotional support for learner	191
6.7.2 Invitation of National orientation agency to the school	193
6.7.3 Entrepreneurial Activities	195
6.7.4 Needs satisfaction of learner	196
6.7.4 .1 Infrastructural development, teaching and learning materials	196
6.7.4 .2 The provision of teaching and learning materials	198
6.7.5 Security, safety	199
6.8 Conclusion	201
<b>CHAPTER SEVEN</b> <b>THE ROLE OF SCHOOL–BASED MANAGEMENT COMMITTEE IN</b> <b>SUSTAINING LEARNER DISCIPLINE: FINDINS FROM DIAMOND HIGH SCHOOL</b>	

7.1 Introduction	202
7.2 The presentation of school and Participants' profiles	202
7.2.1 Profile of Diamond High School (DHS)	203
7.2.2 Participants' profile	205
7.3 Presentation of findings and discussion of Diamond High School	208
7.3.1 The view of School-Based Management Committee with regards to sustaining learner discipline in Diamond High School	208
7.4 The significance of school-based management committees in Diamond high school	201
7.5 The School-Based Management Committee's experiences and strategies of sustaining learner discipline in the school	213
7.5.1 Undertaking a joint effort between the School-Based Management Committee and the community in disbanding a notorious group of learners	213
7.5.2 Creating a mutually beneficial relationship and providing for the needy	215
7.5.3 Establishing collaborative methods of the School-Based Management Committee in curbing indiscipline among learners in and outside school premises	216
7.5.4 Using Stories telling as a means of reducing and preventing indiscipline among learners	218
7.6 The roles and responsibilities of School-Based Management Committee in the sustenance of learner discipline in the school	219
7.6.1 The State Government's intervention and the provision of learning materials	220
7.6.2 Communal relationship	222
7.7 Discipline Intervention Mechanism in the Sustenance of Learner Discipline in the school	223
7.7.1 Systematic approach to sustainability of learner discipline	224

7.7.2 Entrepreneurship skill	225
7.7.3 Invitations extended to Non-Governmental Organisations	226
7.7.4 Involvement of religious leaders in the maintenance of learner discipline	227
7.7.5 Dialogue and communication between the learners and the parents	229
7.7.6 Social club	231
7.7.7 Safety and security: The path to sustainability of learner discipline in school	232
7.8 Conclusion	234
<b>CHAPTER EIGHT</b>	
<b>EXPLORATION OF SCHOOL-BASED MANAGEMENT COMMITTEE IN THE SUSTAINABILITY OF LEARNER DISCIPLINE: ACROSS SITES ANALYSIS</b>	
8.1 Introduction	235
8.2 Similarities among the participating schools (Goldland, Silverma and Diamond)	236
8.3 Differences among Schools (Goldland, Silverma and Diamond)	237
8.4 Similarities and Differences in collective participants' Profile for the three schools	238
8.4.1 Principals' profile: similarities and differences in their impacts on the sustainability of Learner discipline	240
8.4.2 Teachers' profile: similarities and differences in their impacts on the sustainability of learner's discipline	242
8.4.3 Traditional Leaders' Profile: similarities and differences in their impact on the Sustainability of learner discipline	242
8.4.4 PTA chairpersons' profile: similarities and differences in their impacts on the sustainability of learner discipline.	243

8.4.5 Learners' profile: similarities and differences in their impact on the sustainability of Learner discipline	245
8.5 Themes and patterns that emerged from the findings	246
8.5.1 The participants' understandings and perceptions of the SBMC in the sustenance of learner discipline in the schools	246
8.5.2 The School- Based Management Committee as an input holders in the school system	247
8.5. 3 The Availability of the School-Based Management committee to proffer solutions to learners' need	248
8.6 Mechanism for sustaining learner discipline	250
8.6.1 Entrepreneurship education as a means of sustaining learner discipline	250
8.6.2 Social Skills as a preventive measure to indiscipline among learners	251
8.6.3 Character development through the use of proverbs and stories telling	253
8.6.3.1 African indigenous proverbs and stories telling	253
8.6.3.2 The panorama culture of respect in sustaining positive discipline	255
8.7 Promoting and sustaining learner discipline: Intervention role of SBMC	257
8.7.1 Capacity Building of teacher, learner and parents in sustaining learner discipline	257
8.7.2 Collaborative leadership practice of School-Based Management Committees in Sustaining Learner Discipline	260
8.8 The relevance of SBMC as an important structure in the sustenance of learner discipline in school	262
8.8.1 Relationship building with other stakeholders in sustaining learner discipline	263

8.8.2 The School-Based Management Committee’ Sense of Ownership and Responsibility to school in sustainability of learner discipline	264
8.8.4 Centrality of effective teaching, learning, and Discipline	265
8.8.5 Safety and Security of School	266
8.9 Sustainable learners discipline: Challenges to the Sustainability of learner discipline and workable resolutions	267
8.9.1 Challenges of inadequate funding addressed by the School-Based Management Committees	269
8.9.2 Poor family background and environmental factor of learner turnaround for positive discipline	271
8.9.3 The Government Policy on early pregnancy and School-Based Management Committee’s positive responses	273
8.10 Conclusion	275

<b>CHAPTER NINE</b>	
<b>ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEES IN SUSTAINING LEARNER DISCIPLINE: SYNTHESIS, FINDINGS, RECOMMENDATIONS AND IMPLICATIONS</b>	
9.1 Introduction	276
9.2 The synthesis of the study	276
9.3 Presentation of conclusions the thesis	277
9.3.1 Research Question One: What are the understandings and experiences of school–based management committees with regards to sustaining learner discipline in selected secondary schools in Ekiti, Nigeria?	278
9.3.1.1 The prioritisation and profitability of sustaining learner discipline	278

9.3.1.2 The involvement of School-Based Management Committee in the sustenance of learner discipline school	280
9.3.1.3 The SBMC's experience and undertakings in the sustenance of learner discipline in schools.	282
9.3.2 Research Question Two: How can the role of School-Based Management Committees sustain learner discipline in selected secondary schools in Ekiti, Nigeria?	284
9.3.2.1 Call for prominent stakeholders	284
9.3.2.1 Enabling teachers, learners and parents,	285
9.3.2.3 Infrastructural expansion	286
9.3.2.4 Safety and security of the school.	287
9.3.3 Research Question Three: Why do school-based management committees play roles in sustaining learner discipline the way they do in selected secondary schools in Ekiti, Nigeria?	287
9.3.3.1 Settling the needs of learners	288
9.3.3.2 Occupying the space of learner	288
9.3.3.3 Empowerment	289
9.4 Towards an emerging model on transformational outcome of sustainability of learner discipline in school	290
9.4.1 The Roles of SBMC in the sustenance of learner discipline	291
9.4.2 Transformational channel to sustainability of learner discipline	292
9.4.2 .1 The principals 'task	292
9.4.2.2 The Teachers' task	293
9.4.2.3 The learners' task	294

9.4.2 4 The PTA Chairmen’s task	294
9.4.2 .5 Traditional leaders’ task	295
9.4.3 Mechanism for the sustainability of learner discipline	296
9.4.4 Outcome of performance	297
9.5 Recommendation	297
9.5.1 Recommendations directed at school principals and SBMC members	297
9.5.2 Recommendations directed at parents	298
9.5.3 Recommendations directed at the research community	299
9.7 Implication of the findings for the SBMC and other school stakeholders	299
9.8 Conclusion	300
9.9 References list	301
<b>APPENDICES</b>	
Appendix A: Request for consent to participate in a research study	314
Appendix B: Permission to conduct research	316
Appendix C: Participants consent letter	317
Appendix D: Letter to parents of minors seeking permission	319
Appendix E: Individual interview question with the principals	321
Appendix F: Individual interview question with the teachers	323
Appendix G: Individual interview question with the parents teacher association (PTA)	324
Appendix H: Individual interview question with the traditional leader	325
Appendix I: Individual interview question with the learner	326
Appendix J: Observation schedule	327
Appendix K: Turnitin report	328

## LIST OF FIGURES

Figure	Content	Page
1	The connection between the school-based management committees, school, community and government	8
Figure 2	WAEC (matric) pass rate for 2017-2022 for the three researched schools	100
Figure 3	organogram of the school hierarchy showing the position of SBMC	245
Figure 4	A School-Based Management Committee model of learner discipline sustainability	290
Figure 5	The configuration of SBMC among others	292

## LIST OF TABLES

Table	Content	Page
1	GSS MATRIC PAST RATE FOR 2017-2022	127
2	Table 2: Detail of GSS participants' profiles	128
3	SSS MATRIC PAST RATE FOR 2017-2022	167
4	Detail of participants' profile - Silverma Secondary School	168
5	DHS MATRIC PAST RATE FOR 2017-2022	205
6	Diamond High School (DHS) participants' profiles	206
7	Table showing the total pass rate for the Goldland, Diamond and Silverma schools	237
8	Correlation of graph of WAEC for candidate with the credit and above including English and Mathematics for the three researched schools from 2017 to 2022	238
9	Cumulative participants' profile for the three researched schools	240

## CHAPTER ONE

### SETTING THE TONE AND STANCE OF THE STUDY

#### 1.1 Introduction

The maintenance and sustenance of positive discipline is a crucial factor which enables learners to navigate teaching and learning complexities while working towards educational goals and objectives (Gardner,2021). Thus, educational institutions have been on a reform mission, under the UNESCO Roadmap on Education for Sustainable Development (ESD) for 2030, to aid learners in developing these traits and skills (Kopnina & Meijers, 2014). Positive discipline is the foundation upon which effective academic performance is built and sustained, as it provides a conducive environment for teaching and learning (Abongdia et al., 2018) . In other words, it is needful for continuous optimistic learning in the school community, as it enhances the quality of education and contributes positively to the reputation of the school. This high standard of education is imperative, and is facilitated by international agreements on the decentralisation of authority and power to prominent stakeholders and the enhancement of community involvement in decision making (Nchare, 2021). The increase and flow of drive-in worldwide accountability concentrated on educational development heartens the implementation of the School-Based Management Committees (SBMCs) in the education system (Arar & Nasra, 2020). Constructive learner discipline cannot be single-handedly achieved by the principal. Multiple school leaders are required to contribute from their wealth of experience to lead the learners to attain their potentials (Luna & Martinez, 2013). Thus, the SBMC is a powerful forum in the contemporary school system where educational challenges can be collectively shouldered, and social vices confronting the learners in schools are surmounted. This has led the SBMCs to become a fast-growing feature in the school system in recent years, with membership or involvement being voluntary and independent (Abreh, 2017).

The SBMC can be conceptualised as a broad construct encompassing strategies such as school based decision-making, shared decision-making, site-based management, and school-based management (Arar & Nasra, 2020). These variations of the term represent the different contexts

of education decentralisation and the devolution of power and authority to school levels (Arar & Nasra, 2020). Most Anglo-Saxon countries such as the United State of America (USA), New Zealand, Australia, and the United Kingdom (UK) recognise the SBMC decision-making framework in school councils as the best approach to realising educational goals (Arar & Nasra, 2020; Bandur, 2009). The SBMC structure is a global phenomenon with different names in different countries; a predominant structure within the school-based management tradition (Caldwell & Spinks, 1998; Levačič, 1995; Sackney & Dibski, 1994). For instance, in Scotland, their operational term is\_ ‘Devolved School Management’; in England, it is ‘Local Management of Schools’ (Levačič, 1995); in North America, it is ‘School-Based Management or Site-Based Management’ (Levačič, 1995). In Australia and New Zealand, it is called ‘School-Based Management’, or sometimes, ‘Self-Managing Schools’ (O’Donohue & Dimmock, 1997; Sackney & Dibski, 1994). What is common among these countries is the practice of delegating power and authority in the decision-making process for basic education to community stakeholders (Gershberg, 1999).

In this study, I use the term school-based management (SBM) to refer to an approach involving interactions between school leaders and community members to provide a lasting solution to the challenges faced. The term School-Based Management Committees (or SBMC), specifically, refers to a structure that was instituted by the Nigerian government in implementing the SBM strategy within the nation’s basic education system. By instituting SBMCs, the government gives credence to the importance of the role of SBMCs in helping learners reach their potential and providing a conducive teaching and learning environment fostered by positive discipline.

The implementation of the SBMC implies that healthier decisions are made; the local community has a sense of ownership over the school, as well as the right to forge a closer monitoring of both learners and staff. Also, a more effective usage of material resources for human capital development is achieved, commitment to the collective learners’ discipline is sustained, and a better future for learners is ensured (Maki, 2023). Most importantly, scholars such as Abreh (2017) and Nchare (2021) have revealed that the SBMC concept is proactive in playing its role towards maintaining discipline. On the other hand, I am curious to understand the operational function of the SBMC in sustaining learner discipline in the selected schools in Nigeria. Previous

studies have focused on the roles of individuals such as principals, teachers, traditional leaders, Parent-Teacher Associations (PTAs), and learners in the maintenance of learner discipline in schools. but there is limited literature on the role of the SBMCs in this regard. Thus, this study focuses on the role of the SBMCs in sustaining learner discipline in a disadvantaged context.

## **1.2 Background to the study**

Globally, the subject of maintaining and sustaining learner discipline in school has been a matter of concern among the school leaders and other stakeholders (Maina et al., 2020). Stakeholders are concerned with the persistence of moral decadence of learners in schools. The question in mind is whether or not the school management team and teachers, who are key elements in the maintenance of learner discipline, are effective or not in secondary schools (Mestry & Khumalo, 2012). One way to ensure this effectiveness is for these stakeholders to operate in a collaborative manner, and the SBMC is an optimal avenue for this (Kwashabawa, 2017). It provides opportunities for networking with the government, community, and school to meet the needs of learners, staff, and the school environment (UBEC, 2011). Though scholars such as CarrHill et al. (2016) have revealed that the SBMCs have been formed in many schools, few seem to be viable in Nigeria. However, the few functioning SBMCs have been shown to be achieving remarkable success in their endeavour to contribute to high-quality education in Nigeria (Maina et al., 2020; Pinnock, 2012; UNICEF, 2011). Maina et al. (2020) tag the SBMCs as the voice of wider community in schools' governance and improvement. The sustenance of the SBMCs' effectiveness and efficiency in Nigerian schools has been realised through the efforts of the Ministry of Education (MoE), Educational Sector Support Programme in Nigeria (ESSPIN), and Non-Governmental Organisations (NGOs) (UBEC, 2011). Thus, the survival of a functioning school system revolves around the active involvement of stakeholders, the SBMCs, and community members.

In the Nigerian context, the Federal Ministry of Education (FME, 2015), under the National School-Based Management System Policy, Section 1, Sub-section 1.3 has stated that “stakeholders and community members are responsible for creating a safe, friendly, healthy and non-violent and conducive learning environment for all”. The Nigerian government, through the

Education Sector Support Programme in Nigeria (ESSPIN), ordered both primary and secondary schools to establish the School-Based Management Committees (SBMCs) in the year, 2005. The notion of establishing the SBMCs to oversee the functioning of the school system is a significant aspect of the global formations in education. The SBMCs have been formed as a mechanism to give room for school community partnership aimed at enhancing school governance, promoting management effectiveness and efficiency, improving the achievement of learning outcomes (Maina et al. , 2020) and most importantly, upholding and supporting effective discipline among learners in schools. Accordingly, the concept of managing and maintaining learner discipline could best be viewed using the metaphor of a vehicle whose effective operation relies on its constant repair. Clearly, the vehicle owner would enjoy its use much more when an idea and means emerges which leads to the avoidance of such regular breakdowns. Under this smoothly functioning condition of the vehicle, repair becomes unnecessary. This preventive idea, according to this study, is termed sustainability. The vehicle represents learners in this study, and the constant repair of the vehicle proxies disruptive behaviour of learners which requires school management's intervention. This points to the fact that an uninterrupted, conducive teaching and learning environment, which enhances academic performance, is needed in schools. This concept requires the sustainability of learner discipline in school, and, it forms the focal point of this study. Sustainability is described as the characteristics of holding on and keeping to an event without breaking up (Gumbi & Nkoane, 2019).

Osei-Owusu and Sam (2012) posit that the SBMCs, to a certain degree, have thrived, particularly, in the maintenance of learner discipline, and thus, contributed to school improvement processes. This assertion has captured my attention and spurred me towards understanding the role that this structure (SBMC) is playing in sustaining discipline among learners in a school located within a disadvantaged context. Going by topical literature on the role of the SBMCs in schools, the focus has been on raising funds for school development, provision of infrastructure, improvement in enrolment rates of the girl-child, and learning outcomes (Afridi et al., 2014; Maina et al., 2020). However, there is a dearth of studies in the literature on the role of the SBMCs in sustaining learner discipline. Therefore, this study becomes imperative as it seeks to understand how the SBMCs have played or are playing their

roles in sustaining learner discipline in schools. The findings will certainly contribute to the understanding of its role in the provision of quality education, free of disruptions.

### **1.3 Statement of the problem**

Globally, education systems have continued to battle with the challenge of maintaining and sustaining learner discipline (Asiyai, 2012; Ngwokabuenui, 2015). Within the Nigerian context in particular, the current experience of indiscipline among learners is disheartening, as it continues to increase at an alarming rate. Numerous studies have shown an increasing rate of learner delinquency in Nigerian secondary schools (Durlak et al., 2011; Temitayo et al., 2013). While grappling with this menace, schools have applied various methods such as establishing rules and regulations, organising staff development, interacting with learners and showing concern for their events and ideas, enhancing discernibility and informal involvement in daily activities of the school, as well as engaging school and community members. Yet, indiscipline has remained on the high side (Osakwe, 2013). Again, following the accounts of the inefficiency of the traditional techniques for maintaining discipline in schools, there has been a worldwide push to establish the SBMCs in both developed and developing economies as a panacea to indiscipline in schools (Tatlah et al., 2011). While few studies have recorded a level of effectiveness in the performance of the SBMCs, factors leading to the sustainability of this performance remain unknown in the literature, and this forms a strong gap in the literature.

The studies of Osei-Owusu and Sam (2012) and Valdebenito et.al (2018) emphasise that schoolbased interventions are very effective in reducing behavioural problems and expulsion among learners. However, these studies have not managed to show the operational functions or roles played by the SBMCs in sustaining learner discipline in schools. This could imply that some SBMC interventions are often short-lived, and 'the effect is not sustained' (Parsonson, 2012). The importance of the sustainability of learner discipline as a propeller of academic achievement and school effectiveness cannot be overemphasised (Dhlamini, 2016; Ehiane, 2014; Murray & Rosesanbalm, 2017). The SBMCs seem to not give much attention to this challenge, and this may serve as a threat to the well-being of teachers and learners, as well as the safety of the learning environment. Therefore, this study sought to explore the role played by SBMCs in

sustaining learner discipline in public schools within a disadvantaged context in Etiki State, Nigeria. In essence, the purpose of this research work is to seek and discover the mechanisms behind the interventions of the SBMCs towards promoting and sustaining learner discipline in schools such that disruptive behaviour is prevented and reduced.

#### **1.4 Rationale for the study**

In my 12 years of teaching within disadvantaged contexts both as a principal and a proprietor of a school, I have observed a disturbing trend in the absence of self-control among learners, manifesting in the form of disruptive behaviour, which has consistently rendered the school system dysfunctional and posed a threat to effective teaching and learning. Marais and Meier (2010) define disruptive behaviour as a pattern of behaviour and learner conduct which impedes the accomplishment of educators' purposes, as well as the school's aims and objectives. Marais and

Meier (2010) and Levin and Nolan (1996) posit that learners' disruptive behaviour can be broken down into various categories such as teaching, learning, and human rights being interfered with by negative behaviours; behaviours leading to the destruction of property, and physically and psychologically unsafe behaviour. Disruptive behaviours such as bullying, physical assault, examination malpractice, destruction of property, the carrying of dangerous weapons, sexual molestation and violent acts, usually lead to unpleasant outcomes (Asiyai, 2019). It is a widely accepted fact that leaders and managers in schools must ensure that such behaviours are properly addressed.

Negative practices such as the lack of focus while learning, dropping out, involvement in criminal activities; emotional damage and a poor self-image; inability to realise academic potential; cultism; suspension or expulsion from school, and moral decadence are inimical to academic performance. Scholars such as Onyango et al. (2016) and Osakwe (2013) refer to these behaviours as a menace to the learning environment. One example of these behaviours is a situation where a learner in my school grabbed the neck of his classmate for 'trespassing his jurisdiction' and this classmate almost fainted. This led to pandemonium in the school and the disruption of teaching and learning. Sometimes, when such disruptive behaviours occur, teachers

or school managers find themselves in a dilemma as to whether to discipline such learners with corporal punishment or expel them (Ngwokabuenui, 2015). However, corporal punishment has been banned globally, and Nigeria is no exception (Onyango et al., 2016). Also, Brit (2015) and Ryan and Goodram (2013) argue that expulsion is not a true means of enforcing discipline among learners. Yet, disruptive behaviours persist and learner discipline has to be maintained and sustained in schools. Discipline opens the door for effective teaching and learning environment, prepares learners for the future, and portrays the school in a good light (Semali & Vumilia, 2016; Kennedy, 2018).

Netshitangani (2014) points to the diverse efforts put in place by the Department of Basic Education (DBE), South African Police Service (SAPS), and other school initiatives to reduce antisocial behaviour and violence in schools which have proven largely fruitless. On this behavioural pandemic in schools, Lukman and Hamadi (2014) report that indiscipline among learners seems to be all-pervading in African schools (Nigeria included) in this (21st) century, and serves as a burden to school leaders. Away from the shores of Africa, Fuentes (2013) reports that from primary to university education in the United States of America (USA), over three million students per year are suspended, and more than one hundred thousand expelled due to irrational behaviour. Unfortunately, strategies adopted by some school leaders are fruitless, leading to their feeling overwhelmed and incapacitated to overcome this awful scenario of indiscipline among learners (Potgieter-Groot et al., 2012). Jinot (2018) argues that despite the high level of indiscipline among secondary school learners, principals, specifically, need to be successful leaders.

### **1.5 Why School-Based Management Committees?**

In the background section, I have highlighted how in many countries there has been a shift towards school-based management structures, including School-Based Management Committees. In this section, I try to highlight the importance of SBMCs in schools. It is evident from the discussion in Section 1.4 above that the increasing rate of indiscipline in schools and the declining capacity of educators to mete out discipline to erring learners are a major concern to school stakeholders. Leithwood et al., (2017) asserts that the degree to which a learner

succeeds in all contexts is influenced by the communities the learner is drawn from. Leithwood et al., (2017) further asserts that stakeholders' collaboration is needed to maintain school-wide learner discipline. This view gave birth to the SBMCs in most parts of both the developed and developing worlds such as the USA, Australia, the Netherlands, Kenya, Thailand, Malawi, and Nigeria. Globally, SBMCs are made up of members of the community, school management members as well as school governors. Figure 1 below illustrate this composition.



**Figure 1: School-Based Management Committees (SBMCs) connect the school, community and government ( Bakwai, 2017)**

With Nigeria in focus, School-Based Management Committees (SBMCs) connect the school, community, and government. That is, the school is connected to the community and the government through the SBMC. Thus, the SBMC forms a channel through which community members' concerns about education and learner discipline are directed to the school(s) located in their environment, and is the channel through which corresponding feedback is given to them. Furthermore, since the government is responsible for education services delivery, it attends to and responds to the community's demands through the SBMC.

#### School-Based Management Committee Policies and Practices

The reformation of the educational system in Nigeria mandated the creation of the School-Based Management Committee (SBMC) to serve principally as a lifeline for the effective and efficient management of schools. Therefore, the SBMC Guidebook (2013) specifies that the membership size of the SBMC may range from 12 to 19. Committee members are drawn from school principals, teachers, students, religious organisations, artisans, traditional rulers, and the PTA,

among others. In the context of this study, SBMCs include principals, teachers, students, the PTA Chairmen, and traditional leaders. Each SBMC is expected to accomplish the following goals among others: to assist principals in handling disciplinary problems in schools; they ensure adequate security and a safe environment for human and material resources in school (FME, 2015). Sections 1.3 and 2.3.3 of the National SBMC Policy in Nigeria stipulate that the SBMC is responsible for the creation of strategies aimed at achieving a friendly, safe, and conducive learning environment for learners. In addition, Section 1.6 states that the SBMC should support and raise awareness for the educational development of learners and ensure the completion of learners' enrolment. Section 3.4 stresses that the SBMC needs to address violence at all levels in and around schools. Moreover, the Federal Ministry of Education (FME, 2015), on the policy guiding the SBMC, Section 3, Sub-section 3.5, emphasises that in reducing violence within and outside the schools, the SBMC should exact efforts towards mobilising strategies involving, but not limited to, partnering with traditional rulers, administrative and community leaders, religious leaders, security agents, private philanthropists in the community, Non-Governmental Organisation (NGOs), and community support organisations.

In developed countries like the USA, Australia, the Netherlands, Wales, Finland, New Zealand, Hong Kong, Belgium, Denmark, and England, the SBMCs are proving effective in enhancing the quality of education (Ayeni & Ibukun, 2013). Moreover, Osei-Owusu and Sam (2012) have shown the effectiveness of the SBMCs in supporting school leaders in effectively maintaining discipline in school in Ghana. Equally, the study by Omodan et al., (2018) on 24 secondary schools in Ekiti State, Nigeria, revealed that classroom discipline and the academic performance of students in Ekiti State were raised to a moderate level through the effort of the SBMCs. That study's findings suggest the importance of the issue of maintaining learner discipline in schools in Ekiti State.

In the Nigerian context, the SBMCs have focused more on contributions towards infrastructure and learning outcomes, rather than their responsibilities towards promoting and sustaining learner discipline. Kayode and Ayodele (2015) assert that positive discipline among learners provides them with diverse opportunities for socialisation, motivating and enabling them to obtain instructional feedback, which, in turn, leads to a reduction in disruptive behaviours. In

other words, the sustenance of learner discipline in school hinges on the effective operational practices of the SBMC. Numerous studies have worked extensively on the relationship between the SBMC and school improvement (Suyata, 2017). However, the real question lies in understanding how the SBMC plays its role in sustaining learner discipline in a school.

### Knowledge Gap

A few years ago, the SBMC was enacted, leading to the decentralisation of power and authority in schools and the empowerment of community members to carry out statutory responsibilities. Their operation in Nigeria has covered areas such as the raising of funds for school development, provision of infrastructure, improvement in enrolment rates of the girl-child, and better learning outcomes. The sustainability of learner discipline, according to McIntosh and Turri (2014), requires a long-term implementation of functions and practices that continue to value outcome. It is against this backdrop that this study is undertaken to understand the role of the SBMCs in promoting and sustaining discipline among learners within a disadvantaged context, with the aim of achieving improved learning outcomes. In addition, this study aims to develop a mechanism for preventing disruptive behaviour among learners in school.

### **1.6 Significance of the study**

This study was undertaken to understand the role of School-Based Management committees in the sustenance of learner discipline in school. Scholars have exposed numerous studies on school leaders battling with negative learner behaviour and the adverse implication of this indiscipline on teaching and learning in schools. Simuforosa and Rosemary (2014); Manamela (2021) have added their voices to this conversation by saying that in educational system, disciplinary problem is the main and common grumble as well as challenges of teachers universally. In other words, disruptive behaviour among learners is at the top gear of concern for stakeholders. However, in the recent decades, the School-Based Management Committees had been featuring in educational system to enhance the learning outcome. Further, some scholars (Carr-Hill et al., 2016; Manamela, 2021) have noted that since the decentralisation of power and authority to the SBMC, they have been effective in the maintenance of learner discipline in school. Therefore, this study is out to have an understanding of the role played by the School-Based

Management Committee in the sustenance of learner discipline in school. It is believed that the findings of this study may give insights to control mechanisms adopted in sustaining learner discipline in school. Also, the SBMCs may be inspired in the appropriate approach to enable the functionality and sustainability of this structure in school.

Scholars conclude with the understanding that the sustainability of learner discipline promotes effective teaching and learning in schools (Abreh, 2017; McIntosh et al., 2014). In other words, various researchers opine that it is crucial to counterbalance unsuitable learner behaviour and produce disciplines learners in order to create a safe and secured learning environment (Eshetu, 2014; Manamela, 2021). Sustenance of positive discipline in school enables learners feel comfortable, respected, valued, believed, as well enhance their self-control and suitable behaviour. Sustainable discipline among learners help learners to think critically about making their future and general life profitable, as well become a problem solver. Sustenance of discipline among learners motivates their personal and social capability leading to excellence in academic achievement. Consequently, effective sustenance of learner discipline encourages teachers at various level to equip learners with skills in learning performance. Indiscipline among learners is quite frustrating and shatters effective teaching and learning environment. Nigerian schools are also susceptible to these challenges of ill-discipline among learners.

Interestingly, the government has devolved power and authority on SBMC for their maximum cooperation and to maintain and sustain positive behaviour in school. SBMC play a vital role to the development of school. Several researchers noted that SBMCs have contributed immeasurably to the improvement of schools (Afridi et al., 2014; Bandur, 2009; Nchare, 2021). Specifically, scholars affirm that the SBMC thrive in the maintenance of learner discipline (Maina et al., 2020), although, the mechanism for the sustainability of this learner discipline is unknown. This however, made this current study most essential for today's school improvement and development. Thus, this study is out to understand and explore the SBMCs' role in sustaining learner discipline in school, specifically in disadvantage context. Findings of this study may have a wider contribution to the body of knowledge in scholarship of educational leadership and management regarding the sustainability of learner discipline.

## **Clarification of Key Concepts**

The key concepts related to this study are School-Based Management Committees (SBMC), Learner Discipline, and Role and Sustainability, and they are elucidated and defined in the following paragraphs.

### **1.7.1 The Concept of School-Based Management Committees (SBMC)**

Recently, educational reforms have been the major aim of governments in developing countries. As such, international donor agencies such as the UNICEF and the World Bank are interested in the inputs and outputs of educational systems in Africa. Gershberg (1999) asserts that the SBMC is a global phenomenon and a predominant practice which involves community participation in basic education management in school. Other terms used to describe it include self-managing school, autonomous school program, and site-based management. This concept is adopted to shift the authority in decision-making from the high and central educational government to individual schools with the participation of community members (Bakwai, 2017). An SMBC enhances the principal and teacher' sense of responsibility to the students, advocating for community participation in providing solutions to challenges facing the school, increasing the efficacy and effectiveness of good education, and uplifting the academic achievement of learners (Moradi et al., 2012).

In Nigeria, a SBMC is a decentralised decision and policymaking operation involving stakeholders from the board of education to local school communities. The practice of SBMC depends on zone based needs and state policy. However, all SBMCs are aimed at empowering school administrators and teachers, increasing community participation, improving the quality and efficiency of basic schools, and maintaining discipline in schools. According to Suyata (2017), economies that imbibe the concept of SBM record positive achievements and find solutions to managerial challenges. Such SBMs, when fully functioning, are more proactive in mobilising available human and material resources to provide a lifelong solution to contextual problems.

### **1.7..2 Learner Discipline**

Discipline is a crucial component of student education and is of great concern to all school stakeholders worldwide (Semali & Vumilia, 2016). Learner discipline can be viewed as the degree of compliance in a learner's behaviour with acceptable and non-acceptable norms and conducts both in the school and in society. Without a shadow of doubt, it is at the centre of leadership success and the accomplishment of educational goals and objectives. Discipline is established in schools that provide a respectful, harmonious, and safe environment and where there is a balance between students' rights and responsibilities (Kennedy, 2018). Discipline in the school is a function of the principal and school managers' ability to transform students who continually manifest disruptive behaviour into well-behaved learners who demonstrate a passion for academic excellence. Njoroge and Nyabulo's (2014) study in Kenya shows that despite government efforts to put the necessary resources in place to avoid indiscipline in school, some learners continue to unleash pandemonium, putting both teachers and other learners at risk. Semali and Vumilia (2016) claim that the establishment of rules and regulations is one of the strategic ways of maintaining discipline in schools. However, the involvement of the SBMC in the operational and sustenance of learners' discipline in school is under-researched.

### **1.7.3 The concept 'Role'**

According to Genilloud and Wegmann (2000), a role is a coping strategy for a situation that usually reoccurs. The concept 'role' in this study refers to the influence or impact an individual has on another. Thus, influence is defined as the power or authority a person exerts on another person to bring change in the targeted individual (Cartwright, 2013). Therefore, for this study, the term 'role' means the positive influence, in terms of functions and practices, that SBMC has in supporting and building positive discipline among learners. The assumption is that an SBMC plays a social role in sustaining learners' discipline. Hence, the social role is characterised by actions at various levels that an individual needs to perform by the expectation of society (Perez II., 2017). Therefore, I want to understand how the SBMC plays its role in sustaining positive discipline among learners in secondary schools.

#### **1.7.4 The concept ‘Sustainability’**

Sustainability, according to Berry et al., (2015), is a precondition for long-term achievement. Carter and Rodgers’ (2008) model stresses the need to shift the paradigm of "standalone thrive to achieve sustainability” to a “more collaborative approach". Thus, school leaders are encouraged to come out of the shell of ineffective standalone administrative styles to a collaborative style that supports the involvement of community members and other prominent stakeholders in the sustainability of positive learner discipline. Sustainability achievement necessitates the maintenance of learners' discipline not only in the short-term but also in the longterm. Kotob (2000) asserts that the only exact path to sustainability is the thinking that moves beyond short-term measures to long-term bottom line degrees. Therefore, sustainable learner discipline is a constructive discipline among learners that is attained and maintained for the achievement of both current and future educational goals of the school.

Sustainability is a lifelong activity that involves the school's stakeholders having problem-solving creativity and skills as well as a commitment to be engrossed in individual talks and cooperative actions that ensure the continuity of a safe environment and a thriving teaching and learning process (Papa & Jackson, 2021). Sustaining learner discipline goes beyond overpowering misbehaviour in the short term to building and empowering responsibility and self-discipline among learners in the long term (Barrett et al., 2008; George & Kincaid, 2008; McIntosh & Turri, 2014). Sustenance of discipline in schools is imperative for generating positive learner discipline, an effective learning environment, and valuable outcomes. Thus, in this study, the concept of sustainability is used to refer to consistent efforts to support and build long-lasting positive discipline among learners.

#### **1.8 Research questions**

In understanding the role of the SBMCs in sustaining learner discipline, the following are the research questions that guided the study:

- What are the understandings and experiences of School–Based Management Committees with regards to sustaining learner discipline in selected secondary schools in Ekiti, Nigeria?
- Why do School–Based Management Committees play roles in sustaining learner discipline the way they do in selected secondary schools in Ekiti, Nigeria?
- How can School–Based Management Committees sustain learner discipline in selected secondary schools in Ekiti, Nigeria?

### **1.9 Research design and methodology: An overview**

This study was positioned within the interpretive paradigm. The interpretive paradigm enables the researcher to gain knowledge about a phenomenon, as well as people's beliefs, aims, assumptions, understandings, and meaning-making processes of a construct (Cohen et al., 2011; Nieuwenhuis, 2011). Also, a qualitative approach was adopted in this study. The qualitative research approach is suitable for this study because the study is about the SBMCs' experiences with respect to their roles in sustaining learning discipline in school. I adopted qualitative research it would enable me to understand the feeling, thought, and experiences (Cohen et al., 2011) of the SBMCs about their roles in sustaining learning discipline in selected secondary schools in Ekiti, Nigeria. In the qualitative approach, researchers study a particular phenomenon in their natural settings to explore, understand participants' thoughts, and analyse their subjective meanings (Creswell, 2013). Qualitative approaches focus on small samples, enabling the generation of an in-depth quality view of issues under inquiry. Therefore, the qualitative approach to this study allowed me to operate in the real world of participants and make meaning of their lived experiences (Creswell, 2013).

In this study, I interviewed principals, traditional leaders, a PTA chairman, teachers, and learners. This provided me with a rich understanding of the operational function of SBMCs in promoting and sustaining discipline among learners. This study also adopted a case study design. A case study research design is an in-depth examination and analysis of events, people, and relationships

in a phenomenon bounded by certain factors (Nieuwenhuis, 2011). The case study research enables researchers to understand and attain greater insights into a complex phenomenon, offering a rich, holistic and thick description of a case (Rule & John, 2011). Purposive sampling was used to select three secondary schools. Nieuwenhuis (2011) affirms that the selection of participants through purposive sampling shows that the selected set of people possesses a certain feature that deems them relevant in devolving the needed knowledge for the study. Nieuwenhuis (2011) states that in a qualitative research designs or approaches, researchers adopt various techniques and methods to generate data from sampled data sources such as human participants, electronic media, documents, and observations to provide answers to the research question and achieve the objectives. In this study, I employed observation, interviews, and document analysis. Furthermore, inductive analysis was engaged, the data gathering techniques were adopted, and content analysis, as well as the extant literature guided the formulation of inferences from the discussions on the role played by participants in sustaining learner discipline. Several steps of data analysis were used, and they are extensively discussed in Chapter Four.

### **1.10 Structure of the study**

The thesis has nine chapters and the outline of these chapters are provided below.

#### **Chapter One**

The first chapter presents the introduction aspect of the study and background of the study was clearly unveiled. I also critically explained statement of the problem, as well as rationale for the study. Further, significance of the study and clarification of key concepts were highlighted. In addition, research aims and questions as well as organisation of the study were distinctly specified.

#### **Chapter Two**

The chapter presents an overview of School-Based Management Committees and the sustenance of learners' discipline from a global, African and local perspective. I also delved into the

understanding, experiences and role of SBMC in the literature. The aspect of the connection between SBMC, learner discipline and academic performance was also given attention. The school based management committee enactment and their involvement in the school community were discussed extensively. Moreover, policy and legal framework in sustaining learner discipline in Nigeria featured as well in the chapter.

### **Chapter Three**

This chapter presents a review of some theories relating to school management, discipline and leadership that anchored this study on the role of school-based management committee in sustaining learner discipline in school. Lastly on this chapter, the interconnected and summary of the theoretical framework were presented.

### **Chapter Four**

This chapter presents the aspect that involves a description of the methodology and methods adopted in generating and analysing data contained in this study in order to understand the role played by the SBMC in sustaining discipline among learners in schools located in disadvantage context. The paradigm, approach and research design adopted in this study were with adequate justification. I also elucidated on various techniques used such as interview, observation and documents for the production data relevant to this study. The data analysis and ethical principles adopted were extensively described.

### **Chapters Five, Six and Seven**

The three chapters present the data generated from three case studies, specifically, their pseudonyms are; Goldland Secondary School (GSS), Silverma Secondary School (SSS) and Diamond High School (DHS). Participants represented for interview in each of the three case studies are namely; Principals, Teachers, Learners, the PTA Chairman and Traditional leaders. Further, Data were presented in three chapters five, six and seven because of its voluminous and for the purpose of clarity.

## **Chapter Eight**

This chapter presents a second level of analysis, beginning with the identification of commonalities and differences analysis on the three researched schools (GSS, SSS and DHS) in understanding the role played by the School-Based Management Committee in sustaining learner discipline. The theoretical framework and literature from Chapter Two and Chapter Three were infused in the analysis and discussion. Comparative reviews were reflected in the description of profiles of school as well as participants based on the three schools Goldland Secondary School, Silverma Secondary School, Diamond High School discussed in the study.

## **Chapter Nine**

This is the last chapter and it presents the synthesis of the study, findings were critically discussed based on the research question on the role played by the SBMC in sustaining learner discipline in school. In addition, model for sustainability of learner discipline was discussed. Finally, recommendation and implication of the study for stakeholders were highlighted.

### **1.11 Conclusion**

This chapter has introduced the study, its focus and background to the problem for research. In outlining the background and context of the problem, I have pointed to the international landscape of decentralisation and how issues of quality are handled in that decentralised format. The importance of learner discipline for effective teaching and learning was highlighted. Other important elements associated with the first chapter in a thesis have been discussed, and these are statement of the problem, the significance of the study, key concepts and the critical questions that drive this study. I have also introduced the research design and methodology that was adopted for this study. Towards the end of the chapter, I have provided an outline of the whole thesis document.

## **CHAPTER TWO**

### **LITERATURE REVIEW ON THE ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEES IN SUSTAINING LEARNER DISCIPLINE IN SECONDARY SCHOOLS**

#### **2.1 Introduction**

The preceding chapter introduces the study by *inter alia*, giving a detailed discussion of statement of the problem, the rationale of the study, the critical or research questions as well as the key concepts. This chapter, concentrates on the review of literature regarding the role played by the School-Based Management Committee in sustaining learner discipline in disadvantage context. Chapter One has clearly described how the SBMC was constituted in Nigeria and the members involved in the SBMC in this study are: principals, teachers, learners, traditional leaders and the PTA Chairmen. This literature review focuses on the involvement and responsibilities of the SBMC as well as other prominent stakeholders in schools. Further, the description of the SBMC in connection with school-community partnership is provided and the review also takes a glance at policy and legal framework in the sustenance of learner discipline in Nigeria. Moreover, a cognisance is given to the perspective of relationship between the SBMC and learner discipline from global, African and national context. Likewise, as part of literature review, experiences, role and mechanism used by the SBMC in the sustenance of learner discipline were debated. Lastly, conclusion of the chapter surfaced and while I go in-depth to the next chapter that focuses on theoretical framework.

#### **2.2 The School-Based Management Committee and their involvement in the school community**

Global educational reforms between 1990 and 2000, in addition to the observed benefits of effective collaboration and synergy when the management of the educational system was decentralised, inspired the Nigerian government to establish the structure of the SBMC (Oko et al., 2022). Caldwell (2005) says that in 2005, the 52<sup>nd</sup> meeting of the National Council on Education (NCE) resolved to mandate the institutionalisation of the SBMCs so as to enable local

community members have a say in school planning and decision making. During the colonial era in Nigeria, the SBMCs oversaw and provided materials and infrastructure for schools (Caldwell, 2005). The roles and responsibilities of the SBMCs such as the provision of materials, monitoring, and allocation of resources were paramount. The SBMCs are widely recognised and adopted in today's secondary school educational systems in most developed and developing economies, and specifically in Nigeria. Therefore, the Federal Ministry of Education (2015), through the Universal Basic Education Commission (UBEC), provided the policies and principles for establishing the SBMCs in all State Universal Basic Education Boards (SUBEBs) and Local Government Authorities (LGAs). Accordingly, the National Council on Education gave maximum support to the execution of the SBMCs in both primary and secondary schools in Nigeria, such that local communities could effectively participate in school management (Kazeem & Ige, 2010).

In an attempt to achieve meaningful participation of stakeholders in the community for a goal oriented partnership between school and community members in 2007, the government mandated the establishment of the SBMCs with a member count ranging between 12 and 19. Stakeholders are in the configuration of the PTAs, organisations, ministries, professional and traditional institutions, old students' associations, civil society organisations, social institutions, and faith based organisations (FME, 2015). Olibie (2013) affirm that the interactions of this configuration are central to the responsiveness of school-community rapport and sustainable high-quality education. In other words, the sustainability of learners' discipline rests on the synergy of a functional SBMC.

### **2.2.1 The fundamental responsibilities of School-Based Management Committees in Nigeria**

The roles and functions of the SBMCs towards achieving educational goals are all-encompassing, and as such, these SBMCs are expected to ensure that their school are successful in every ramification. Abreh (2017) enumerates the roles and functions of the SBMCs as comprising the following: effective participation in the school improvement planning process; retention and completion, as well as transition, collaboration with local community members to ensure safety and security for learners, teachers, and school property; mobilisation of resources for school

improvement; community sensitisation towards ensuring an increase in learner enrolment; effective participation in the overall learning outcome of pupils and students; networking with other stakeholders, promoting partnership and inclusion of women and children toward improved and inclusive education; provision of support and motivation for teachers and learners; and oversight functions on fund allocation and utilisation for school improvement. Most importantly, the SBMCs are statutorily expected to collaborate with their schools towards ensuring a violence free environment. Ayeni and Ibukun (2013) affirms that the SBMCs participate in short- and long-term planning for their schools concerning the interests and expectations of communities, as well the government's educational goals and objectives, which are a major concern. They also develop plans and approaches for enhancing learners' outcomes, create budgets based on project priority, and conduct monitoring and planning of staff activities.

Drawing from the list of activities and roles provided, it is evident that the SBMCs are set up to salvage schools from their challenges by collaborating with them towards providing for their needs such as potable water, self-sponsored facilities, and learning materials (Maina et al., 2020). Moreover, they are engaged in the on the spot development, provide support for vulnerable learners, and for the improvement of security operations among other things. Sayadmanesh (2013) posits that the SBMCs are expected to be highly concerned with the security and welfare of the learners and staff in schools. Oko et al. (2022) supports this viewpoint stating, in addition, that the SBMCs are expected to empower educators, particularly novice teachers, with mechanisms to improve positive discipline among learners, maintain discipline in school, improve learner capacity development, maintain a conducive teaching and learning environment, and enhance school community partnership. This pinning of the sustenance of discipline among learners on the SBMCs is based on the premise that the community has the original obligation to maintain discipline and a peaceful environment within the community itself, and by extension, in the school. This obligation positioned community members/stakeholders to occasionally be on the lookout to ensure that schools were violence-free and well secured. In addition, they engaged in constant visitation and provided constructive advice to schools on the best practice for managing disciplinary issues and maintaining discipline among learners. In other words, the

SBMCs cannot successfully sustain discipline among learners without collaborating and synergising with community stakeholders.

### **2.2.2 Duties of major stakeholders**

The key stakeholders that are responsible for the educational development, discipline, and safety of a school community include the government, NGOs, community members, and cooperative organisations (Asiyai, 2015). The national policy on safety, security, and violence-free schools (2021) states the role and responsibilities of stakeholders working collaboratively with SBMC to promote a value system that discourages violent behaviour among learners; to apportion and monitor resources to make schools friendly for the user and risk tolerant; monitor and ensure that learner are effectively educated on overall safety and violence-free issue; to ensure that school buildings comply with safety and security; to facilitate special training programmes on learner protection, safety, and security for teachers and other school leaders; to actively seek for collaboration and technical solutions for the prevention and response to violence in schools. In addition, the government is responsible for the provision of capacity development programmes for teachers and other stakeholders, monitoring of learning achievements, conducting of standard assessments for schools, as well as provision of infrastructure and instructional materials (Odebode, 2019; Uloko & Ada, 2022). Furthermore, they are accountable for the designing of policy and execution guidelines for the SBMCs nationwide in the educational system, with the aim of achieving an upsurge in transition rates, enrolment retention, and study completion. In addition, the government ensures that schools give adequate attention to building self-discipline, encouraging respect for others, and promoting positive behaviour (Amoah et al., 2015). Moreover, the government at all levels aims at ensuring that schools are a safe and conducive learning environment for all children in the community (National Policy on Safety, Security, and Violence-Free Schools, 2021).

Similarly, it is the responsibility of community members to be actively involved in the moral upbringing and protection of learners in schools. They are to assist in maintaining a good relationship between the community and school (Afrid et al., 2014). More specifically, they should focus on children's enrolment and attendance in school and the provision of adequate

security for the children and the school. They are also to be involved in the monitoring of teacher absenteeism and the engaging of part-time teachers to complement government efforts. Schools are situated within the community, and it is the expectation that people in the environment work with relevant stakeholders to report and resolve child safety issues within and around the school. This should also lead them to engage in infrastructure development and undertake repairs in schools (National Policy on Safety, Security, and Violence-Free Schools, 2021). Correspondingly, the paramilitary and similar corporate bodies have an important role to play in institutionalising the safety and security of the educational institution. Hence, they are responsible for supporting school discipline and safety, ensuring that school rules and regulations are complied with by everyone, and building the capacity of instructors and learners.

The NGOs, according to the National Policy on Safety, Security, and Violence-free Schools (2021), are quite well-recognised in the school system and are critical stakeholders in transforming the educational sector for energetic and effective responses. The NGOs' tasks involve ensuring probity and accountability with school funds, identifying needs and challenges and initiating action towards solving them, as well as ensuring the safety of children in and around the schools (Lewis et al., 2020). The policy also emphasised that NGOs are to sensitise policymakers and be committed to the need for positive learner discipline and safety and reinforce the coordination of structures for the sustainability of learner discipline. Also, they are expected to facilitate and educate the SBMC members on learner discipline and school safety intervention for their effective participation, encourage the development of innovative approaches to improving discipline and safety in schools, collaborate with research institutions and experts to develop and deliver training programmes, and advocate on the integration of disaster risk reduction.

### **2.2.3 The School-Based Management Committee and the School-Community Partnership**

The SBMC is the connection between schools and the local communities they serve. It enables the wider community to have a voice, monitoring, and communicating issues about the school to local, state, and government authorities (Ihedioha, 2021). SBMCs are not only meant for discussing the problems in a school, but also to actively solve and address such challenges, one of

which is learners' disruptive behaviours. Research has shown that schools work well when a school leader is in partnership with its community leaders (Blimpo et al., 2011; Manamela, 2021; Ogunode & Chijindu, 2022). The decentralisation of school management and participation of the local community in governance is effective because local communities tend to be more knowledgeable about the challenges facing the school and are in a better position to address the difficult issues in school due to their closeness to the school environment. Mohapi (2014) asserts that an effective relationship between school and community improves the quality of school management, creates a strong goal-oriented partnership, and maintains a solid tie between school authorities and other significant stakeholders. This collaborative work serves as the bedrock for weeding out unwanted mannerisms and behaviours that sabotage the expected quality of education and output that will gratify the society and school stakeholders. Afridi et al. (2014) argue that school-community partnerships go both ways such that common values are shared, instructional practices and students' learning outcomes are enhanced, a suitable teaching and learning environment is enabled, and capacity building of both teachers and learners is ensured. To meet this expectation, certain obligations such as the provision of both human and physical resources coupled with proper monitoring and opportunity creation for conferences and periodic meetings must be carried out (Afridi et al., 2014). Achieving all of the afore-mentioned encourages learners' retention and nurtures them to exhibit good behaviour and have self-discipline. A school-community partnership is a strong driving force that sustains quality education, assists teachers to improve the school experience, and enhances positive behaviour while reconnecting students to their peers (Hanna, 2015).

Suyata (2017) stresses the importance of communities in the operation of schools, pointing out that their participation has increased the rate of attendance among learners; improved retention, and heightened enrolment rate. As such, a school is a social organisation in that communities play a significant role as partners and enablers. The sustainability of a successful school lies in the pleasant relationship that exists between the SBMC and members of the community where the school is located. Afridi et al. (2014); Ezenwaji et al. (2019) assert that to increase the involvement of community members in decision-making in schools, it is critical to encourage a school environment that is accommodative, reliable, and reverential towards community members. The authors further argue that school leaders need to possess strong leadership skills

and good intrapersonal and inter-personal qualities in order to maintain a good rapport with community members (Afridi et al., 2014; Ezenwaji et al., 2019). However, they must be first able to maintain effective and healthy relationships with internal members of staff, as well as learners before pursuing sustainable relationship with external individuals or community members (Stronge & Xu, 2021). Most importantly, school leaders must be able to share the school's vision and plan with members of the community while listening to their opinions, understanding them, and leveraging them to improve the quality of the school in general, and the school's level of positive discipline in particular.

### **2.3 Policy and legal framework in sustaining learner discipline in Nigeria: An Overview**

Over the past 35 years, Nigeria has become a signatory to a plethora of conventions internationally due to her policy in sustaining learner discipline in schools (Asiwe & Omiegbe, 2014). Thus, the nation's policy on education has been shaped over the years by international development agencies and legislative instruments. The National Education Policy document focus on enabling learners to achieve self-fulfillment and actualisation. Similar to other countries, the education prototype of Nigeria has appropriated the right of the child (1989). The reformation of the Child's Right Act 2003 (CRA, 2003), Section 2 and 4, stipulates that children's rights include giving attention to taking care of their well-being, as well as their survival and development (Adeola, 2021). All these are associated with the sustenance of learner discipline in schools. The 6<sup>th</sup> edition (2013) of the National Policy on Education clarified that the responsibilities of educational stakeholders includes effectively and efficiently using strategies to provide services that can enhance the quality of education delivery (Asiyai, 2015). Furthermore, the policy functioned within the framework of the national philosophy of developing sound and effective individuals in society (Section 1 (4)). Also, Section 1 (6) (e) affirmed the development of appropriate skills, and mental and social capability of people to be productive in society. As such, the sustenance of learners' discipline is highly imperative to positively contribute to societal well-being. Section 1 (9) (e) states that the "promotion of the physical, emotional and psychological development of all children is inevitable for moral conduct of the learners". Section

1(9)(f) also states that the "acquisition of functional skills and competencies is necessary for self-reliance." Besides, Section 1(9)(d) advocates that responsibilities are shared for productivity in society. Therefore, leadership is expected to be conducted in a distributed and shared manner for the effectiveness and sustainability of learner discipline in schools to be ensured. Section 2(11)(c) underscores the relevance of student improvement and development, revealing that the maintenance of learner discipline is capable of lessening drop-out occurrences in the educational system. Section 2(13) also stresses the coaching of the individual learner towards moral fitness and proficiency in appropriate independent thinking and self-efficacy. The National Policy on Education (2004), Section 1.5 particularly, recommends adequate support for the development of individuals towards effectively and efficiently handling their environment (Hunt, 2011). Hence, the SBMCs' capacity for the implementation of these codes of conduct towards the sustenance of learner discipline is highly essential.

#### **2.4 The School-Based Management Committee: A Lifeline for the Sustenance of Learner Discipline**

The SBMCs are expected to exercise visionary, instructional, transformational, and resonating leadership roles in maintaining and sustaining learner discipline (Smit, 2022). For instance, Nigeria's educational policy affirms that priority must be given to the mental nurturing of, and provision of maximum support for learners towards effectively dealing with both intrapersonal and interpersonal relationships. Furthermore, according to the Nigerian National SBMC policy, the SBMCs are expected to create techniques for achieving friendliness, safety, and complete retention of enrolment, as well as address violence in schools. Similarly, the UK's educational policy speaks to social development, self-directed learning, and personalised education in schools (Department for Education and Skills, 2004). In 2015, the policy was refined to prepare learners for lifelong education through proper nurturing and development. Mills and Niesche (2014) argue that educational reform in the USA, Australia, and England depends on the relentless efforts of educational leaders to address issues relating to equity, justice, and disadvantages.

Mills and Niesche (2014) agree that school leaders are the role players necessary to effect school transformation. They are responsible for nurturing, building, managing, promoting, sustaining, and supporting learners towards self-discipline and the success of their academic careers. School-based management committees are expected to ensure that teaching and learning take place in a safe and positive environment and that learners achieve the expected outcome. However, Roegman and Hatch (2012) assert that school leaders also encounter numerous challenges in addressing and attaining educational prospects and learning outcomes at various levels and in various contexts. These challenges call for the SBMCs and school leaders' understanding and acknowledgment of the contextual realities of their workplace, as this will enable to effectively discharge their leadership roles. Berkovich and Eyal (2015) affirm that the success of a school as an organisation is associated with the efficiency and effectiveness of its leadership. Therefore, the SBMCs' acknowledgment and removal of discipline challenges among students in the context of educational systems has a great potential to reduce student unrest, improve academic performance, and boost the production of skillful individuals in society. Effective leaders are known to transform the negative behaviours of others constructively as well as sustaining discipline in school.

#### **2.4.1 The School-Based Management Committees and the sustenance of learners' discipline from a global perspective**

SBMCs have continued to gain acceptance as the prominent structure in the administration of public schools worldwide (Bandur, 2009). In both the developed and the developing countries, the SBMC is viewed as a proxy for school management control. Various developed and developing countries, such as the USA, Senegal, Iran, Mexico, Thailand, Canada, New Zealand, Kenya, Argentina, Uganda, Senegal, Australia, Indonesia, Brazil, Qatar practice a decentralised system of management in school, but with varying objectives (Ogunode & Chijindu, 2022; Poulsen, 2017). This indicates that to some extent, the SBM or SBMC has been successful in sustainably achieving its aims and objectives in developed countries such as Australia, Spain, and New Zealand (Poulsen, 2017). Though the focus of SBMCs is on the involvement of the community and parents in school decision-making, it also promotes positive behaviour and the

well-being, as well as academic performance of learners. The government of the day has roles to play in the educational system particularly in the sustainability of discipline among learners and this gives rise to the need for the definition of clear-cut roles and activities while implementing the SBMCs in schools. For instance, in the United States, Comprehensive School Reform (CSR), which is synonymous with the SBMC, is practised. They both aim at strategic decentralised planning through the involvement of various sets of people in the pedagogic training of teachers, goal setting for schools, and the promotion of strong partnerships between school and community such that indiscipline can be eradicated. Consequently, the effective forum of the SBMC, school and community pave way to the sustainability of learner discipline in school (Osei-Owusu & Sam 2012). Furthermore, in the United State of America (USA), the School-Based Management Committee (SBMC) was practised as the Teacher Council Movement (TCM) as far back as 1909, when the policy was recommended to the school administration at the individual level by a teacher-dominated council (Poulsen, 2017).

Thereafter, the USA School Reform Act directed the decentralisation of authority and power from state governments to schools for self-management to foster appropriate behaviour among learners, effective teaching and learning, resource utilisation, budgeting, and decision-making (Poulsen, 2017). This move caused a ripple effect around the world, with various countries adopting these ideas in various customised flavours (Ayeni & Ibukun, 2013). For example, in Indonesia, the SBMC was created, by a government policy guideline, to operate as a corporate school governing council in line with Act 20/2003 of the Educational System of Nation (Bandur 2009). The system encouraged the wide participation of local community members in school governance, specifically by serving as a support agency on financial issues, an advisory agency in the implementation of educational policy, and a mediator between school and government. This resulted in a prominent improvement in learners' performances (Ayeni & Ibukun, 2013; Bandur, 2009). Likewise, in Britain, the Education Reform Act (1988) devolved power and authority to the local community, allowing them to participate in school governance.

Similarly, in the Netherlands, Denmark, Belgium, and Finland, the decentralisation of power and authority was established by the government for the effective involvement of local stakeholders

and community members in the management of schools with full autonomy. Local stakeholders were involved in school matters such as personnel selection and discipline, decision-making on issues of education policy, curriculum and teaching method monitoring, fundraising for high quality output production, and infrastructure development (Gilly, 2013). The involvement of the local community through the SBMCs was shown to improve learning outcomes and sustainability of learner discipline in school. The SBMCs have helped in solving problems in countries with conflict situations like Nicaragua, El Salvador in Central America, and those with natural disasters like Honduras (Patrinos & Kagia, 2007). Also, in Nicaragua, Papua New Guinea, and India, the SBMCs have reduced teacher absenteeism, enhanced transparency in school management, reduced corruption, increased the skills of stakeholders, promoted sharing in decision-making and led to training in interpersonal and management skills (Fajfer, 2013; Patrinos & Kagia, 2007; Sayadmanesh, 2013).

#### **2.4.2 The School-Based Management Committees and the sustenance of learners' discipline from an African perspective**

The success of schools is based, to some extent, on the level and nature of the inter-relationship between the school and the influential public (Villanueva et al., 2021). A school requires assistance from the community in building the capacity of both teachers and learners, particularly in the area of discipline, to be able to deliver an effective curriculum and foster the teaching and learning process. Generally, in Sub-Saharan Africa, the government delegates responsibilities to principals, as well as community members through the structure of school governance, and this is to encourage and increase the involvement of stakeholders in the democratisation of the educational system (Niane, 2003). The decentralisation cuts across the local communities, local government, private sectors, and schools, as well as NGOs in being responsible for the school's effectiveness and efficiency. Consequently, the SBMC has been accepted and known for effective community involvement, progress monitoring, and evaluation of school leader performance, as well as promoting supportive services and positive learner discipline. For instance, in Sub-Saharan Africa, over the past twenty years, the SBMC has become a major education management reform. The School-Based Management Committee was established in schools such

that the level of local community members' involvement in decision-making is increased, and they are also accountable for the school's effectiveness and responsiveness.

As part of the wider decentralisation agenda, the World Bank and other agencies upheld the SBMC innovation in America, Asia, and Europe, as well as in African countries (Silberstein, 2023). Thus, the main powers and authorities devolved from the centre to the school level, include the procurement of teaching and learning materials; allocation and management of the budget; hiring and firing of staff; maintenance and extension of the school infrastructure; monitoring and evaluation of teacher and learner performance, as well as curriculum delivery (World Bank, 2008). However, in the Sub-Saharan African educational system, the level of the SBMCs' impact on the improvement of learner performance, decision-making, and school efficiency and responsiveness is not yet clear (Silberstein, 2023). Dunne et al. (2007) conducted a similar study in India, Ghana, South Africa and Bangladesh to review the decentralisation of power and authority in the decision process in school located in the community. The findings indicated that the decentralisation of power and authority in each country differs across schools in the communities, as opposed to effective community participation in the school system. However, Fullan (2001) argues that much can be achieved by improving capacity building of the SBMC through effective participation of community members and other stakeholders particularly in promoting positive discipline in schools, as well as teaching and learning process.

The World Bank (2008) views the SBMCs as the main unit of improvement, and it is convinced that the devolution of decision-making and power aids in the enhancement and sustenance of school improvement. In the same vein, a systematic review of literature on community-partnership in education by Poulsen (2017) concentrating on case studies from Kenya, Mexico, Papua New Guinea, Myanmar, Thailand, and Malawi suggests the effective participation of community members and various financing structures working successfully with the school and state. Besides these, there is another study by Evan and Rose (2012) which examined the positive impact of community contribution towards improving gender equity in educational outcomes in Sub-Saharan Africa. In the Kenyan context, the SBMCs' intervention in monitoring and motivating teachers, hiring more teaching hands, and reducing class sizes yielded positive learning outcomes in schools (Blimpo et al., 2011; Duflo, Dupas et al., 2015). Correspondingly,

Evan and Rose (2012) argues that in most African states, the secondary school sector is undergoing brisk growth, with an emphasis on universal secondary education. As such, the establishment of the SBMCs is a thriving trend in most countries, though a few schools in Sub-Saharan African countries do not have full autonomy of decision-making in school (Silberstein, 2023). Nevertheless, the stated purpose and goal of decentralising power and authority in the educational system of Sub-Saharan African countries do not differ from what is being stated in OECD countries as far as the aim and objective the SBMC is concerned.

Evan and Rose (2012) reports that the steady growth of the SBMCs in secondary schools in Sub-Saharan African countries yielded progressive growth, particularly in the adoption of the generation and usage of data at the level education system. The data enables better tracking, follow up, and monitoring of teachers' and learners' attendance and absenteeism levels in schools (McMeekin, 2013). Schools with functioning SBMCs assist in controlling the movement of both teachers and learners and they are likely to be disciplined and have a stable peaceful environment for teaching and learning. Thus, the SBMCs tends to be more capable of sustaining discipline, leading to better ordered and managed schools compared to those schools without the SBMCs or with minimally functioning the SBMCs. Mestry and Khumalo (2012) conducted a study on governing bodies and the enforcement of learner discipline through the establishment of codes of conduct in South African rural schools. Their study revealed that despite the training provided by the Department of Education, a high level of parents' illiteracy weakens the effectiveness of codes of conduct among learners. Thus, parent-governors are excused from the daily activities of the school. De Grauwe (2005) agrees with this conclusion, stating that school-based decision-making reforms seem to be inefficient when most community members in disadvantaged contexts have a low educational level. The point is, power and authority have been devolving to or are being devolved to the public schools in Sub-Saharan African countries, including the right to hire additional teachers such what class management can be enhanced (McMeekin, 2013; Evan & Rose, 2012).

One of the major contributing factors for the lack of discipline in schools, is a large class phenomenon, and this becomes uncontrollable for the teachers to manage or maintain discipline (Semali & Vumilia, 2016). As such, hiring more teachers to complement the available ones

comes as a huge relief for the teachers and specifically in terms of class control. Therefore, discipline is maintained and sustained in schools that receive much support from the SBMCs, particularly, in terms of the effective teacher to learner class ratio. Blimpo et al., (2011) carried out a study involving a randomised field experiment on the SBMCs and educational outcomes in a Gambian primary school. The study findings revealed that a certain Whole School Development (WSD) intervention reduced both students' and teachers' absenteeism to 21% and 23% respectively. The study claimed that WSD intervention was effective in achieving positive learning outcomes for students in rural areas with high literacy levels. Equally, the study conducted by Osei-Owusu and Sam (2012) on the role of school management committees in the development of high-quality teaching and learning in Ghana revealed that the SBMCs have been very effective at maintaining and ensuring effective discipline among learners and teachers. For instance, the study revealed that the SBMCs have done well in helping school leaders to enforce school codes of conduct, encouraging educators to report cases of gross learner misbehaviour, and imposing prefectural systems.

Usually, in secondary schools in Sub-Saharan African countries, SBMC and the decentralisation of responsibilities in school management are democratic (Bouranta et al., 2020; Uwakwe et al., 2008). As such, the approach of school management has been shifted from authoritarian to distributed power and authority with much attention to leadership and management. In other words, the SBMC is structured such that the local community will have full participation and capability to develop the school. Also, the support of other stakeholders such as NGOs and SAMCOM enhances the efficiency in the management of the school and particularly in maintaining positive discipline, as well as keeping teaching and learning safely. However, the bone of contention is about understanding the mechanism put in place such that learner discipline is sustained at all times in schools. Thus, this study is aimed at understanding the role played by the SBMCs in building, promoting, and sustaining learner discipline as they deal with indiscipline in schools within a disadvantaged context, particularly in Nigeria.

### **2.4.3 School-Based Management Committees and sustenance of learner discipline from the Nigeria perspective**

In the Nigerian context, Section 12(104b) of the National Policy of Education (2004) supports school community partnerships for full participation in school management at the local level. This community involvement in school governance makes it needful for traditional institutions to encourage and unify their members towards offering their wealth of experience and dexterity to school programmes. They also contribute maximally to critical infrastructure, offering advice on curriculum delivery and capacity building, supporting both staff and learners' welfare, and providing instructional materials and equipment. However, some schools have not achieved much progress through the involvement of the SBMC. For example, Ayeni and Ibukun (2013) examined the involvement of the SBMCs and their efficacy in curriculum implementation, learning outcomes, and school governance in Nigerian schools. Their study reported challenges such as low attendance of SBMC members because of a lack of financial incentives from the government. Hence, the cooperation from some schools was very weak and hampered the effectiveness of the SBMCs. Nonetheless, Nwanguma and James (2024) assert that the coalition of a school's governance structures across schools enables the SBMCs to solve challenges facing the schools. To corroborate this, there are records of many successful SBMCs such as in the study conducted by Poulsen (2017), which revealed that SBMCs in some of Zaria's schools have been effective and functional, as they assisted in fixing burglary-proof systems on windows, setting doors and windows, purchased teaching aids and some textbooks for teachers, and pupils, and dug wells in the schools. The collaborative networking between the communities and other stakeholders is a powerful strength behind school governance that aids the SBMCs in playing the role assigned to them. To some extent, certain schools in Nigeria are effectively curbing indiscipline in schools (Ruirie, 2018). To substantiate this report, extensive literature has shown that the SBMCs are proactive in their participation in learners' enrolment.

Carr-Hill et al. (2016) argue that the devolution of power and authority through community participation in decision-making has a moderately positive effect on learners, and on decreasing dropout and repetition rates while increasing test scores. Correspondingly, Oduwaiye (2017)

reported that SBMCs have played a role in improving the participation of the girl-child in basic education in the northern parts of Nigeria by mobilising and creating awareness of the social and culture-based roles of the girl-child in schools, families, and churches. In addition to improving girl education, the SBMCs used different approaches such as the School-Based Development Programme (SBDP) to improve the skills of teachers. Besides, the SBMCs also supported the implementation of the Tutoring, Mentoring, and Counselling Programme (STUMEC). As a result, failure and drop-out rates of girls were reduced. But on the contrary, Chinenye and Victor's (2018) study assessed the SBMCs' contribution to improving Ondo State secondary education and revealed that SBMCs were not effective in the areas of the provision of security and maintenance of discipline in schools. Nevertheless, Poulsen (2017) observes that the different dimensions of the SBMCs' function are subject to contextual factors such as religion, culture, prevalence of poverty, and local politics. In other words, contextual factors have a great impact on the ability of school leaders to guarantee the proper functioning of the SBMC. The data collected through the service delivery indicator (SDI) implemented in Nigeria in 2013 shows that both the SBMCs and the PTAs diminish teachers' absence rate, leading to increased teaching time. Furthermore, the study by Omodan et al. (2018) on 24 secondary schools in Ekiti State revealed that classroom discipline and the academic performance of students in Ekiti State were at a moderate level through the effort of the SBMCs. However, the real contributions of, and the specific role played by the SBMCs, in particular, were not identify.

The above literature review has outlined the role of the SBMCs in advocating for infrastructural development in schools and reveals the dearth of studies exploring evidential interventions and techniques in promoting and sustaining learner discipline which serves as a gap in scholarship. Very limited research from both the developed and developing world (Nigeria in particular) has given attention to the role played by the SBMCs in maintaining learner discipline within disadvantaged contexts. Thus, this study undertakes a timely intervention by exploring SBMCs' roles in schools and their impact on the enactment and sustenance of discipline among learners within a disadvantaged context in developing countries, with a special focus on Nigeria.

#### **2.4.4 The School-Based Management Committees' understandings of the sustenance learner discipline**

A positive view by the SBMC, as a body, and its members in particular, of its role in sustaining discipline among learners, tends to lead to proactive and workable decision-making. In other words, the understanding of one's role is central to one's commitment to responsibility, and achievement of goals. Most importantly, rightly applied knowledge brings about positive change (AL-Ghefeili, 2013). Eziamaka et al., (2021) views the concept of understanding as an evolutionary process that necessitates the integration, attachment, and fusion of oneself as a complete functioning, active, as well as operative being. Sustaining discipline is a continuous process of controlling learners' behaviours in a good manner. Al-Ghefeili (2013) studies on the principals' views concerning SBM as a management tool reported that sustaining discipline among learners is vital to the teaching and learning environment. Equally, a study was conducted by Mohapi (2014) on the understanding of stakeholders concerning school violence. Data were generated from school staff, parents learners, and community members from four schools, and a mixed-method was adopted in the study. The study revealed that school managers cannot alone win the battle of maintaining learner discipline. As such, the SBMC can empower school administrators and educators, provide avenues to share authority at the school level, and increase participation in decision-making.

It becomes clear that the SBMCs have a duty to impose the codes of conduct guiding learners' behaviour, and adherence has to be steadily and constantly ensured as well. School and community members are two pillars that need to unanimously influence the mentoring of learners to obtain the required skills and knowledge which will make them self-driven and motivated to attain the set values and excel in school (Eshetu, 2014). Although the SBMC is a system with a complex and multifaceted construct encompassing several elements and with members of different professions and experiences that are with divergent purposes, the issue of concern is how it can collaboratively provide solutions to challenges encountered in schools. The most crucial discipline is the capability to be self-disciplined (Eshetu, 2014). Thus, in the continuity and sustainability of discipline in a school lies in learner's ability to be self-disciplined in the face

of any challenges. Therefore, school leaders' acknowledgment and promotion of discipline among learners in the context of educational systems have a great potential to reduce student unrest, improve academic performance, and boost the production of skillful individuals in society. Thus, the involvement of stakeholders with their wealth of experience is paramount to ensuring the constant discipline, safety, and security of the school community for effective teaching and learning environment.

## **2.5 Experience of School-Based Management Committees in the sustenance of learner discipline in schools**

In Abreh's (2017) study in Ghana on the involvement of school management committees in school-based management, the findings reveal that the participation and involvement of the school based management in selected communities were not adequately coordinated and there was a quite limited collaboration between the school management committee and schools that they are responsible to serve. However, in a study conducted by Sulemana et al., (2023) on the influence of the Ghana School Feeding Programme (GSFP) on learners' enrolment, attendance, and retention in basic schools, the author reveals that the SBMCs were actively involved in the management of programme. However, the study did not identify the SBMCs' operational function(s) in the school feeding programme. Chinenye and Victor (2018) in Ondo State reveal some challenges obstructing the effectiveness of the SBMC in secondary schools to include the lack of adequate funding, improper knowledge of school activities, and lack of cooperation of, and principals and members. According to Takyi et al. (2014), District Education and Assembly Officers declared that the lack of funds and resources on the part of community-level stakeholders was the major challenge hindering the involvement of the community in the District Education sector planning process.

Similarly, the study by Oduwaiye (2017) on the improvement of the girl child's participation in schools, revealed challenges such as poor implementation of laws protecting child rights, the location of the school, early marriage among girls, and the structure of school organisation. Nonetheless, Oko et al. (2022) investigated the extent of the SBMC participation in secondary

school administration in Abuja. The study revealed that the SBMC was actively involved in the school's planning on the best way to carry out disciplinary measures in school. Additionally, Arar and Nasra's (2020) study on the relationship between the SBMCs and school effectiveness in Israel shows that there is a positive correlation between all the dimensions of the SBMCs, specifically in organisational structure, decision-making, resources, and personnel management. Moreover, Abreh (2017) argues that the involvement and contribution of stakeholders as a combined effort of school and community collaboration is highly required for the functionality of the school system. For instance, in Ghanaian context, community partnership with schools gave an avenue for the provision of accommodation for the teachers and pieces of land for the building of structures in schools. Also, the author affirms the significance of the mutual partnership between community leadership and school-level leadership for effective and efficient school governance.

Iremeka et al. (2021) notice that school development can easily be achieved when there is dynamic leadership supported by active community members in the effective planning process and communication. In view of this, contextualising the decentralisation in Africa made it obvious that decentralisation leads to a learning outcome when it is appropriately adjusted to the fundamental requirement. In the same way, Nzoka and Orodho (2014) show that the SBMC was functioning well in 14 schools, and they ensured environmental cleanliness in schools, providing teaching and learning materials, monitoring regular attendance of both teachers and pupils. However, the study could not identify how operational the SBMC was in sustaining learner discipline in school, the role of collaboration among the SBMC and critical stakeholders in the sustenance of learner discipline cannot be over-emphasised, since it is the bedrock of high academic performance and a safe learning environment (Abreh, 2017). Sustaining discipline among learners cannot be undertaken alone by the school head and educator, but by a joint effort of the SBMC and main stakeholders to ensure effectiveness and eventual success, as well as peaceful environment for teaching and learning. This is the crux of the decentralisation construct in education seeking to bring the SBMCs on board so as to have a say and play their diverse and communal roles to promote discipline and well-being as well as enhance the achievement of learning outcomes.

## **2.6 School-Based Management Committees, learner discipline, and academic performance: The link**

Discipline is the soul of effective academic performance and is the pivot around which human behaviour revolves (Asiyai, 2019). Therefore, without positive discipline in any organisation or school setting, success becomes unlikely (Ouma et al., 2013). In a school system, discipline is recognised in a learner whose attitude, behaviour, character, actions, and inactions are according to the schools' laid down rules and regulations (Ali et al., 2014). In other words, discipline is the ability to be self-controlled in all situations. Ouma et al. (2013) assert that discipline is the essential ingredient for creating a positive school climate such that conducive teaching and learning, as well as effective academic performance can be achieved. Njoroge and Nyabuto (2014) point out that good discipline enhances academic performance. Good discipline projects a positive image for school and makes learners useful for themselves and society. On the other hand, the lack of discipline increases the likelihood of poor time management, lack of vision and mission, punishment, and irregular attendance (Simeon & Nnaa, 2020). Ayeni and Ibukun (2013) state that a school flourishes when there is an effective interrelationship within herself and with its pertinent public. Therefore, the effective operational practice of educational management is the product of academic success and good discipline. As such, school-based management committees are proactive in enhancing the efficacy of educational practices in both developed and developing countries (Ayeni & Ibukun, 2013).

The significance of education to the socio-economic growth of any country is highly essential and cannot but be overstressed. Invariably, the resources provided by the government require the support of community members such that the school management can achieve its aims and objectives. The smooth running of the school system depends on positive discipline, particularly among learners (Asiyai, 2019). The sustenance of learner discipline calls for the implementation of the SBMCs. Community partnership with the school encourages effective and workable decision-making within the management of the school (Ezenwaji et al., 2019). Osei-Owusu (2012) describe SBMC as an avenue that gives room for the involvement of philanthropists, parents or guidance, and corporate organisations and NGOs in the appropriate functioning of the development of the school. This community's partnership with the school assists in putting an end

to some of the challenges encountered in schools, leading to the achievement of the school's goals. Gilly (2013) considers the open interaction between schools and communities to provide opportunities and enable community resources to be used greatly, particularly in getting funds and other facilities for the realisation of the predetermined set goals and objectives.

Kwashabawa (2017) states that an SBMC increases the participation of the community in school growth, not by providing teaching and learning materials only, but by maintaining discipline in school and school plants. The growth and development of the school are a joint effort and responsibilities of the government, school, and community located around it (Beebeejaun-Muslum, 2014). Although a few studies such as Gakure et al., (2013) and Zimmerman and Kitsanta (2014) state that discipline has a minute, undefined or insignificant impact on the academic performance of learners. Numerous studies carried out in Nigeria such as Ali et al. (2014); Ehiane (2014); and Hanna (2015), as well as in developing countries (Ehiane, 2014; Gitome et al., 2013) echo the great significance of the correlation between learner discipline and academic performance. Furthermore, developed country scholars such as Zhao and Kuo (2015) and Whisman and Hammer (2014) point out that discipline is the pivot around which academic achievement revolves. However, complex factors which are mitigating effective discipline among learners and school leaders necessitate critical intervention such that discipline can be sustained in school.

## **2.7 Factors contributing to learner's indiscipline in secondary school**

Universally, indiscipline serves as a major challenge to effective administration for educational leaders. Ngwokabuenui (2015) enumerates indiscipline problems to include destructive practices such as truancy, vandalism, examination malpractices, sexual offense, theft, and dropout, among others. This deviant behaviour demonstrated by learners obstructs their academic performance, and if not addressed, such a student may find it difficult to fulfill their potential and end up as a burden to the wider society. Learners exhibit these unhealthy behaviours as a result of complicated internal and external factors. As such, the main purpose of the educational institution

is to train and nurture learners with appropriate skills that provide the gateway to becoming resourceful, responsible, and respectful in society. Therefore, any effort to curb learner indiscipline is to be embraced by the school, government, communities, and other stakeholders. An understanding obtained by the SBMC of the complexities of learners' experience which could lead to indiscipline may provide insights into strategies for countering such behaviour and fostering positive learner behaviours in school. Thus, the thrust of this study is to understand the role played by the SBMCs in curbing this deviant behaviours, particularly when the disciplinary actions do not infringe pain on the learners. Most importantly, problems are easy to deal with when the root cause is known. This makes it imperative to examine the reasons why learners exhibit certain misconduct. In this study, I will only discuss three factors, namely, home-based factors, school-based factors and learner-based factors.

### **2.7.1 Home-based factors**

Eshetu (2014) points out that the challenges encountered by the school and particularly the issue of indiscipline cannot be tackled in isolation. Invariably, several family situations have a greater impact on the behaviour of learners than what transpires in schools. The exhibition of indiscipline among learners in school is a reflection of what is happening in the family or at home, and the practices of society (Ruirie, 2018). McLanahan and Sandefur (2009) cites homes with single parents who brought up children with psychological, behavioural, and emotional problems as major contributors to behavioural problems. Child training is generally not effective in the hand of single parents, and thus, the upbringing of children in the right way demands the responsibilities of both parents. Also, McLanahan and Sandefur (2009); Gutuza and Mapolisa (2015), and Odebode (2019) state that broken homes and disordered family life have a correlation with aggression and social problem. The lack of orderliness at home and in society leads to the misbehaviour of learners in school. Ruirie (2018) submit that schools are a miniature versions of the society, and that some of the violence in the society blow up in the school, as the school is within the society, and as a social institution, will replicate its practices and experiences. The real fact is that when the parents are not available at home to care for their children, the children are often exposed to unpalatable social experiences that can shatter their lives. For instance, many parents leave their children under the guidance of relatives or friends for one reason or the other,

and when these children are not well trained by their biological parents, they become wayward both at school and in the society. In support of these views, Ruirie (2018) and Reece (2022) posit that child-headed homes are often recalcitrant and headstrong at school.

Homes without good heads where children are not monitored or checked, result in disruptive and unruly behaviour and violence in schools. Another bottleneck in this area presents itself when learners are from a home or environment with a lack of love, constant abuse, aggressiveness, and domestic violence. Such learners understand, accept, and live in world of violence. Therefore, when discipline is not instilled at home, they encounter the problem of behavioural adjustment. The lack of provision of learners' needs by parents also contributes to indiscipline at school. In agreement with this assertion, Ruirie (2018) posit that the poverty level experienced by learners is correlated with their level of misbehaviour in schools. Learners get involved in theft, skipping classes for menial jobs, and other nasty or malevolent acts to meet up with their needs, especially physiological needs such as food, clothing, and shelter (Manguvo et al., 2011).

### **2.7.2 School-based factors**

School-based factors contributing to indiscipline in school are; teachers' lateness and absenteeism in class, overcrowded classrooms, an unconducive school environment, unenforceable school rules and regulations, poor teaching, and poor leadership. Indiscipline among learners has been an agelong issue in the educational system (Ruirie, 2018). An unconducieve school environment, from poor physical structures to poor administration, promotes learner indiscipline. Indeed, educators mostly feel disempowered to deal with cases of misconduct as a result of a lack of support from appropriate authorities. Odebode (2019) claims that indiscipline in Nigerian schools is causing physical, emotional, and mental damage to society. According to Pianta et al., (2012), the interaction between teachers and learners is socially built within a multifaceted pattern that describes the behaviour of the student. Therefore, both teachers and learners play active roles in their relationships and interactions towards reaching a compromise and achieving predetermined goals. On the other hand, when learners' indiscipline is not curbed, influences on other learners in exhibiting unruly behaviour ensues. Ruirie (2018) asserts that ignorance of educational policies and lack of professional management expertise by the principal or teacher adversely affects the

smooth running of the school system. He further explains that inappropriate or unorganised programmes inflict pressure and burden on the learners. Belle (2016) argues that as a result, learners become disorganised and uncontrollable for the teachers or head of school. In addition, Odebode (2019) argues that the banning of corporal punishment in school results in learners disrespecting their teachers is "another cause of indiscipline among in-school adolescents."

### **2.7.3 Learner-based factors**

Learners come from different backgrounds and diverse orientations and interrelate as peer groups. Definitely, there is the tendency to influence one another either negatively or positively. Mazur (2015) submits that students of the same age range are prone to copy each other's behaviour, whether good or bad. As such, a school with more in disciplined learners invariably produces multiplied learners with ill-discipline. For instance, learners abusing drugs or getting drunk will want to influence another innocent learner to get addicted to such bad behaviour. Allen (2010) says that some sets of in disciplined groups of learners threaten teachers that attempted to discipline them. In addition, Ruirie (2018) opines that learners from permissive and liberal environments do not value respect and take the elderly ones and property for granted. They adopt an "I don't care" attitude among their peer group and commit crimes in the school. Examination phobia and poor examination results are also causes of misbehaviour among learners in school. Odebode (2019) states that some learners bribe their way through the teacher to pass the examination. This sends a wrong signal to learners to depend on cheating and visiting "miracle centres" to pass the examination, fostering indiscipline in society (Nomishan, 2023). The studies reviewed above do not include a prevention mechanism against indiscipline among learners in school. This is why this study seeks to understand the role played by the SBMC in preventing indiscipline in school such that positive discipline can be maintained and sustained. Therefore, the strong sustainability of positive behaviour relies on the building and creating of mechanisms driven and motivated by the government and other stakeholders, particularly the SBMCs.

## **2.8 School-Based Management Committees' mechanisms for sustaining learner discipline in secondary schools**

This section is dedicated to addressing the notion of mechanisms that SBMCs use or can use to sustain learner discipline. In short, the section addresses the question “what mechanisms do the SBMCs use to achieve the goal of learner disciplined learners in schools?” According to Jinot and Johannes (2021), Makola et al. (2022), Hannigan and Hannigan (2016), there are two strategies to manage and maintain discipline among learners in schools. Thus, having gone through the literature, one can categorise the mechanism for sustaining learner discipline in secondary school into two namely; conventional and non-conventional approach to learner discipline. Conventional discipline approach on one hand, are mostly common practices that are of punitive nature, or approach in correcting learners of their misbehaviour (Jinot & Johannes, 2021). Non-conventional approaches to learner discipline, on the other, are proactive and positive whole-school measure of preventing problem of behaviour and creating an effective learning environment (Jinot & Johannes, 2021).

### **2.8.1 Conventional mechanism for the sustenance of learner discipline**

This phase expounds on some disciplinary mechanisms that are implemented internationally and locally. The disciplinary measures include, but are not limited to the follows: detention, suspension and expulsion.

#### **2.8.1.1 Detention**

Detention is a strategy that is used to detach learners from the other learners for a while (Eshetu, 2014). The purpose of detention is to isolate learners, particularly when they do not yield to several warnings regarding their misconduct (Manamel, 2021). Manamel (2021) describes detention as simply an act of allowing or requesting a learner to stay alone in an unwelcome space for a quantified period of time within school hours. Learners under detention remain in school and must report at the designated place for a specified timeframe. According to Manamel

(2021), certain schools fix their detention periods on Friday evenings when social activities and athletics take place in order to make the learners feel regret for their negative actions and lead them to always avoid such behaviours and stick to positive behaviour. Baines and Blatchford (2019) opines that lunchtime detention seems to be beneficial, as learner spend certain periods of time with school leaders in some place where they are encouraged to discuss challenges in their lives and this may lead to a suitable relationship between the two parties.

A study by Payne (2015) in England to determine their strategies in dealing with learner discipline from the perspective of rewards and punishments showed that detention was very effective in improving learner behaviour. This detention is adopted when the learners misbehaviour is viewed as being trivial. However, Attardo-Maryott's (2015) study reports that learners who are put in detention may drop out, get involved in illegal activities, or have their academic progress hindered. Similarly, detention has a negative impact on academic success. Thus, though detention has been shown to be effective by some studies, it has some negative consequences which need not be treated in a dismissive or unconcerned way. The proper administration of this discipline measure, thus, requires a collaborative effort between the SBMCs and other stakeholders.

### **2.8.1.2 Suspension**

Suspension is the temporary exclusion of a learner from the school environment as a result of the violation of rules and regulations of schools (Losen & Gillespie, 2012). The implication is that the affected learner is regarded as not being a bonafide student of the school for a certain period of time. As such, the learner is not allowed to attend or participate in school activities. The timeframe of the punishment depends on the gravity of the offence committed. Letuma (2023) affirms that suspension is widely practised in the educational system to minimise ill-discipline and unacceptable conduct among learners. He further claims that in-school and out-of-school suspension have been applied as disciplinary measures by the SBMCs to curb unruly behaviour among learners. In out-school suspension, parents are considered responsible for their wards for the period during which they are not allowed in school.

In the Nigerian context, the SBMC, as part of the disciplinary committee, is officially allowed to implement suspension as a preventative measure for erring learners that are guilty of serious misconduct. Before the suspension is lifted, parents and learners must write an undertaking letter to the school promising that the learner in question will no longer manifest any unruly behaviour in school. Messa (2012) affirms that in Kenya, the Ministry of Education authorises principals or their representatives to suspend learners from attending school. Suspension becomes necessary when a learner's attitude or disposition has routinely or habitually become unbearable for the school leaders and jeopardises the ethos and standard of school. It also serves as a deterrent to others who would have engaged in such misbehaviour (Amemiya et al., 2015). However, Heyward-king (2022) asserts that a learner who is suspended from school is more prone to poor academic performance as a result of missing so much in teaching and learning time. In the same vein, Manamela (2021) posits that suspended learners are more susceptible to repeat suspensions in the following years as a result of evil influence from their peers. Therefore, when the learner does not learn to put off bad behaviour, she tends to drop out or repeat the class.

### **2.8.1.3 Expulsion**

Ngubane (2018) state that expulsion is is a permanent exclusion of a particular learner from his or her normal educational setting as a result of habitual desecration to rules and regulation of school. The author further claims that, exclusion sometimes results to a long life challenging period that tends to be a miserable and despondent life-learners live to remember. Manamel (2021) states that expulsion engenders a diversity of dysfunctional worries such as discouraging a sense of belonging in learners, encouraging detached behaviour, and crime. Expulsion is a bad experience that dampens a learner's hope and makes them feel like nothing good can be read in their history. To counteract this, the Nigerian educational system allows such a learner to join a different school, giving him the advantage to start a new and have hope for the future Kenya's Basic Education Act, Section 35(3) states that "only the Education Cabinet Secretary will make regulation for learner's expulsion in schools" (Nakpodia, 2010). Thus, the principal or representative does not have the right to use expulsion as a disciplinary measure against the learner without referring the case to the Director of Higher Education, Provincial Directors of Education, and Board of Governors (Education Act Cap 211). Expulsion is viewed as a means of

removing the "bad eggs" from the educational environment. However, this has to be done with caution because of its possible negative implications on learners and parents who are not able to deal with it rightly. Corroborating this view, Bekink (2009) states that expulsion should be used only as a "last resort

Moreover, in the context of education in South Africa, Thomas (2022) shares the opinion that South African learners that are considered for expulsion still "have the right to a hearing". On the other hand, the Director of the Provincial Education Department in South Africa may not be willing to allow the learner to go on expulsion despite the severe misconduct perpetrated. In South Africa, it is only the SGBs that have the authority to sanction the expulsion of the learner (RSA, 1996a, Section (20) (1). The Educational Law of South Africa also declares that "Heads of provincial Education Departments have the final say when it comes to the expulsion of learners" (RSA, 1996a, section (9)(2). Considerably, expulsion in school is becoming unpopular and ineffective in dealing with misbehaviour. As such, it has gradually faded out internationally in favour of more restorative approaches such as communication, psychotherapy, modification, and other community structures which are not punitive in nature (Darling-Hammond & DePaoli, 2020; Manamel, 2021). To avoid any contradiction about the powers that SGBs have with regards to expulsion of learners, the SGBs have the power to recommend expulsion, and it is the provincial Head of Education who has the power to expel a learner in South African public schools.

### **2.8.2 Unconventional mechanisms for the sustenance of learner discipline**

This section focuses on preventive and intervention-based approaches to creating sustainable behavioural change, which ensure that compliance to rules and regulations is not only for a short time but for life. For instance, the National Policy on Education (2004) affirms that school leaders are to use discipline strategies constructively and not as means of punishment so as not to perpetuate a cycle of conflict and power scuffles. The workable unconventional mechanisms are as follows: Code of conduct, positive reinforcement, positive teacher-learner relations, alternatives to negative punishment or corporal punishment, guidance and counseling, conflict

resolution mechanisms, school-wide approach, the use of respect as a positive behaviour intervention.

### **2.8.2.1 Code of conduct**

In order to sustain positive discipline among learner in school, Larson (2008) states that discipline policy documents that emphasise the right and responsibilities of learners, as well staff members, ascertains desirable and unacceptable behaviours. In other words, it is actively taught to all parties; it is laid down and communicated with all learners appropriately. Mestry and Khumalo (2012) asserts that school disciplinary committees are to function within the bounds of the school's code of conduct and work effectively with the principal in consistently and fairly enforcing the rules and regulation. In support of this view, the Centre for Justice and Crime Prevention (2012) states that one of the roles of school leadership is ensuring that the code of conduct addresses issues relating to learners' indiscipline and policies are used to deal with learners equitably. In addition, the author states that the code of conduct is expected to continue as a "living" document, evaluated and restructured often to capture the vibrant regard for the sustainability of positive behaviour in the school environment.

### **2.8.2.2 Positive reinforcement**

According to Human Rights Watch (1999), positive reinforcement is an effective and efficient technique to lessen the frequency and degree of misconduct among learners and educators. It can take the form of verbal praise, rewards, and awards (special certificates/trophies given to learners who accomplish a task excellently in school). Ruirie (2018) adds that the educator can hold school wide competitions and provide rewards to those who succeeded in it. A constructive teaching and learning environment encourages positive interaction, displays of emotional intelligence, tolerance towards others, harmonious work, and team spirit (Amahoah, 2018). Most importantly, cognitive development through social interaction enhances the learning process and serves as motivation towards improved attempt by the learner (Jolselt, 2019). Where there is friendship and collaborative learning among learning peers, a healthy relationship between learners and educators, as such, a verbal communication or soft expressions are usually effective as disciplinary measures. A verbal approach through explanation and reasoning made in the

process of interaction usually results in positive cognitive outcome. Subsequently, positive discipline enhances learners' motivation, adapting their behaviour to the code and conduct of school and enabling them to succeed and thrive.

### **2.8.2.3 Positive teacher-learner relations**

Good classroom environments and positive teacher-learner relationships are important contributing factors that could promote a positive learning experience in school. In the same vein, the responsibilities of teachers are not limited to imparting knowledge or skills; teachers are also expected to assist learners to conceptualise who they are (Pianta et al., 2012). From the learners' daily interactions with teachers, learners learn to develop their self-esteem: whether they are relevant or not, slow or bright, liked or disliked. These messages are transmitted through their teachers through gestures, words and behaviour. The learners decide whether to risk participation in in-class activities or not from the messages they receive. According to Ahmad (2021), teachers need to recognise that learners' participation may not come easily all the time. Consequently, a trusting classroom environment that is psychologically comfortable should be maintained at all times. The motivation to behave positively and learn depends on interest and enthusiasm. If teachers succeed in stimulating curiosity among learners, they will soon discover that curiosity will result in willingness among learners to behave and to learn. Teaching that satisfies curiosity in learners will motivate them more efficiently than merely forcing them to be involved in some tasks they consider boring and/or irrelevant. Hence, the method by which teachers teach and interact with learners seems to be crucial in the prevention of misbehaviour. Pianta et al. (2012) emphasises that despite the efforts of teachers to stimulate positive interaction among learners, it is possible for bad behaviour to occur. Teachers are to envisage this by adopting various strategies, ranging from focusing on understanding, counselling, or mutually solving learner's challenges to ignoring inappropriate behaviour while trying to reinforce appropriate behaviour.

### **2.8.2.4 Alternatives to negative punishment or corporal punishment**

Several approaches have been adopted to exert discipline on learners since the use of corporal punishment was abolished in many schools, including those in Nigeria. Ruirie (2018) reports

approaches such as requiring learners to write statements/letters indicating the effects of misbehaviour, to apologise for their error or misconduct before their colleagues, and sometimes, to sit at the back of the classroom until they are remorseful for their delinquent acts. Further, the Human Rights Watch (1999) states that educators are allowed to discipline learners in a loving and non-exploitative manner. For example, they can be given non-abusive physical tasks such as weeding a school farm, watering flowers, fixing what they have broken, and some other light chores. Learners that are disciplined in love while being told the reason for non-corporal punishment being administered to them and admonished to learn from their mistakes, usually do the right thing next time. Learners need to be scolded for misconduct, lest they assume what they are doing is right. In support of this, Ruirie (2018) argues that clear limits and guide on permissible and not permissible, must be clearly given to the learners, particularly, through rules and regulation. School discipline serves the purpose of ensuring safety for learners and staff as well as maintaining a conducive teaching and learning environment.

Ruirie (2018) claims that setting out the school rules and regulation as well as attaching consequences for breaking them works well for reducing disruptive behaviour. The code of conduct in school must be made known to the parents, learners, and staff via a prospectus. In addition, they should be pasted at strategic locations or as on notice boards, and communicated verbally during assembly sessions to serve as a reminder and guide to the learners. In addition, Ruirie's (2018) study revealed that social rewards like praising and smiling are very effective in promoting positive behaviour among learners. Disruptive behaviour will be reduced when discipline is handled with love and affection, and the school becomes a pleasurable place, and learning a fun activity for learners. Webster-Stratton (2008) asserts that learners' behaviour can be improved through increased parental involvement, small classes developing a particular discipline plan, and enhancing teacher training and skills. Discipline is proactive and provides direction, enhances communication, embraces natural consequences, focuses on prevention, and models respect. It also creates an opportunity to solve the problem and teaches life skills, fairness, and responsibility.

### **2.8.2.5 Guidance and counseling**

According to the England Department of Education (2015), guidance and counselling is an effective approach to maintaining and sustaining positive discipline in school. Guidance and counseling services in collaboration with the SBMCs can serve as a tool of choice for learners in the prevention of indiscipline in school. The American Counseling Association (2007) reports that group counseling reduces learners' negative and violent behaviour. Consequently, students who are involved in a counselling session in school demonstrate more positive behaviour than learners that tend to exhibit violent and hostile behaviour. Musa and Martha's (2020) study in Uganda on school management mechanisms and control of discipline among upper basic pupils in primary school used both qualitative and quantitative approaches on a sample of 291 participants from 11 schools. They reveal that guidance and counselling had assisted many pupils to discover themselves and their attitudes and behaviour which invariably changed their behaviour positively. Also, their findings show that school rules and regulations, as well as a collaborative synergy between school and family streamline the behaviour of pupils at school and home, serving as a predictor of pupils positive behaviour. Peer counseling develops a learners-to-learner relationship and gets the school connected while improving the school's climate and culture. This leads to effective conflict resolution, stress management and problem-solving skills.

According to the Human Rights Watch (1999), guidance and counselling is an effective approach to enabling the teacher to inspire and encourage positive behaviour in learners, especially when educators have good knowledge about the situation, background, or peculiarity of the student. However, the experiences of learners are sometimes, beyond their control, depriving them of the capacity to comply with school rules and regulations. In support of this view, Ruirie (2018) argues that some learners do not feed well, hawk, have the care of their siblings imposed on them, walk long distances to school, and lack love in the family. All of these interferes with the concentration of learners during the process of teaching and learning in school. Therefore, the unleashing of appropriate counselling and guidance these learners aid them to adjust their thought and overcome some of these challenges such that their education is attained. Counselling allows learners to get social and emotional support from both teachers and learners, allowing teachers to

interact with learners effectively in order to understand their situation and give guidance and counselling that can elicit appropriate behaviour (Thomson, 2024).

#### **2.8.2.6 Conflict resolution mechanisms**

Conflict and violence are a major social phenomenon that occur within and outside school communities, where people of dissimilar and diverse race reside (Hollins, 2015). Thus, conflict resolution approaches are required to arrest such situations when they arise. Such conflict resolution efforts must be made with an understanding of the diversity in the locality or neighborhood where the school is situated. In this respect, the affirmative role of the SBMCs, as well as their efficacy and efficiency, have been revealed by several studies (Igwubor, 2020). The SBMCs have adopted some approaches in intervening between school and host community, teacher-administrators, teacher-teacher, student-student conflicts (Nkomo & Buchanan-Clarke, 2020). Thus, traditional leaders are able to effectively play their roles in conflict management and resolution as well as managing people's affairs such that peace and order are stabilised in society.

#### **2.8.2.7 School-wide approach**

Learner discipline is the responsibility of educational staff, the parents, the SBMCs, the PTAs, the school management teams, and other community members (Oko et al., 2022). Schools do not exist in a vacuum. Thus, the involvement of community members is very crucial for supporting the emotion and positive discipline of learners (Belle, 2018). The Ministry of Education and Human resources, Tertiary Education and Scientific Research (2015) describe the school-wide approach as a preventive measure against indiscipline. It involves providing support to educators in their attempt to sustain high behaviour standards; organising and facilitating the training of staff to successfully manage challenging behaviour; leading by example; developing a sense of belonging to the school among the students; effectively working in partnership with parents to develop and support the social and emotional skills of students; promoting a positive school culture; arranging in-house sharing of experience and good practices; and acting promptly against all forms of student indiscipline. In other words, the SBMCs are expected to use their authority and leadership to inculcate positive learner discipline in schools (Beebeejaun-Muslum ,2014).

The adoption of holistic strategies in maintaining and sustaining discipline prepare the learner to be a responsible and good citizen (Belle, 2018).

Therefore, the process of instilling good behaviour and conduct requires all stakeholders to leave their comfort zones and join the movement to rescue unruly learners from their delinquencies. Consequently, Character org. (2015) emphasises that the role of teachers goes beyond teaching knowledge and skills to assisting learners in defining who they are as well as helping them to become responsible to themselves and society. In other words, educators cannot single-handedly accomplish this task without the support of the SBMCs. Dalporto (2013) defines discipline as the provision of adequate support and guidance or direction for learner's behaviour such that they can act in keeping with the rules and regulation of school as well as maintain principles of human decency at home and beyond.

#### **2.8.2.8 The use of respect as a positive behaviour intervention**

Respect is the act of addressing a learner with the right word at the appropriate time in such a manner that it boosts the morale of learners, prompting him to reciprocate (as the saying goes, "respect beget respect"). Ruirie (2018) posits that the language that upholds respect is the language of practice by an individual. He further states that what we say to one another other is the language of practice (Ruirie, 2018). Sometimes, utterances may be so negative and ill-spoken that the learner wishes to them back, while at other times those words could sound striking the right balance between accountability and respect such that both parties win. Those are words that produce positive result (Holloman & Yates, 2012). Mutual respect is like a two-sided coin; both parties must give a listening ear in a respectful manner and resolve issues of concern in a manner that benefits everyone. The right string of words can arrest the heart and mind for positive behaviour and this lead to productive and respectful culture. Also, Ruirie (2018) argues that a positive approach to discipline which involves treating learners with respect and as adults who must provide the solution to problems can elicit positive performance from them more easily and gratefully than punishment. The persistence of such respectful practice produces a climate of respect in school which is a strong tool for the sustenance of positive behaviour among learners in

school (Holloman & Yates, 2013). A language of respect is accomplished by the tone of expression (Holloman & Yates, 2012). Thus, the use of a soft voice in scolding or chastising a learner can cause a learner to feel remorse, ready to desist from unruly behaviour, and "turn a new leaf". A learner who intentionally and purposefully exhibits respect and consciously makes the decision with gratitude and consideration to everyone makes learners feel valued and empowered. On the other hand, disrespect is devastating and results in a deeper problem and disrespect for others (Holloman & Yates, 2012). The primary goal of school leaders in sustaining discipline in school is to build an edifice and uphold a culture of mutual respect in school.

## **2.9 The Role of School-Based Management Committee in the sustenance of learner discipline**

Maximum empirical literature in developing countries focuses on the learners' enrolment, completion, and years of schooling, while a quite small number of scholars thoroughly investigate how the SBMCs play their role in sustaining learner discipline in school. Therefore, this section is viewing the role played by the constituent members of SBMC in sustaining learner discipline in secondary school. The major dimension of roles of the SBMC in this study include five members (principal, teachers, learners, parent-teacher association and traditional leaders) in the sustenance of learner discipline in school. These are critically discussed below.

### **2.9.1 Role of the principal in sustaining learner discipline**

The role of the principal as the agent of change in sustaining learner discipline cannot be overemphasised. Njoroge and Nyabuto (2014) point out that the principal is one of the prominent decision-makers and also, an effective leader who has power and authority to ensure that learners obey the school's code of conduct. They also ensure that teachers effectively apply the right tools for discipline management practices (Belle, 2016). Strong leadership proposes a better chance for a suitable culture that enhances positive discipline in school. Hence, the principal has a huge role in both the school and the local community to enable everyone take the initiative to discharge their responsibility in the success of sustained learner discipline. Moreover, the principal works collaboratively with stakeholders and the SBMCs such that constant meetings are held, carrying them along with the situation of the school, particularly areas that need intervention and

specifically on learner discipline as well as the provision of infrastructure in the school. The collective effort in promoting effective discipline springs from a climate and culture that strengthen the smooth teaching and learning process. An effective principal, as a figure of school, is a role model for acceptable and standard behaviour as well as the respect of the school so that learners and educators behave responsibly (Fullan, 2023).

A principal can only be successful in maintaining order in school when he or she has constructed the vision and goals of the school, particularly in the area of discipline to the learners in the assembly or meeting hall and the educator during the meeting (Belle, 2016). The principal needs to improve learners' feelings of belonging via self-regulation and skill, rule and logical consequence, problem-solving skills, responsibility, and teaching social skills and a sense of self-esteem (Yates et al., 2012). Most importantly, a principal who is effective in sustaining discipline among learners encourages the school-home partnership (Belle, 2016). In other words, the principal communicates and shares the vision of the school regarding the importance and epitome of a violent-free, and safe environment to facilitate conducive teaching and learning that results in effective academic performance. In addition, the sustainability of learners' discipline cannot be addressed by the principal alone but with the support of the teacher. Thus, the principal engages the educators with professional development so that they are given workshops or seminars on collaboration, interpersonal, problem-solving, collegiality, compliance, and team work skills (Belle, 2016). The development of leadership skills among educators enables them to impact learners' capability in conflict resolution, cooperation and interpersonal as well as intrapersonal skills, and this goes a long way to assist learners to demonstrate acceptable behaviour and be responsible to themselves and society.

### **2.9.2 The role of teachers in sustaining learner discipline**

Teachers are experiencing high levels of indiscipline among learners in schools all over the world, and this makes it difficult for teaching and learning to take place in a safe environment (Hulvershorn & Mulholland, 2018). Several researchers such as Nakpodia (2010) argue that teachers play a vibrant role in maintaining discipline within the school. In support of this, Moyo

et al. (2014) opine that it is the responsibility of educators to maintain and sustain discipline in school. Also, Varma (2014) points out that educators' responsibility on the development of learner is beyond teaching, but also, they have to cater for the moral upbringing of learners, as well as ensuring that they become law-abiding people. In other words, educators are to go the extra mile of inculcating good morals in learners and acting promptly against any unacceptable behaviour. They are to be vigilant so that learners always abide by the rules and regulation of the school, and that the ethos of conducive teaching and learning is attained. Learners' academic performance can blossom when educators realise their role in sustaining discipline in the school community. Govender and Sookrajh (2014) claim that for learners to concentrate on their school work and achieve their dream of success, educators are expected to effectively handle disruptive learners in class. Furthermore, in handling such disruptive learners, educators need to avoid a punitive approach while ensuring that the situation is arrested and learners' attention is directed to classwork (Hulvershorn & Mulholland, 2018).

Educators are also expected to couple discipline with fairness (Levinson, 2020). Maynes and Mottonen (2017) state that fairness is a moral value that is devoid of partiality when addressing competing interests in respect of any issues. That is, in the school context, the interests of both teachers and learners is to be given consideration and protected. The educator must tailor all disciplinary measures towards the enhancement of learning for the learners. An effective teacher is not only about enhancing test scores, but also making a difference and contributing substantially to the life of the student (Rasooli et al., 2023). Consequently, teachers are required to direct learners towards improved behaviour. Teachers are also expected to be on the lookout to ensure that the classroom is arranged, and monitor and provide adequate teaching and learning materials for the achievement of learning objectives. The most important thing in transforming a learner's behaviour is for the educator to get connected with him or her before implementing any corrective measure (US Department of Education, 2003). Most importantly, when the needs of learners are met, it keeps them calm during teaching and learning and enhances discipline. In such an environment, teachers are happier, work better, and have a higher success rate. Educators are required to motivate or arousing positive behaviour among learners in school, specifically in encouraging a specific behaviour that is contagious for the improved positive attitude and encourage learning.

### **2.9.3 Role of learners in sustaining learner discipline**

The exhibition of good and acceptable behaviour by learners leads to a positive school climate (Marais & Meier, 2010). The learner has the autonomy and can contribute meaningfully to the efforts of ensuring positive discipline, safety, and security in school, particularly, when their participation is efficiently enabled. As such, to enable their active involvement in learner discipline; some roles have been assigned under the policy of national security, safety, and violence-free (2021) such as effective participation in the planning on school environment that is violence-free and safety assurance; participating in periodic drills and using strategies in both the community and school (based on their age) to keep the school community safe. Moreover, learners are expected to be well-trained and equipped with a skill that can enable them to be successful and fit into society and the world at large. Lukman and Hamadi (2014) posit that peer groups have great influence on what the learners learn, know, value, eat and wear. The influence of peer pressure on learners can result in positive or negative outcomes. However, learners need to be self-controlled as they interact with their peers, pursue goals and needs as well as labour for success in their day-to-day activities. Thus, discipline should be seen as central to the success in life, since it enables the development of skills in meeting and overcoming life's challenges with courage and confidence. Discipline is the practice of truthful and firm compliance to cultural standards and values; legislation and guidelines; and the capacity to put oneself and others in control in a challenging situation (Mohapi, 2014). Therefore, it is the responsibility of the SBMC to support and build discipline among learners such that disruptive behaviours are eradicated in schools.

### **2.9.4 The role of the Parent Teacher Association in sustaining learner discipline**

The PTA is a non-commercial, non-partisan, and non-sectarian group that encompasses the administrative staff of the school, teachers, parents, or guidance of learners collaborating with school authority to support and enhance the educational well-being and success of learners (Iremeka et al., 2021). The PTA is a formal non-profit organisation that facilitates and encourages

the participation of parents and guardians in decision-making processes that affect their children or wards at school and raising fund to complement school project. In Nigeria, the establishment of the PTA becomes necessary in both primary and secondary schools as a result of various problems challenges relating to educational sector. With the PTA, parents are not indifferent to the failure of educational standards but rise to salvage it and provide solutions to school problems. In support of this, Mutinda (2013) asserts that the PTA is a voluntary association established in school for meaningful contribution to support the development of school. In addition, Iremeka et al. (2021) assert that the PTAs promote the well-being of learners by providing books and relevant materials to strengthen the school library.

Research Clu.com (2015) highlights one of the roles played by the PTA, and this includes collaboration with parents, teachers, and learners in ensuring that all learners are treated fairly in line with the code and conduct of the school. The study shows that parents play a few roles in guiding and counseling students, handling cases of misconduct that were reported while out of school, supervising remedial work at home, reprimanding learners over cases of indiscipline, and monitoring their movement while out of school. Obi (2020) asserts that the PTAs in Nigeria work relentlessly with school board management to make sure high moral standards and academic excellence are achieved in school. Furthermore, Iremeka et al. (2021) report that the PTA is involved in the school's life and other activities to ensure that learners' welfare is cared for and protected. Moreover, the author argues that the PTA encourages good understanding and rapport between teachers and parents, and provides an opportunity for learners to realise that their parents have a hand in their school activities, which reduces crises in schools. Moreso, the PTA encourages parents to get involved more in the schools' activities, being fully involved in their children/ward problems and school as a whole. They complement the government's effort by providing water, electricity, building infrastructure, books, and teaching materials, while maintaining quality assurance in education (Mutinda, 2013). This collaborative effort of the PTA with school management shapes learners' morality and keeps them in check such that there is no hiding place for misbehaviour. Thus, sustainable discipline is accomplished among learners.

### **2.9.5 Traditional rulers and their roles in sustaining learner discipline in schools**

Traditional leaders are known as chiefs or kings of independent communities or states that existed before the formation of modern Nigeria (Igwubor, 2020). A traditional leader is the head ruler of his clan, ethnic group, and community. In other words, traditional rulers are seen as the highest executive authority in a given community, as they have been chosen by the culture and tradition of the people. Traditional leaders do not have formal political power, but are considered to be influential and respected in society (Igwubor, 2020). The government acknowledges the office and power of traditional leaders by empowering them with a "staff of office "and consequently, they are greatly valued and admired; their words, as well as law, are obeyed by the society (Igwubor, 2020). The role of the traditional leader has evolved over time in independent Nigeria to the point where, today, they play a vital role in communications between the state government and people, while advising modern politicians on the security and well-being of the citizen. Traditional leaders in Nigeria act as the rulers of their communities and custodians of the culture of their people. Therefore, they have control over community members at the grassroots (Koenane, 2018).

Most importantly, since the inception of the SBMCs in schools, traditional leaders have continued to be represented in schools and are actively involved in matters relating to schools, especially in the maintenance of discipline in schools. These traditional leaders have direct contact with parents to call their wards to order in cases where there is misbehaviour erupting among learners. The involvement of traditional leaders in secondary school education has led to children, especially girls, being retained in schools. Traditional rulers control important resources such as land, and can provide support for children from the disadvantaged contexts by giving them needed school materials, and through their kind attitudes, bring many children to school. They chair meetings of elders and this enables them to play a vital role on issues related to the rules, culture, and customs of the society (Igwubor, 2020). The traditional leader often commands more respect in the community than government officials (Michalopoulos & Papaionnou, 2015). Koenane (2018) argues that traditional leaders are very effective in conflict resolution, as well as in reducing the prevalence of indiscipline within and outside the school community. Moreover, traditional leaders play a key role in promoting the keeping of girls in the schools located in their communities. The roles of traditional leaders in the maintenance and sustenance of learner discipline are highly significant and have a great impact on the school's ability to achieve their

aims and objectives as well and the sustainable goal of the nation. Therefore, the role of traditional leaders in sustaining peace, foster cohesion, and participate in school governance is vital in achieving academic success and a conducive teaching and learning environment (Wong et al., 2020).

## **2.10 School-Based Management Committees' provision of facilities, infrastructures, and funding to sustain learner discipline in school**

Complete facilities and infrastructure go a long way in enhancing the well-being of both staff and learners, as well as promoting positive discipline both within and outside school. Maina et al., (2020) assert that the procurement and maintenance of high-quality facilities and infrastructure had been in a deplorable state before the commencement of the SBMCs. As such, those facilities lacked proper supervision, materials and workmanship, and were affected by various political intrusions. Simeon and Nnaa (2020) declare that the maintenance of discipline becomes impossible when there is a lack of seats and poor classrooms. Yet, Al-Omari (2020) points out that accessibility to teaching and learning materials is essential in promoting school discipline. Given this, Asiyai (2013) affirms that most facilities and infrastructures in Nigerian public school are nothing to write home about and do not encourage an effective teaching and learning process. However, Simeon and Nnaa (2020) point out that the SBMCs are proactive in the maintenance of physical facilities such as provision and renovation of classrooms, laboratories, libraries, and field buildings, and ensure the effective and efficient use of facilities. The fact is that good infrastructure is an enabler of class control, and teachers' effectiveness and encourages learners to be regular in the classroom.

Suleiman and Bawa (2009) conducted a study on the SBMCs in five states in Nigeria with regards to school funding, and revealed that a lack of funding weakens the functionality of the SBMCs, particularly in the provision of funds for building projects such as laboratories and libraries, as well as other capital-intensive endeavours. On the other hand, a study by Khadijat et al. (2017) on SBMCs' contribution of grants to girls' enrolment, completion and performance in secondary school in Bauchi State indicated that the SBMCs carry out several roles in raising

funds in both cash and kind to meet intermittent school expenditures. In such cases, the financing of school projects becomes a joint effort between the school and community, as well as public and private stakeholders in the economy. Walakira (2014) declares that NGOs, as one of the key stakeholders, have played an effective role in funding schools. He advised school leaders to open up their needs and demand to the public in order to be salvaged from their predicaments, particularly in the area of raising funds.

High-quality facilities and infrastructure are pointers to a conducive teaching and learning environment and academic success (Pillay & Shipalana, 2023). Facilities and infrastructure include laboratory equipment, computers, yards, sports fields, water, various types of furniture, school buildings, teaching aids, land, roads to school, and books (Asiyai, 2015). Class control is more effective, and learners tend to stay in school when there are high-quality facilities and infrastructure. Pillay and Shipalana (2023) assert that facilities and infrastructure are highly essential to gaining the attention of the community such that schools can be supported. Complete facilities and infrastructure go a long way to enhance the well-being of both staff and learners, and promote positive discipline both within and outside school. In conclusion, I should point out that facilities and different forms of equipment are crucial for supporting effective teaching and learning. What we have learned from literature is that the SBMCs can play an important role in mobilising the acquisition of such materials and infrastructure for the schools.

## **2.11 Conclusion**

This chapter has articulated an interrelated literature on School-Based Management Committee from a global, African and local perspectives, regarding the role this body plays in sustaining learner discipline in schools. The literature review has indeed unveiled numerous challenges around the phenomenon of learner discipline universally and which necessitate the push towards the establishment of the SBMC in schools as an important measure to sustain positive behaviour in schools. The importance of enacting and embracing SBMCs in schools cannot be underestimated as their role is paramount in the sustainability of a constructive attitude. Details discussions of SBMC and learner discipline have given more insights into the significance of stakeholders in collaborating with school to provide, protect and support learners to maintaining

as well as sustaining positive discipline among learners. The next chapter focuses on theoretical and conceptual framework underpinning this study.

## **CHAPTER THREE SUSTENANCE OF LEARNER DISCIPLINE: A CONCEPTUAL FRAMEWORK**

### **3.1 Introduction**

The previous chapter presented literature on School-Based Management Committee and discipline correspondingly. This chapter presents a review of some theories, models and concepts relating to school management, discipline and leadership that anchored this study. This study aimed to explore the role played by the SBMCs in sustaining learner discipline in schools located within a disadvantaged context. Thus, to understand what constitutes the operational function of the SBMC in sustaining learner discipline while optimum academic excellence is anticipated in learners, I had to select some relevant and appropriate conceptual framework as lenses to the framework of this study. In other words, two sets of relating frameworks are adopted in this study. Consequently, the first centres on discipline, while the second focuses on leadership. The section that follows present the relevant theories which are as follows: Theories on discipline are William Glasser's Reality Therapy, Self-regulation theory By Bandura, School-Wide Positive Behavioural Support (SWPBS) Model. While Leadership theory are as follow: Collaborative Governance theory; Sustainable leadership theory, Share leadership theory, Instructional school leadership theory, Ethical leadership theory and visionary leadership theory.

### **3.2 Positive discipline model**

Positive discipline is an important model for classroom management that helps learners to become responsible, resourceful and respectful individual in the community. It is an act of helping learners to develop self-control and a sense of experiencing the consequence of action of behaviour as well as to learn from his or her mistake. The goal of this model is not to punish but to teach learner to take responsibility for his or her actions and learn to exercise self-control in behaviour. Glasser is one of the main founder of the thinking of positive discipline. As such, this

model improve not just academic achievement but builds long-term self-esteem and empowerment. This section is discussed as follows.

### **3.2.1 William Glasser's Reality Therapy (1992)**

The reality therapy theory was developed by William Glasser in 1992 with a focus on psychological and physiological behaviour. According to Glasser (1996), behaviour is displayed because of particular needs such as love, survival, fun, freedom, and power. Glasser's (1999) assumption is that the school environment is the cause of learners' disruptive behaviour, and so school leaders should create an environment that provides for their needs, leading them to avoid disruptions. Glasser (1999) further proposes three elements needed for schools to sustain effective practice: (a) School leaders must manage both learners and educators to void any coercion and this can be achieved specifically by lead-managing rather than boss-managing relationship; (b) Learners are to be persuaded to have an effective and deep thought about what quality of schoolwork and life is all about as well as its importance in their life-long success; (c) Learners are to be persuaded to appraise the value of everything they do or are engaged with within the school. This theory is suitable for this study in understanding how the SBMCs play their roles as lead managers in the positioning of the school environment to meet the needs of learners to sustain positive discipline among learners.

### **3.2.2 Self-regulation theory By Bandura (1988)**

Self-regulation theory is an element of Bandura's social cognitive theory (1988). The theory emphasizes a collaborative and model relationship depicting the functionality of an individual. It is based on the cognitive influences, environmental factors, social factors, behavioral features, and personal intuition (Britt, 2015). The study of Crossley and Buckner (2012) argue that learners need to possess the capability of self-regulation to be successful in all their endeavours. The authors further state that self-regulation control and direct the responsibility of individuals for their action and behaviour and, thus, enables them to choose and engage in activities that comply with the norm and conduct of the society (Crossley & Buckner, 2012). Therefore, it is the

responsibility of the community members to manage the action and behaviour of learners to ensure safety and an effective teaching and learning environment. In support of this view, Audi (2009) added that the theory of acceptable and unacceptable behaviour embedded in personal intuition enables individuals to understand that a particular action or behaviour is right or wrong. Therefore, discipline in school can denote the learners' behaviour that is right or wrong depending on the view of intuition.

In this study, a combination approach that holds the view of intuitionism, self-regulation of the principle of the acceptable and unacceptable norms and conduct of schools, thus, shows that learners the need to have the intuitive knowledge of the component of acceptable behaviours in school. Accordingly, school authority who is, indirectly, also part of policymakers has to understand the type of code of conduct required to work and manage the behaviour of learners. Teske et al., (2013) prominently affirms that school authorities have the responsibility to enable and assist learners to correct, as well as in maintaining their behaviours. Studies such as Britt (2015) confirms that self-regulation is an effective lens to understand the sustenance of learners' discipline and positive learning outcomes. Teske et al., (2013) stress that behaviour can be modified through interventions. Although, the sustainability of this behaviour change is unknown and limited (Crossley & Buckner, 2012). Intervention in self-regulation improves cognitive skills, mental health, delinquency, and emotional regulation (Murray & Rosanbalm, 2017).

The philosophy of the people is that success achievement holds on the ability to self-regulation or self-efficacy. An effective, exact and real discipline is a discipline emanating from self. This is a self-discipline that is developed by individuals. According to Murray and Rosanbalm (2017) true discipline is the self-control that stems from the learners internally. Bandura (1988) also believes that the process of discipline is within that form or incorporated into the value of an individual. Self-discipline in this study refers to the discipline in which learners use their intuition or effort of self-efficacy to act or behave in an acceptable way to social norms and conduct that is devoid of exterior influences. Crossley and Buckner (2012) argue that learners demonstrate positive behavior when educators cooperate and encourage them. Similarly, a strong SBMCs is highly essential in the creation of sustainable learner discipline in school. For the purpose of this study,

techniques for sustaining learner discipline used by the SBMCs in empowering school leaders to achieve a safe and conducive environment for effective teaching and learning will be explored.

### **3.2.3 School-Wide Positive Behavioural Support (SWPBS) Model (2002)**

Lane et al. (2011) argue that schools are expected to make provision for the model that offer sustenance and network for administrator, principals, educators, learners and school-site managers instead of pursuing learners at risk of disruptive behaviour. Sugai and Horner (2006) emphasise the importance of adopting whole school-wide management strategies. In support of this, Lane et al. (2013) opine that it is essential for schools to create a free in and out violence atmosphere as well as being safe in all ramifications to enhance a conducive teaching and learning environment for both learners, teachers and staff. The model of SWPBS is a framework that acknowledges that learners display some goal-directed behaviour and response to social interaction, emotional stress, and environmental happenings (Sugai & Horner, 2002). Consequently, systems are modified and transformed to improve the value of life as well as reduce behavioural problems (Sugai & Horner, 2002). Thus, the collaborative effort of school, the SBMC, and community members in effectively playing their roles at all levels will reduce behavioural problems. This becomes possible as the overall climate will be enhanced and academic performance is achieved as well (Osher et al., 2010). The effective synergy and collegiality among the SBMC and stakeholders is a powerful tool to maintain and sustain learner discipline. According to Martella (2012), three goals are identified by SWPBS, namely; (i) creating strong policies and practices that encourage positive rules for behaviour (ii) categorising and making the choice of a range of practices and interventions that are evidence-based (iii) enhance the ecological arrangements of the school. Certain scholars such as Lane et al., (2013); Manning and Bucher (2013) claim that SWPBS comprises social skill training, reactive strategies, parental training, proactive strategies, academic restructuring suitable for learner behaviour, and individual behavioural intervention.

In addition, some elements of the SWPBS model as delineated by some researchers such as Sugai and Horner (2006) include; (1) involving all stakeholders; (2) correcting misbehaviour by using a

constant set of consequence; (3) Teaching social skill and behavioural expectation; (4) school-wide behavioural expectation; (5) reinforcing appropriate behaviour; (6) using administrative support and resources on both the school and district level to facilitate the implementation of the SWPBS (7) collecting and analysing data on behaviour (8) replacing reactive discipline with proactive management and prevention. The SWPBS model acclaims that parents are to key into the objective and goal of school behaviour management programme and intervention by training them. Thus, parents can monitor the progress and attitude of their wards effectively. Accordingly, SWPBS is appropriate in appreciating the practices of the SBMC in promoting positive rules for behaviour among learners in school. The SWPBS model was expounded in-depthly within the approach of prevention and the three tiers of implementation namely: primary prevention, secondary prevention and tertiary prevention (Belle, 2016; Sugai & Horner, 2006).

#### **3.2.4 Prevention approach in School-Wide Positive Behavioural Support model (2002)**

Prevention entails teaching and conceptualising a common set of positive behavioural expectations. It also involves rewarding and acknowledging expected behaviour and this is done by establishing and adopting consistent consequences on problematic behaviour; this includes teaching or re-teaching alternative behaviour (Osher et al., 2010). The aim is to establish a classroom climate and positive school environment where expectations for learners are taught directly, predictably, acknowledged consistently, and actively monitored. The SWPBS model supports interventions and a comprehensive three-tiered continuum of behaviour that ranges from preventing the development of problem behaviour to declining the intensity or impact of the occurrence of problem behaviour (Sugai & Horner, 2008; Horner et al., 2009). Horner et al. (2009) argue further that it is more cost-efficient, effective, and productive to emphasise preventing the occurrence and development of problem behaviour. The perception of the three-tiered model supports an instructional and proactive approach to establish the required level of support based on students' individual needs within these high prevention frameworks (Lane et al., 2006). Rickert (2005) explains that an efficient school-wide system may not only be instructional and proactive but also positive. This is because this may require constructive, affirmative, and encouraging interactions between all the school staff and learners.

### 3.2.4.1 The primary prevention

At every base of the three-tiered model is the primary prevention component. The emphasis is on behaviours and instructions on a school-wide basis such that learners do not fall victim or be at risk for a lack of discipline in schools (Martella et al., 2012). In other words, there are no eligibility or screening determinations since every learner is expected to be a participatory member just by attendance in school (Lane et al., 2008). Martella et al., (2012) opine that it supports all learners in all ramifications (hallways, classrooms, bathrooms, cafeterias, toilets, buses, playground, bus terminal, and all assembly points). Most often, the principal engages the school, family members, and elites in the community who make sure that there is an effective implementation of a positive behaviour plan under the supervision of the leadership team (Lane et al., 2013). Horner et al. (2009) note that the focus should be on teaching, defining, rewarding, and monitoring a small set of behavioural expectations for every learner across the classroom and non-classroom settings. Again, Martella et al., (2012) suggest that the behaviour management and primary prevention strategies must be adequate at encouraging every learner to exhibit positive behaviour at school as this will enhance the reduction in the number of learners who may require the tertiary intervention.

It is obvious that on average, about 85 % of learners benefit from a primary prevention strategy (Lane et al., 2013). Also, the authors agrees that, to effectively implement the primary interventions strategy, the principal, with the cooperation of the school management team needs to; (a) Identify possible results or ascertain what they plan to achieve; (b) Invest in school-wide systems and also establish programs that would facilitate the implementation of interventions; (c) Implementation of the selected contextually appropriate and evidence-based practices; and finally; (d) To gather and adopt data that will assist in making decisions. To develop a required system for the primary tier readiness, all the representative SWPBS team, comprising the SBMCs who also are the coordinator of the implementation process; representative of special services with behavioural expertise; a selected group of educators, and identified team coach who should have a social influence on other team members are expected to employ a data system that can facilitate meaningful visual displays and data entry, as these would support the participants to operate as a team in SWPBS training (Lane et al., 2013).

The study of Winett et al., (1991) claim that, the process of implementing primary tier SWPBS requires that the school leaders initiate and monitor the selection and implementation of practices interventions as identify in the following steps; (a) Develop a limited number of positively stated expectations; (b) Conceptualise the expectations in the context of settings or routines; (c) Establish plans on scripted lesson to teach expectations; (d) To improve on active supervision both in the settings of classroom and nonclassroom; (e) Acknowledging an appropriate behaviour must be developed in a continuum strategic manner; (f) Establish a staff reinforcement methods that acknowledges staff's efforts that were involved in the implementation of SWPBS; (g) Establish a plan of action to act as guidance to implementation and roll-out. Therefore, it simply implies that it will specify how expectations would be introduced, where problems will be displayed, where and when lessons on social skills would be taught, and how and when the implementation of school-wide reinforcement system will be undertaken. Finally, the collected data may be adopted to monitor the fidelity and effectiveness of the SWPBS model. The SBMCs need to have efficient behavioural impacts to decrease to the barest minimum possibility of problem occurring among the learners (Winett et al., 1991). Lane et al. (2013) note that the team administers and measures the validity of accepted social implications before the implementation of the SWPBS model. The SBMCs can adapt the information to identify areas of concern after which the plan can be modified early enough.

Consequently, the extent to which the new behaviour remains over time and in new situations or settings may be investigated to determine the effectiveness of the intervention. This concept is also known as a generalisation (Lane et al., 2011). This information is valuable as it enhances the involvement of participants in the SWPBS and the level of implementation's achievement depends on the degree of the generalisation in the school environment. From the above discussion, it becomes obvious that the plan on primary intervention in respect of the SWPBS model and its hallmark is the emphasis on data. This emphasis could guide decision-making that is capable of supporting social behaviour and learners' learning. Findings from the research show that SWPBS enhances an effective school environment where practices capable of stimulating proactive behaviour can be implemented successfully (Horner et al., 2009).

#### **3.2.4.2 The secondary prevention**

Martella et al. (2012) pinpoint that on average, about 29% and 26 % of high and middle school learners respectively may require additional support because the global prevention practices and efforts may not work efficiently to meet all learners' social needs with an effective primary tier prevention plan. According to Martella et al. (2012) secondary tier prevention has been designed to assist every learner exhibiting too many specific risk factors such as poor school attendance, poverty, low achievement, limited family support, poor self-esteem, or those with difficulties. In the display of limited social interactions such as striving to interact or socialise with peer group during normal usual unstructured activities or interrupting behavioural challenges such as display of verbal aggression directed towards adults and peers or even those with bad performance in fluent oral reading (Lane et al., 2013; Manning & Bucher 2013). The main target of secondary prevention is to devise a procedure by which harm can be reversed. Emphases are to be particular on those groups of learners selected and attention should also be on the prevention of problem behaviour from resulting in deteriorating condition. Consequently, this secondary tier prevention has been structured to assist a targeted group of learners with behavioural difficulties or those at risk of learning. Attention should be given to those who pose a severe threat to themselves and others at the school. Further, Manning and Bucher (2013) suggest that for those learners who failed to respond to the general or the universal level, the leadership team of SWPBS may progress to the next secondary prevention stage and repeat the same procedure that was initially adopted and implemented during the primary tier prevention.

Data may be collected to ensure that progress is measured towards outcomes; sources of data may include attendance records, office discipline referrals, points earned for desired behaviour if point systems are adopted in the intervention process, progress cards, report cards, school-wide education tools, and counseling referrals, among others (Lane et al., 2009). It is a usual practice for the SBMCs to intensify support on the primary tier prevention, which can improve the structure, to offer provision for more instruction on social skills, and offer regular reward oriented reinforcement while offering a token economic system (Manning and Bucher (2013). Again, secondary intervention strategies involve pre-correction, choice-making, increasing learner opportunities to respond, self-management, and use of praise by the educators and principal (Lane et al., 2013; Lane et al., 2011). Other intervention strategies include good behaviour game, high

probability requests, compliance training positive peer reporting, and replacement behaviour training, behaviour contracts, effective instructional, active supervision, with-it-ness, techniques such as proximity, offering choice, unstructured feedback, and check-in check-out, preferred activities, and a daily behaviour report card (Lane et al., 2013)). Systems such as the SBMCs are instituted to be sure that practices adopted are implemented with fidelity and that data is regularly reviewed, collected, and adopted to enhance decision making (Lane et al., 2013).

The above postulations are in agreement with the argument of Lane et al. (2011) (2011) who submit that many of the targeted learners need to respond in a manner that is empirically positive when validating practices or interventions that were administrated with fidelity and consistency. When implementing, designing, and evaluating the secondary intervention plan, SBMC needs to have a master list for every secondary support available at the school site. Lane et al. (2013) suggest three of such supports, which include the followings: (1) the behaviour education programme which offers a daily check-out, check-in system that assists educators to provide learners with instant feedback on learners behaviour with more opportunities for positive interactions among adult (2) a group with study skills where the targeted group of learners assembles in three days per week where moderated attentions are given for about thirty minutes and lessons that focus on study skill strategies are taught; (3) the Incredible Years Training for Children with special attention on curriculum building skill in school where success and interpersonal problem-solving, anger management.

These social skills group were recognised as well as encouraged and learners meet with the school psychologist for about three days per week for thirty minutes' lessons focusing on how to improve some specific deficits in social skills. Here, the leadership team in schools (a) Defines the service to indicate who is to implement the support, under what information and conditions on how often and how long the service would be implemented; (b) Defines how learners would be acknowledged for possible participation; (c) Designate how data would be monitored after collection to ascertain how secondary support programme shapes the performance of learner; (d) Identify how data on treatment integrity could be monitored to ensure adequate implementation; and (e) Itemise the procedure and criteria by which services terminated. Accordingly, the SBMCs is required to work towards inculcating positive behaviour among learners in a sustainable way.

Therefore, this aspect of second tier will enhance the understanding of how the SBMC work together as a team in sustaining learner discipline in school.

### **3.2.4.3 Tertiary prevention**

Tertiary prevention is one of the highest intensive and individualised levels of support or prevention obtainable within the framework of the three-tiered model (Lane et al., 2013). The SWPBS is aimed at those learners having behavioural and emotional challenges. It is also directed at assisting the families of the learners (Lane et al., 2013). Reservations of interventions are provided for learners with long-term and complex academic issues or resistant behaviours (Belle, 2016). On average, 5-7% of secondary school learners may require tertiary tier interventions (Belle, 2016). These levels of interventions are greatly costly concerning personal commitment, time, expertise, and school psychologists, counsellors, special educators, and behaviour interventionists need to possess specialised competence to build a comprehensive and team-based individual for their intervention plan (Sugai & Horner, 2006). The target of any tertiary prevention is harm reduction. Efforts on tertiary prevention are function-based interventions, which is the first Stage in the Success Programme and it includes cognitive behaviour therapy, pharmacological intervention, and anxiety management relaxation training (Lane et al., 2013). While tertiary interventions are based on functional behaviour assessment, implementation of the design and evaluation of the tertiary intervention plan follows a similar process to that of secondary and primary plans (Lane et al., 2013). The functional behaviour assessment (FBA) recognises environmental factors that affect the behaviour of learners as it only becomes necessary when learners display some challenging or serious behaviour that persists over time (Martella et al., 2012).

Clearly in the SWPBS model, school leaders play an essential role in the application of preventive and interventional strategies to maintain discipline in school. They ensure that every member in the committee cooperate to guarantee operation fidelity, acceptance and approval of intervention objectives of behaviour and learner achievement. Belle (2016) argues that educators, parents, nonteaching staff, school psychologists and social workers will not be successful in that application of practice or strategies except internal school leaders leads and organise every facet

of the SWPBS. As such, a functional SBMC excel in operational practice to promote positive behaviour among learners when they particularly the external leaders understand the vision and mission of the school. The SBMC needs to organise programmes and tasks that exposes learners to moral values, social skills and behavioural expectations that helps in replacing unacceptable behaviour with positive behaviour. The SBMC are expected to work closely with principals in effective actualisation of SWPBS models and they need to be an inspirational leader who should motivate the wider stakeholder to have concern and intentionally drive them towards the sustainability of learner discipline.

### **3.2.5 Conclusions on positive discipline theory**

The section above critically discussed on positive discipline models that anchored the sustainability of learner discipline in school. School-Based Management Committee has been instituted to give adequate support in the school development and improvement and particularly on learner discipline. Positive discipline is all about reinforcing the good conduct of learners and reducing negative behaviour devoid of physical or verbal aggression. As such, effective discipline is based on meeting the needs of learners for survival. Fun, belonging, power and freedom (Glasser, 1999). The SWPBS provides a synergy of wider stakeholders with efficient practices that promote learner discipline in school. The next aspect of theoretical framework of this study is on school leadership.

### **3.3 Leadership theories**

There are several classifications and theories about leadership that are present in the current literature. Leadership is central to the mission of learning institutions and many scholars concluded that leadership is dynamic and is a flexible developmental process (Bush, 2007). Therefore, leadership theories are essential in understanding all-encompassing sense-making frame. Invariably, leadership entails a particular responsibility determined to be achieved by applying both human and materials resources available and safeguarding the goals of the organisation (Bush, 2007). The leadership theories that anchored this study are as follow; Sustainable

Leadership Theory (2003); Share leadership; Instructional school leadership; Ethical leadership; Visionary leadership.

### **3.3.1 Sustainable Leadership Theory (2003)**

Sustainable leadership theory was developed by Hargreaves and Fink (2003) to ensure that organisations build on their current state towards a feasible successful future. This theory creates and preserves sustainable learning, sustain the leadership of other and secures success over time (Hargreaves & Fink, 2003). In articulating the approach of the role of leadership in sustaining change, there seems to be a strong relationship between leadership and sustaining learning. Sustainable leadership is defined as the main factor that reinforces longer-term school improvement and development (Davies, 2007). In conceptualising sustainable leadership, Gummerson (2015) recaps this theory into five principles; (i) Institutional leaders need to be morally and ethically grounded; (ii) Balancing short and long-term decision-making that impacts others positively; (iii) Sustainable leadership entails acknowledging district officials, community members, parents, and educators in the decision process; (iv) Sustainable leaders develop teachers and learners to work together at a sensible pace and to re-energise to avoid burnout; (v) The focus of sustainable leadership is to achieve long-term success in learners. The world is highly complex, and one leader cannot single-handedly control all activities without help (Fullan, 2001). Therefore, sustainable leadership is a shared responsibility. Sustainable leadership builds a culture that supports moral purpose which enhances the accessibility of success for everyone. Therefore, Gummerson's (2015) principles will be utilised to understand how the SBMCs played their roles in operationalising this concept and sustaining themselves and other stakeholders while promoting sustained positive discipline among learners.

### **3.3.2 Share leadership**

The aim of this study was to understand the role played by the SBMC in sustaining learning discipline. The crux of the matter is how the SBMC maintain and sustain discipline is the main target. Pearce et al. (2008) state that Share leadership (SL) is dynamic nature that enables an

active interactive influences process among members of a particular group for which the focus is on the attainment of the organisational goal. Share leadership is a shift from the ceremonial leader to share leadership model that leads to shared power and authority as well as decision making (Hughes & Pickeral, 2013). According to Mumbi (2014), the conception of shared leadership has risen to multiple terminologies such as authentic leadership (Costas & Taheri, 2012), delegated leadership (House & Aditya, 1997), collateral leadership (Alexander, 2001), distributed leadership (Burke, 2010), Team leadership (Mumbi, 2014), collective leadership (Mumbi, 2014). These terms are connected to shared leadership. In other words, Mumbi (2014) concludes that the operational role and function of leadership can be passed on to those not in formal leadership. A constructive school climate increases learner achievement and a sense of belonging. The SBMC need efficient and effective ways to boost school accomplishment. Positive Learner discipline is a strong enabler of, promoting self-worth as well as motivation, and proactive learning. Thus, positive learner discipline is the product of school climate.

Pearce et al. (2008) affirm that the involvement of stakeholders is a device for empowering employees through proactive involvement. These authors stress the fact that attention is needed on theoretical and empirical work as a vital aspect of involving stakeholder in the sustenance of learner discipline which is under-research in the literature. Shared Leadership from leadership viewpoint is an effective method to hearten the sustainability of the organisation (Mumbi, 2014). Thus, the SBMC commitment toward a shared leadership approach is an effective indicator of sustainable school improvement and development. Specifically, when there is a strong partnership between school and community in the process of decision-making, sustenance of change is possible to be implemented with faithfulness to quality practice (Ihedioha, 2021). For instance, when the SBMCs collaboratively decide on the expected behaviour and intervention among learners in school-wide, definitely the committee member will ensure this decision is implemented both in and out of the school environment as well as in the classroom successfully.

A study conducted by Manz (2010) indicates that the experiences of an organisation posits a positive connection between the demonstration of shared leadership and sustainable performance embedded in value shared that was echoed in inspired and viewing everybody as being a respected individual. Consequently, leaders with a wealth of knowledge, skills, and experience

will be tapped to develop schools, particularly in promoting and sustaining learner discipline. These collaborative effort results in safe and conducive teaching and learning; enhance academic performance; team spirit and work in a harmonious school, increase student learning, prevent bullying and other forms of violence; enhance school connectedness, reduce high school dropout rates, enhance teacher retention rate, increase student learning and achievement (Hughes & Pickeral, 2013). Hence, learners are well connected with adult and learn more, share leadership result in inclusiveness where vision and practice ensure everyone is engaged, the collaboration between school and community members produce a sense of belonging via share obligation. Hughes and Pickeral (2013) itemise five strategies that lead to sustainability of share leadership in school such as, Honour Grit leaders, Commit to shared responsibilities, Think Partnership, Build Respect and responsibility and Ensure shared purpose.

### **3.3.2.1 Honour Grit leaders**

Grit is the inner strength and character trait and this is paramount in the education system (Pearce et al., 2008). The importance of grit in collaborative work particularly in share leadership is inevitable. Courage is essential in share leadership (Hughes & Pickeral, 2013). Share leadership necessitates members of the committee to be ethical in their disposition. Thus, members of the SBMC are required to have moral and performance character. Share leadership offers leadership skills, strength, and trust in a collaborative form of addressing the challenges in school (Hughes & Pickeral, 2013). Ethical traits are about moral character namely generosity, chastity, honesty, and other personal traits such as optimism, self-discipline, and persistence (Tough, 2012). Thus, grit certify shared leadership is a partnership with strength and spirit, merging school and community and their connection into a climate of the school that encourages schooling for learners (Hughes & Pickeral, 2013). Grit ensure share leadership in weaving learners and school leaders and their effective relationship into a school climate such that learners' retention in school increases (Manz, 2010). Share leadership belief in collaboration to address challenges facing the school. Tough (2012) assert that resilience, optimism and perseverance are essential for successful performance. In other words, persistence is required for both learners and adult to subdue challenges and provide a lasting solution to problem. As such, the SBMC is expected "to

hold the bull by the horns” and unrelentingly overcome challenges as they maintain and sustain learner discipline in school.

### **3.3.2. 2 Commit to shared responsibilities**

Shared leadership is effective on the ground of participant or committee members sharing responsibility and accountability in a forum of partnership work (Pearce et al., 2008). Invariably, each committee members play a proactive role in their responsibilities effectively. As a result, empowering teachers, learners, parents, and other committee members to work collaboratively toward a common goal that enables them to be conscious and cognisant of the importance of their responsibilities and roles to be played in the work. In other words, the SBMC is expected to give full support and empower both learners and teachers in accomplishing school goals and objective and particularly in the sustainability of learner discipline. Shared leadership entails hard and committed workforces that are interested to play an effective role in school development and particularly in engaging in decision making in implementation and monitoring progress. Therefore, the SBMC need to support the principal to actualise the school project and provision of learners’ needs in order to aid the sustainability of learner discipline (Hughes & Pickeral, 2013).

### **3.3.2.3 Ensure shared purpose**

Share leadership necessitates shared goals and purpose for learner discipline, safety, and security as well as school climate (Hughes & Pickeral, 2013). In share leadership, all members of the team have equal input and influence. As such, the SBMCs are expected to share their strategies with their peers and constituent in contributing to the school climate and this divergent pathway share a common sense of drive and focus. The joint effort of education stakeholders towards a shared focus rather than working in isolation yields maximum result (Hughes & Pickeral, 2013). This requires the SBMC to share learner discipline strategies and learning outcome with their members in order to sustain quality school climate.

#### **3.3.2.4 Build Respect and responsibility**

Shared leadership encompasses respect and responsibility to consider diverse and novel ideas and approaches, as such individuals come with valuable skills, ideas, and experiences to produce and build quality discipline in learners and enhance the school climate (Hughes & Pickeral, 2013). It is highly essential to appreciate and value differences in the committee. The SBMC is expected to be aware of differences and embrace it in the group. Accordingly, networking and collaboration are connected to respect and shared leadership to develop a solid interconnected group that can effectively and efficiently work together in goal achievement (Hughes & Pickeral, 2013). In other words, effective SBMC achieves the sustainability of learner discipline when the committee members are well connected and acknowledge individual contribution with respect.

#### **3.3.2.5 Think Partnership**

Share leadership holds a balance power in partnership, although, creating power is perhaps an uneasy task in share leadership (Hughes & Pickeral, 2013). Consequently, dynamic school leaders are knowledgeable about this and clear cut is set so that the authority of leadership is made factual, members of the group are empowered and ensure decision in the work team are actualised. Also, they portray utterances of a positive school climate in their belief, deeds, utterances, starting with the climate they uphold between management and school staff (Hughes & Pickeral, 2013). Therefore, effective SBMCs are expected to reference the key leaders in the group, collaboratively approach to decision-making and display a model that enhance the sustainability of learner discipline in school.

To sum up, the five strategies highlighted above reveals the picture of what it entails for school leaders to thrive well in challenges of positive school climate and most importantly in the sustenance of learner discipline in school. The fact is that sustainability of learner discipline cannot be attained by one person. Educational institutions need to embrace and support the SBMCs to effectively model and cultivate a school climate that involve stakeholders and learners in a shared mission that promote positive discipline. In fact, share leadership involves principal,

teachers, parents, community members and learners become a force multiplier in maintaining and sustaining discipline in school. Hence, when shared leadership responsibility in the school are viewed from positive perspective then all hands are on deck in promoting positive behaviour in school. Therefore, the SBMC can create the avenue to engage all the relevant stakeholders to collaboratively meet the needs of learners by empowering them socially, emotionally, physically, morally and academically in order to maintain a sustainable discipline among learner in school.

### **3.3 3 Ethical leadership**

Bandura's Social Learning Theory (1977) argues that children learn by observing, watching and copying the behaviour and manner of adult. As such, learners are easily influenced and learn at a faster rate by witnessing and imitating other people's actions around them and particularly through an exhibition of behaviour. The principal is an ethical role-model to the learner (Mihelic et al., 2010). Njoroge and Nyabuto (2014) emphasise that school leaders need to relate with learners in uprightness, honesty, integrity, morality and being prototypical of the appropriate manner and behaviour. An effective SBMC must be respectful, watchful and cultivates ideal self-discipline (Temitayo et al., 2013). On the account of the best practices, language model propounded by Holloman and Yates (2013) posits that school leaders should constantly use the language of encouragement, hope, accountability, respect, high expectation, grace, love, guidance, relationship, particularly when relating with learners and other in the school community. Therefore, when the SBMC approaches learners with respect, definitely they feel honoured, appreciated, endowed and reciprocate the respect to the school leaders and the image of the school as well. In line with this, Fox et al. (2015) declare that the demonstration of authentic leadership styles among the school leaders stimulates and arouses positive emotions in a learner. In other words, every action display by the SBMC must consistently be to promote school value and worth (Belle, 2016). Thus, learners will be able to comprehend the reality of doing things and view school leaders as being dependable, as well as learners, being influenced positively.

Holloman and Yates (2012) point out that they are deliberate leaders. This is consistent with Keis (2015) who states that deliberate leaders marked their leadership trait with a model of suitable behaviour; acting or thinking the expected way the learners and educator ought to act and think; leading by example. Authentic leaders epitomise morality to ensure learners' commitment and engagement do not allow indiscipline in them (Walcott et al., 2012). Therefore, an active SBMC confers the appropriate behaviour expected from learners through their lifestyle and learner can take ingenuity and intuition to justify their morality as well as proper conduct, thus, leading to the sustainability of learner discipline in school.

### **3.3.4 Instructional school leadership**

Olley et al.(2010) states that the concept of Instructional school leadership is known for influencing performance and goal oriented. Therefore, the emphasis of school leaders to enhance learner accomplishment formed the drive to search for means to upsurge the performance (Ugboko & Adediwura, 2012). (Olley et al. (2010) state that Instructional leadership is fundamental for school efficiency and was originated in US during the 80s as solution to poor performance of learners and this became the central to school effectiveness. Thus, the SBMCs are responsible for the promotion of effective and efficient instruction in every facet of school activities. Instructional leadership is view as complex and demanding activities in teaching and learning as indicated in the study conducted by Ugboko and Adediwura (2012). Consequently, principals as main instructional leaders are responsible for planning to execute and assessing changes in the instructional programmes and school curriculum. Belle (2016) stress that instructional leadership centres on school mission as well as real teaching and learning with creation of a healthy climate school environment. In addition, Rickert (2005) affirms that the instructional phase of an actual school wide discipline structure is that, school leaders must make learners behave responsively and constructively by actual coaching of behaviour expectancy and techniques for managing behaviour.

Lindberg and Vanyushyn (2013) noted the three dimension of school leadership that stimulate learner performance as follow; (1) They ensure school has clear mission and communicate the

school goals and objective clearly; (2) Managing the instructional programme involving supervision, evaluating and control of school instructional programme and coordinating the curriculum as well as monitoring learner progress; (3) Promoting a positive learning climate such as programme that enhance personal development, provision of incentives for teachers for learning and to maintain high visibility and protecting instructional time. Therefore, it is the responsibility of school leaders to ensure that teaching and learning, as well as the physical environment, is conducive for habitation; the code of conduct is clearly stated; organising programme that encourages effective discipline in school; provision of teaching and learning resources; empower learner with appropriate skills such as inter and intrapersonal capabilities; adopt a suitable rational consequence for indiscipline. Lindberg and Vanyushyn (2013) argue that there is a strong correlation between academic success and positive behaviour. Shantal et al. (2014) claim that the use of interactive teaching techniques such as ICT and other social media that focus on morality serve as instructional tools for stimulating the teaching and learning environment. This factor is capable of sustaining positive learner behaviour at school. School leaders collaboratively shapes the vision of academic achievement and moral standard of learners. Lindberg and Vanyushyn (2013) assert in a review studies that instructional leadership persist and become “even more relevant 2010 than for 30 years ago” and that “few concepts have been more significant” (p. 274). Accordingly, the SBMC has been decentralised to manage the school activities and facilitate increased local responsibilities in providing a lasting solution to problems in school and particularly in promoting and sustaining learner discipline such that learners’ excellent performance can be actualised.

### **3.3.5 Visionary leadership**

School leaders are expected to be vision and mission-driven in their leadership such that their leading is purposeful, valuable, meaningful, and focus on the attainment of the goal and objective of the school (Bawany, 2015). These leaders are to aim at achieving to a great extent of effective discipline and this must be sustained among learners at all costs by inspiring all the stakeholders to follow suit in this vision and mission of the school. Maldonado (2015) points out that vision is meant to care for, develop and empower the organisational member in having a sense of

direction. Wyatt (2015) in terms of promoting learner discipline state the three key tasks of school leaders in maintaining learner discipline in secondary school. The three key tasks include; (i) Aligning the stakeholders with school vision particularly on the aspect of expected behaviour among learners through effective communication, empowerment and commitment; (ii) The school leaders need to craft and clarifies vision regarding goals on learner discipline; (iii) Strong leaders inspire by supporting and identifying positive and acceptable learners behaviour and such improved behaviour in learners are praised. This identified task leads to development in commitment and involvement in school undertakings (Cheng et al., 2015). This invariably allows the school leaders in accomplishing their aim of taking the school to the level of a professional learning community (Wyatt, 2015). Dufour and Eaker (1998) define a Professional learning community as a group of stakeholders taking ownership in actions monitoring learner's outcomes as well as school improvement and planning.

Active principals make the vision of the school clear and effectively direct the movement of the organisation. Cheng et al. (2015) submits that school leaders must be confident by letting vision to be collaboratively developed as well as monitoring the exertion. Hence, the SBMCs need to appreciate the worth and contribution of the stakeholders. Learners have the sense of being associated with the school and this gears up positive behaviour manifestation. Given this, Chafouleas (2013) agree that when learners are well attached to school events, it mostly results in being involved in healthy and satisfactory behaviour. Hence, the vision that is shared visibly with identified expectation aid the success of learners and the sustainability of discipline (Leclerc et al., 2012). Leadership is about the practice of building a vision that others are interested in creating a constructive environment; where people are developed to their full capacity and potential as well as sustainability of learner discipline (Arneson, 2015). Researchers such as Coulon and Quaglia (1989) argue that the participation of stakeholders in a school's vision and mission development is a strong avenue for school leaders to mature learners into positive discipline. Therefore, vision instils sense and enables the participation of both learners and teachers in promoting good discipline among learners as a collective goal (Berson et al., 2015). Consequently, strong SBMCs' proficiency is required in conceiving and sharing an effective vision that leads to the sustenance of learner discipline in secondary school.

### **3.6 African's Indigenous Proverb and Story-Telling in the Sustenance of Learner Discipline in Schools (Afrocentrism)**

Indigenous African philosophies have played important roles in the sustenance of learner disciplines in an African context (Ezeanya-Esiobu, 2019). Such proverbs and stories have resulted in the constructs of responsibilities, mutual interdependence and community building, self-respect to peers and authority, responsibility to self and community and their influence on instructional initiatives to improve the learners' learning environment in African and Euro-American schooling context (Dei, 2014). Globally, indigenous philosophies point out facts that relate to the community and the principles governing the land, as an aspect of safeguarding mutual rapport between people and their physical and social vicinities (Grey & Kuokkanen, 2020). Indigenous philosophy based on proverbs, idiomatic expression and stories-telling is about local people and their culture, their philosophical ideology, aiding the peaceful co-existence of community members. Proverbs enable long speech to be compressed into few sentences that drive in an effective message to the listeners.

Dei (2014) argues that African proverbs are valuable for learners' education in across various races such as US, Canada, Europe and Africa. For instance, Canadian education aboriginal studies on oral tradition and stories-telling have contributed uniquely to educational studies in Europe (Kinzel, 2018). Therefore, education that is cultural-based is advocated for effective teaching and learning to address the social, emotional, economic and psychological behaviour of learners (Dei, 2014). In other words, through proverbs and stories, learners will learn about acceptable and unacceptable behaviour in the society. As such, it is important that the SBMCs use the medium of proverbs and stories as a practical ways of inculcating morals and to talk about honesty, morality and justice in enhancing discipline among learners in school.

Dei (2014) affirms the importance of directing more thoughtfulness to the use of proverbs and stories in cultural knowledge to improve values in the school system. Equally, story-telling has been adopted as Aboriginal epistemology foundation, nature and scope as well as validity to direct learners on the appropriate practices in school (Kirby, 2021). Consequently, Lewi (2011) examines the power of stories as a therapeutic of the mind and body such that relationship is being honoured. The authors opined that stories could be from one or other people's past

experiences as they relate to one or others to make meaning for its constructive usage. Further, Lewi (2011) states that when we share our stories, the learners' come to life through the story-telling. Also, the story has a life of its own and that life is given through the spirit of the story and the storyteller. Therefore, stories have the learning and healing capacity (Mehl-Madrona, 2010). Accordingly, proverb and storytelling can be beneficial when adopted by SBMC approaches in particular to sustain discipline. Mehl-Madrona (2010) posit that the influence of cultural stories in Aboriginal language constructively shapes the brains and mind of learners.

In the same vein, the importance of story in healing the mind has further been buttressed by (Ademowo & Balogun, 2014). This is as a result of facts that it covers the value of lives and how to behave in all circumstances of life. Story-telling is central to the people's welfare and allows for the right appropriation of decision-making to enhance livelihood. Equally, further study conducted by Spees (2002) on 14 clients shows that therapy on the impact of story-telling in dealing with inner disturbance could be highly informative. Findings from the study reveal that story-telling is stronger, richer and more dynamic than dialogue, it represented and aided self-reflection and quietly deals positively with inner disturbances. Indirectly, moral standard can be sustained through upholding Aboriginal proverb and storytelling.

Lessons are found in proverbs, folktales, riddles, cultural stories and songs in enlightening and framing curriculum, pedagogical and instructional practices known as moral and civic education. Lewi (2011) argues that indigenous philosophy will enable administrators and teachers to promote healthy, inclusive and sustainable learning space for learners to develop a sense of connectedness and responsibilities to their communities. Thus, the SBMC and particularly the external leaders are empowered with proverbs to promote positive discipline and discourage rebelliousness and misconduct in learners. Dei (2014) asserts that culturally- informed pedagogical techniques and instructional practices in school go a long way to sustain learners' discipline and educational proposition to safeguard healthy and safe teaching and learning environment. From the universal perspective, indigenous philosophies posit that proverbial knowledge is the ideas that associate with the culture of the community to ensure healthy relationships among people and their natural, physical and social environment (Dei, 2014). The author further states that, a proverb is an idiomatic statement carrying specific ideas regarding the

understanding of people and the society in relations with an existing culture, society and nature. Also, proverbs can be implied as a language which is a carrier of culture and they are both two sides of the coin, as such in the improvement of culture and climate of school to strengthen positive behaviour among learners (Ademowo & Balogun, 2014). A proverb is known as “wise sayings,” thus playing a significant role as a metaphorical usage in educational development and particularly in leadership qualities, caring for others, effective relationship, punishment, conflict resolution and warning as well as advice.

Ademowo and Balogun (2014) assert that contemporary philosophers in Africa are effective in social reconstruction mostly when they acknowledge the significance of the indigenous language. For instance, countries such as China’s development, is driven by taking cognisance of language, culture and tradition. Therefore, proverbs are effective metaphorical indigenous language to instill discipline in a learner. Consequently, a proverb is a model of compacted language and statement that motivate people to exhibit behaviour that is acceptable to the social norms of the land (Ademowo & Balogun, 2014; Dei, 2011). In view of that, it is important that the SBMC instruct in wise dealing and learners increase in learning to demonstrate suitable behaviour.

### **3.7 The integration of theories to form a conceptual framework**

These theories are greatly connected and promoting the sustainability of learner discipline. The concept of sustaining learner discipline in term of a collaborative approach that support the full involvement of internal school leaders (principals, teachers and learners) and external school leaders (PTA chairperson and Traditional leader) in this study portray the role that the SBMC played in the sustenance of learner discipline. Consequently, the interrelated of this framework pointed out the relationship that exist, between the SBMC, school, parents, government and learners in the sharing of responsibilities that influence positive behaviour among learner as well as teaching and learning taking place in a safe environment. The principal is still at the center of leading other committee and sustenance of discipline when there is effective approach of share leadership. How the SBMC produce discipline construct and sustain them have great impact on learner discipline. This study was informed by the interconnectedness of positive discipline theories and leadership theories.

### **3.8 Conclusion**

Proverbs and stories telling contain moral values that the SBMC understood to be a medium of character education for learners. This proverbs and stories spreads indigenous knowledge that positive discipline is more effective to promoting acceptable behaviour than punishment. Hence the tripod stand of organisation system, leadership and discipline unfold the nature of this study. As such, School-Based Management Committees interacted with other stakeholders in supporting school to eradicate indiscipline in school. Therefore, this collaboration required for multifaceted approach in analysing data with a conceptual structure in understanding the role played by SBMC in sustaining learner discipline. Thus, it is considered to examine the mechanism adopted in the sustenance of positive behaviour among learners in secondary school.

## **CHAPTER FOUR**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1 Introduction**

The previous chapters discussed the conceptual framework that directed the study. Chapter Four involves a description of the methodology and methods that were adopted in generating and analysing data contained in this study. This study aimed to understand the role of the SBMCs in the sustenance of learner discipline in school. The study focuses on how the SBMCs are understood and experienced and their mechanism in promoting and sustaining discipline among learners. Thus, the following aspects outline my research study on interpretive paradigm, qualitative approach, multiple case study research design. Also, the study aims to select schools and participants to address the research objective, and various techniques and methods such as interviews, observations and documents that were used to generate qualitative data from the sampled data source. The process of data analysis methods and ethical principles that were considered during the study, are also discussed.

#### **4.2 Research paradigm**

There are many, varied views about what a research paradigm is. There seems to be agreement among scholars that a research paradigm is a set of basic beliefs, values and assumptions about the world that researchers have to gain knowledge in research conduct (Cohen et al., 2011; Creswell, 2013; Nieuwenhuis, 2011). The concept of paradigm was initiated from the Greek word 'Paradeigma,' meaning pattern and this was first adopted by Thomas Kuhn in 1962 to indicate a conceptual basis communal by a group of scientists which serves them as a suitable model for investigating problems, as well as discovering a solution (Condeluci, 2019). According to Guba (1990), a paradigm is an integrated collection of substantive variables or constructs, as well as problems associated with equivalent approaches and tools of methodology. The author further emphasises that paradigm is a culture in research with a set of principles, values and suppositions that a group of researchers have in common concerning research's nature and conduct. Therefore, the research paradigm refers to the belief and assumption about the world,

and it is the lens or ordering principles by which reality is deduced and understood (Denzin & Lincoln, 2011; Scotland, 2012). Gephart (2018) categorised the research paradigm into three distinct philosophical dimensions; positivism, critical postmodernism and interpretivism, although, the focus of this study is on the last aspect interpretivism. The fact is that research paradigms fundamentally reveal our principles and beliefs about the world that we live in (Siddiqui, 2019). Thus, Guba and Lincoln (1994) clarify positivist, post-positivist and postmodernist investigations. The author added that postmodernism and post-structuralism are grouped within critical theory. With regards to positivism, the nature of reality is realism and the reality is shown as well as being objective. Post-positivism claims that reality is ‘imperfectly and probabilistically apprehendable’ (Guba & Lincoln,1994). However, both positivist, and post-positivist paradigms are objectivist in nature (Denzin & Lincoln, 2011).

On the extreme end of the continuum is a critical paradigm. The critical paradigm is assumed to be subjective where both investigator and the investigated are connected interactively and influence the inquiry (Lincoln & Guba, 1985). Freire (1996) asserts that liberation is liken to be a childbirth that is accompanied with pains. Given this, a critical approach research aims to critique and bring about change to society to balance the power relations. However, in the middle is interpretivist paradigm, where this study is positioned. This study adopted interpretive paradigm because it aimed at understanding the role played by SBMCs in sustaining discipline among secondary school learners in disadvantaged contexts. Interpretive paradigm enables the researcher to gain knowledge about a phenomenon and the perception of people’s beliefs, aims, assumptions, understanding, and meaning-making of a construct (Cohen et al., 2011; Nieuwenhuis, 2011). Cohen et al. (2011) argue that interpretive research aims at focusing on the full complexity of the sense of human making as the situation arises. Thus, the approach of interpretive is to elucidate the subjective reasons and meaning-making of social actions by a certain group of people. In corroborating this, Bertram and Christiansen (2014) assert that interpretivism paradigm is the understanding of the social behaviour, attitude, beliefs, perception, and how people make meaning of their experiences and actions. Research paradigms based on the interpretive approach is made up of four major elements, namely; ontology, epistemology, methodology, and axiology (Kivunja & Kuyini, 2017). These are discussed next.

#### **4.2.1 Ontology based on the interpretive approach**

Ontology is a belief in the reality of nature; this explicitly reveals one's belief in the real world (Nieuwenhuis, 2011). It is a belief that the reality and truth of human life or perspective and experience are best understood within and not in the external form of reality (Nieuwenhuis, 2011). Whereas in the positivist paradigm, the reality is shown based on the instrument used for the research work and the reality is objective while in the interpretive paradigm, the reality is constructed and subjective (Cohen et al., 2011). Therefore, in terms of ontology, social reality does not and cannot exist outside of the knower (researcher) being aware of its existence; they are intricately connected (Cohen et al., 2011). Therefore, this study sought to explore and understand the experience and mechanism adopted by the SBMCs in sustaining positive discipline among learners in schools. In other words, the participants were able to explain diverse realities from a different point of view regarding the focal points of this study.

#### **4.2.2 Epistemology based on the interpretive approach**

This is the thinking about reality and the relationship between the knower (researcher) and the known (social reality). L'Huillier (2008) states that, from the perspective of the interpretive paradigm, the world is shaped through the interaction of people and both the natural and social worlds are inseparable. Therefore, researchers are not disconnected from the subjects they are investigating, but they are part of the social reality. Epistemologically, the knowledge system generated from others is subjective and constructed from participants' experiences; as such, it provides a better understanding of the social reality of a particular context (Creswell, 2013). This study enables me to learn and understand the participants' experiences, and standpoint and make meaning of their voices in building up the body of knowledge on the sustainability of positive discipline among learners. Therefore, to gain access to their social world, I could not do it through calculations of numbers and do experiments where variables would be manipulated and

controlled. In doing qualitative research, based on interpretive epistemologies, the techniques I used had to be interactive, such as semi-structured interviews and other techniques.

#### **4.2.3 Methodology based on the interpretive approach**

Case study methodologies, based on qualitative inquiry, rely mostly on the natural setting of the participants. In other words, methodologically, the participants are studied in their natural work or lived environments. It is a means of gaining knowledge about reality and research road or journey to produce knowledge (Yin, 2012). According to interpretivism, diverse methodology approaches are adopted in generating data such as ethnography, phenomenology, and case studies. This case study methodology allowed me to dialogue and probe the participants, as well as interact with them to arrive their meaningful reality (Yin, 2012). The interpretivist approach focuses on the exploration and understanding of a particular phenomenon inductively. Interpretive researchers assume that the social world can be comprehended from the individual's viewpoint who are involved in the ongoing action being probed (Cohen et al., 2011). In that case, interpretivism begins with individuals so that their perceptions and explanation of the world around them can be best understood. The process of interaction is cut across the individual biography, social class, personal history, gender, and ethnicity among others, and those that are peculiar to the specific setting (Denzin & Lincoln, 2011). In other words, unlike the positivist paradigm that theory needs to be generated from the data collected, to get a thick and rich description of a particular phenomenon, both the researchers and participants are on the same level of involvement in the situation under exploration. This study enables me to have one on one rapport with the participants to understand the true picture of the participants' world and observe what is being said and done in the sustenance of positive discipline among learners.

#### **4.2.4 Axiology based on an interpretive approach**

This is a value orientation, and this reflects the values that researchers attribute to the research environment (Guba & Lincoln, 1994). For this reason, the research is value-bound and guaranteed such that the researcher would not be detached from what is being researched since the researcher

is part of the study and will be subjective (Creswell, 2013). Thus, in this study, participants were treated with respect, and research was conducted in a socially just and peaceful manner. In opposing to positivists' approaches that depends on randomisation, interpretive researchers use convenience and purposeful sampling to choose their sites and participants in order to get rich information (Creswell, 2013). However, only purposeful sampling was adopted in this study. In qualitative inquiry, interpretive researchers focus on small samples and count on several methods to get an in-depth investigation for data generation (Creswell, 2013). Therefore, to get the reality of this study, data was generated through semi-structured interviews, observations, and documents analysis. In establishing a clear value of this study, Guba and Lincoln (1994) stress the importance of trustworthiness in research, such as credibility, transferability, dependability and confirmability. As such, prolonged engagement, peer debriefing, member checks and the use of crystallising techniques, persistent observation, and principles of trustworthiness were adequately adopted in this study.

### **4.3 Qualitative approach**

This research work is on the exploration of the role played by the School-Based Management Committees in sustaining learner discipline in a disadvantage context. There are three fundamental methodological approaches to conducting a research project, namely, qualitative approach, quantitative approach, and mixed-method approach (Cohen et al., 2011). A qualitative approach is the method of exploring, understanding, and collecting textual, visual, or verbal data of an individual or group ascribed to a phenomenon through the use of interviews, observation, and documents for in-depth inquiry (Cresswell, 2013). On the other hand, the quantitative approach refers to the objective measurement of data collected through questionnaires for the understanding of breadth or wide range of studies while a mixed method is a process of analysing, collecting, and mixing both quantitative and qualitative data in a single study (Creswell et al., 2011). The methodological approach to this study is qualitative. A qualitative approach is a scientific study designed for investigating, setting out to collect evidence, seeking to answer questions, and generating results that are valid and holistic (Creswell, 2013). Therefore, a qualitative approach was adopted in this study (Cohen et al., 2011). Creswell (2013) argues that the qualitative approach is the technique of understanding, exploring, and collecting textual data

(stories, diaries, and documents) either in visual or verbal form from a person or group using interviews, documents for in-depth inquiry, and observation.

Creswell (2013) also states that the qualitative research approaches allow a researcher to explore and develop a comprehensive understanding of a particular phenomenon under research. A qualitative research approach was chosen for this study because the study is about the School-Based Management Committee's experience with their role in sustaining learning discipline in school. Qualitative research enabled me to understand the feeling, thought, and experience (Cohen et al., 2011) of School-Based Management Committees (SBMC) as they play their roles in sustaining learning discipline in the selected secondary schools in Ekiti, Nigeria. As such there are thirty-six states (Provinces) in Nigeria, Ekiti State is one of the States that has towns and villages. Moreover, Ado Ekiti is a town in Ekiti State. In other words, all towns and villages in Ekiti state have Ekiti attached to their names. Accordingly, Maxwell (2022) highlights five categories of intellectual aims that are best fit for qualitative studies namely; (i) Identify unanticipated phenomena; (ii) Understand the process in which events take place (iii) develop casual explanation; (iv) Understand the context and its influence; (v) Understanding meaning. Although, I only focus on two goals that are a concern for this study, they are; to explore the context that influences and inspire participants' (SBMCs) actions, as well as examine the meaning-making or attachment to the participant's experiences. This encompassed the use of a different method such as conducting a semi-structured interviews with the participants and observation was also made to see some of the infrastructure provided by the SBMCs to enhance the positive behaviour of learners in schools.

In addition, various documents such as notebooks for minutes of meetings, pamphlets and booklets given at seminars were given to me to analyse and provide more insights about how both the teachers and the learners were being empowered in sustaining discipline in schools. Moreover, in the qualitative approach, researchers study a particular phenomenon in their natural settings to explore, understand participants' thoughts and analyse their subjective meaning (Creswell, 2013). The methodology adopted in conducting this study was the case study. Therefore, I visited the school site several times to have a prolonged dialogue with my

participants to generate data around the research question on the role of the SBMCs and their experiences in the course of sustaining discipline among learners in schools.

A case study methodology, based on a qualitative approach focuses on a small sample and this facilitated the generation of an in-depth quality view of issues under enquiry. Therefore, the qualitative approach to this study allowed me to exist in the real world of participants and make meaning of their lived experiences (Creswell, 2013). Ormston et al. (2014) assert that qualitative research emphasises the meaning that people make to their life experiences and the world in which they found themselves. In this research work, I was engaged with the participants through an interactive process and this provided me with a rich understanding of the operational function of the SBMCs in promoting and sustaining discipline among learners. In a qualitative approach, the researcher defines the phenomena for proper comprehension and understanding of thoughts and feelings of a participant understudy and analyses their subjective experience (Creswell, 2013). In other words, qualitative researchers aim to understand the world and the perspective of those that inhabit it (Hatch & Barclay-McLaughlin, 2014). As such, this study offers me an in-depth understanding of what the SBMCs do and how they do it and why doing what they do to achieve sustainable discipline among learners in school.

Contrary to a quantitative research method which deal with survey and statistical analysis, qualitative research deals with non-numerical data and seeks to interpret meaning from the data that gives the understanding of social life through the targeted place or population. During fieldwork, I held conversations with principals, traditional leaders, the PTA chairman, teachers and learners and this provided me with a rich understanding of the operational function of the SBMCs in promoting and sustaining discipline among learners. Based on the purpose of this study on the role of the SBMC in sustaining learner discipline in selected secondary schools, data were generated from documents such as minutes of a meeting, observations, and individual interviews. Although, qualitative research is limited in scope and findings are not generalisable, it creates a rich and in-depth understanding of a phenomenon (Cohen et al., 2011).

#### 4.4 Case study research methodology

There is no agreement among scholars about what a methodology is (Madill & Gough, 2016). These scholars further makes a clear distinction between a research methodology and research methods. Madill and Gough (2016) argues that *methodology* refers to a theory of producing knowledge through research and provides a rationale for the way a researcher proceeds. It refers to more than particular techniques, such as ‘doing a survey’ or ‘interviewing students’. Rather, it provides reasons for using such techniques in relation to the kind of knowledge or understanding the researcher is seeking. However, methods refer to techniques that researchers use to produce data, such as interviews, observations and so forth (Madill and Gough, 2016). Research methods are the procedure by which research is being carried out and this enhances researchers’ understanding of particular cultural and social phenomena (Pacho, 2015).

This study adopted a case study as a methodology. A case study research is an in-depth examination and analysis of events, people, and relationships in a phenomenon bounded by certain factors (Nieuwenhuis, 2011). Bertram and Christiansen (2014) provide some common types of research methodology such as case study, ethnographic research, action research, life history, survey, narrative and participatory research. Action research is the process by which study is carried out by the researcher’s practice to improve self-awareness and improve on a specific situation and the social science’s goals through a collaboration of mutually satisfactory ethical framework (Bertram & Christiansen, 2014). Narrative inquiry focuses on small number of participants, talking about the lived experiences of the participants (Cohen et al., 2011). Ethnography is a sustained observation where ethnographers submerge themselves in people’s lives and know the culture of the phenomenon (Lewis, 1999). Participatory research is the study done on community development (Bertram & Christiansen, 2014). Survey research is the study that generates information from a large number of people through questionnaires form which can be web-based or paper-based at a specific period to define the nature of the current situation (Bertram & Christiansen, 2014; Cohen et al., 2011). Life history is the research of the story or account of a person’s life or a particular aspect of people’s life (Bertram & Christiansen, 2014). Case study methodology refers to an intensive and systematic investigation of a single person,

group, unit, and community with the aim of the researcher examining an in-depth inquiry relating to a particular situation (Creswell, 2013).

#### **4.4.1 The rationale for choosing a case study**

In this study, I chose to pursue a case study because the study aimed at exploring the role of the SBMCs in sustaining learners' discipline. A case study is bounded by location, time, and place and qualitative researcher utilises a various method for generating holistic data in a given context (Rule & John, 2011). Therefore, the context of this study includes the selected three secondary schools in a disadvantageous context. Hence, data were generated through a semi-structured individual interviews, observation, and document analysis. Thus, 15 participants (principals, teachers, learners, the PTA chairperson, and traditional leaders) were used as a case study with a focus on the role played by the SBMCs in sustaining learner discipline. Case study research enables the researcher in understanding and attaining greater insights into a complex phenomenon and offers a rich, holistic and thick description of a case (Rule & John, 2011). This study is about an exploration of the mechanism adopted by the SBMCs in promoting and sustaining learner discipline in selected secondary schools. A case study answers the question of what, how, and why (Yin, 2012) that enables researchers to understand behavioural conditions through the participants' views rather than statistical results from the quantitative approach. Therefore, the utilisation of a case study provides a chance to identify similarities and differences among participants (Principals, educators, learners, traditional leaders, and the PTA chairperson). Further, exploration allows me to have a better understanding of the rationale for the school-based management committees' practices of sustaining learner discipline the way they do.

Yin (2012) states that a case study investigates and explores a phenomenon within the current real-life context with the use of various sources of evidence and when there is no proof clarity between the boundaries of the phenomenon and the context. Further, the main strength of the case study research design lies in the use of the various methods in the collection of data such as observation, interviews, field notes, and documents (Rule & John, 2011). Thus, for this research, I engaged all these aforementioned methods stated above. Several similar cases were explored for

better understanding and to provide a rich answer to a critical question compared to a single case being investigated; hence, the study is engaged with multiple–case studies. According to Stake (1995), a quintain multiple case study refers to cases that are grouped and viewed as one unit or entity. Therefore, to have a better understanding of the quintain by studying the similarities and differences, this study involves three secondary schools of the same axis in Ado Local Government in Ekiti State Nigeria. Rubin (2017) argue that multiple–case research design generally produces a more convincing story that makes the data-rich and hearty. Moreover, with regards to the nature of this study and the distinctiveness of each school and background, this study focused on the naturalistic research method (Savin-Baden & Major, 2023) in terms of individual interviews and observation of the role played by the SBMCs in sustaining learner discipline in three Nigerian secondary schools in disadvantaged context. A case study allows for an in-depth investigation and understanding of a particular phenomenon involving the collection of diverse data from various perspectives.

The use of a multiple-case research studies enables for a more in-depth understanding of a particular case, and specifically when there are a comparison of differences and similarities of distinct cases entrenched within the quintain (Stake, 1995). However, the bulk of the data that sometimes becomes difficult to structure, and carefulness is required in the integration and data analysis strategies. Multiple-case studies produce strong and more reliable evidence than when the case study is just single. In addition, a comprehensive exploration of critical questions and the development of theory is achieved through the use of multiple-case studies. In other words, each case has its uniqueness; there are also themes of commonalities, as well as differences that emerged from the data. The data generated from these cases assist in understanding the detailed image of this phenomenon and this serves to boost the dependability, as well as the credibility of this research. Therefore, this study reveals the SBMCs’ experiences, their roles, support, interventions, and mechanism adopted in sustaining learners’ discipline in secondary schools.

#### **4.5 Selection of the participants**

The selection of a data source (research participants) is gathered to address research objectives (Cohen et al., 2011). The participant selection in this study was based on purposive sampling; thus, both the sites and the participants that were involved in this study were chosen purposefully because they were crucial in answering my critical question (Creswell, 2013; Maxwell, 2022). Nyimbili and Nyimbili (2024) assert that, purposive sampling techniques can be categorised into sixteen namely: mixed purposeful sampling, intensity sampling, deviant case sampling, convenience sampling, maximum variation sampling, snowball or chain sampling, stratified purposeful sampling, opportunistic sampling, homogeneous sampling, sampling politically important cases, critical case sampling, criterion sampling, theory-based sampling, , random purposeful sampling, typical case sampling and extreme case sampling. The purposive sampling approach used in this study is extreme case purposive sampling in nature. Extreme case purposive sampling are purposively pick the best and successful sample cases in the context of a particular study (Nyimbili & Nyimbili, 2024; Omona, 2013). As such, this opposes other purposive sampling techniques such as deviant case sampling that focuses on worst cases in order to understand their experiences (Nyimbili & Nyimbili, 2024; Omona, 2013). Therefore, extreme case purposive sampling was used to identify participants and schools with viable SBMC that have been contributing and promoting positive behaviour among learners in school. This will enhance the validity of findings in my study. As this opposes other purposive sampling techniques such as deviant case sampling that focuses on worst cases in order to understand their experiences.

The School-Based Management Committees that participated in this study were those involved in handling and promoting discipline among learners. As such, this enabled me to have insights into their influence and involvement in this respect. Nieuwenhuis (2011); Nyimbili and Nyimbili (2024); Omona (2013) affirms that the selection of the participants through extreme purposive sampling shows that, this set of people possesses a certain feature that deems them to be relevant in devolving the needed knowledge for the study. The use of extreme purposive sampling enabled me to identify knowledgeable and experienced participants that provided rich information on the

role played by the SBMCs in sustaining learner discipline in schools (Lincoln & Guba,1985; McMillan & Schumacher, 2010; Patton, 2015). According to Cohen et al. (2011), the sampling size is mostly small in the qualitative research approach; therefore, in each of the research schools, participants that were involved in this study for interview include the principal, traditional leader, the PTA Chairperson, educators, and learners in three secondary schools located in disadvantaged context. Benard (2002) and Nieuwenhuis (2011) affirm that participants are selected with purposive sampling techniques because of their readiness to communicate their experiences and viewpoints clearly and insightfully. Thus, the members of the SBMCs were those that are involved with school governance in the school for within the range of two to five years. In other words, the SBMC members that partook in this study were betrothed in reflective and deep interaction and this gave a clear cut of what constitutes sustainable leadership in the functionality of the structure (SBMC) in school and how they play their roles in sustaining positive discipline among learners.

Also, in corroborating the interview as a means of data source, document analysis was purposively chosen such as a prospectus that reveals information such as history of the school and code of conduct of schools, pamphlet for seminars as well as the minute book used for 3-5 years. These were used to provide a piece of rich information on the role played by the SBMC in promoting and sustaining discipline among the selected secondary school learners in disadvantaged contexts. Before conducting the study, I requested and was granted ethical clearance from the University of KwaZulu-Natal (UKZN), as well as from the Director of school in the Ministry of Education in Ekiti State where I was given a permission letter to conduct my research in the selected public secondary schools in Ado Local Government. The Principals of the selected schools also gave consent to conduct the study in their schools and also assisted in reaching the other participants that were involved. The selected participants were allowed to choose whether to participate in the study or not and none decline my invitation to be interviewed. This process or activities involves 15 participants that were willing to participate in the interview on the topic of the role of the SBMC in sustaining learner discipline in school. The interview was conducted with some participants in the school and I had to travel a few kilometers to some of the participants' houses particularly to see the traditional leaders and the PTA/SBMCs, chairperson. In the process of the interview, a school was replaced by another school because of improper record keeping. The SBMCs member is within the range of 15 from a diverse range of

group that was constituted in the policy. However, I was only interested in five members and the choice of these participants are declared below.

#### **4.5.1 School principals**

The principal of a school is the centre of the functionality of School-based Management Committees in schools. Also, he or she chairs the meeting held with the SBMCs as well as runs the affairs of schools. Further, Principals do not just oversee the day-to-day operations but all matters relating to the sustenance of learners' discipline revolve around him or her for the effectiveness of the administration. Principals is the highest job in the hierarchy in school' administration so they are significant in leadership and management (Belle, 2016). Principals' creativities and initiatives boost and strengthen effective relationship, particularly in communication with stakeholders and set a positive culture that enhances the success of their learners (Belle, 2016).

#### **4.5.2 The teachers**

Teachers that are represented in the SBMCs usually are experience counsellors who intervene in the sustenance of learner discipline in school (Lapperts, 2012). Teachers are *in loco parents* and closer to learners in mentoring and engaging them with activities to reduce indiscipline among them. The teacher's role to learners goes beyond the classroom even to an outside the classroom in influencing learners for good so they serve as a role models. Teachers shape the life of learners to become responsible being in society and good citizen of the country (Matlou, 2021).

#### **4.5.3 The learners**

Learners in this regard, are the school prefect (senior boy and senior girl) and Single school (head prefect and the assistant) representing learners in the SBMCs. They serve as role models or points of reference for other learners particularly in influencing their counterparts on the exhibition of good behaviour (Lukman & Hamadi, 2014). These learners were able to declare the right picture of what is obtainable in school concerning the topic of concern. Parental consent was sought

before engaging with the learners and those in the boarding house were signed by the vice Principals as their loco parents. I chose learner leader (prefect) based on the SBMCs policy. The aim is to understand how they influence other learners in promoting and sustaining discipline and as well view the role played by the SBMCs members in the sustenance of learner discipline as perceived by these learner leaders.

#### **4.5.4 The PTA Chairperson**

The PTA is a forum through which parents and teachers exchange information relating to both the welfare and education of their wards (Mutinda, 2013). The PTA are local and international organisations of parents and teachers working together to improve the quality of education and school functions (Iremeka et al., 2021). Specifically, the PTA focuses on the provisions of learners' needs such as health, nutrition, safety, and security to enhance the positive behaviour of learners in school. The PTA is significant in school at inculcating discipline and knowledge to learners at the very foundational or grass root level (Mutinda, 2013). The fact is that parents have the natural tendency to give the best to their children and are curious about what goes on in the school. According to Federal Republic of Nigeria in its National Policy on Education (FRN, 2004:55) emphasised that “the local people particularly parents will be encouraged to participate in school management”. Likewise, in the National Policy on Safety, Security and Violence-Free Schools (2021) Section 15.4 a and b, affirm that the PTA Chairperson should mobilise parents to work in partnership with the SBMC to end violence within and outside the school. Consequently, the PTA is statutorily part of the SBMCs to stand in a better position to advise and encourage teachers particularly, on the issue of discipline among learners.

Interestingly, the PTA provides a strong connection between parents and community partners to participate effectively in schools (Onderi & Makori, 2013). Hence, the PTA is also the strong bond connecting the SBMCs and parents in raising the moral tone of the school and formulation of school rules and regulations. Thus, it allowed a better understanding of how the PTA plays their roles, particularly in connection with parents to sustain discipline in school. Therefore, the PTA serve as the link that connect parents and community partnership responsibility in

participating in their children's education and particularly in the maintenance of discipline among learners in school (Onderi & Makori, 2013).

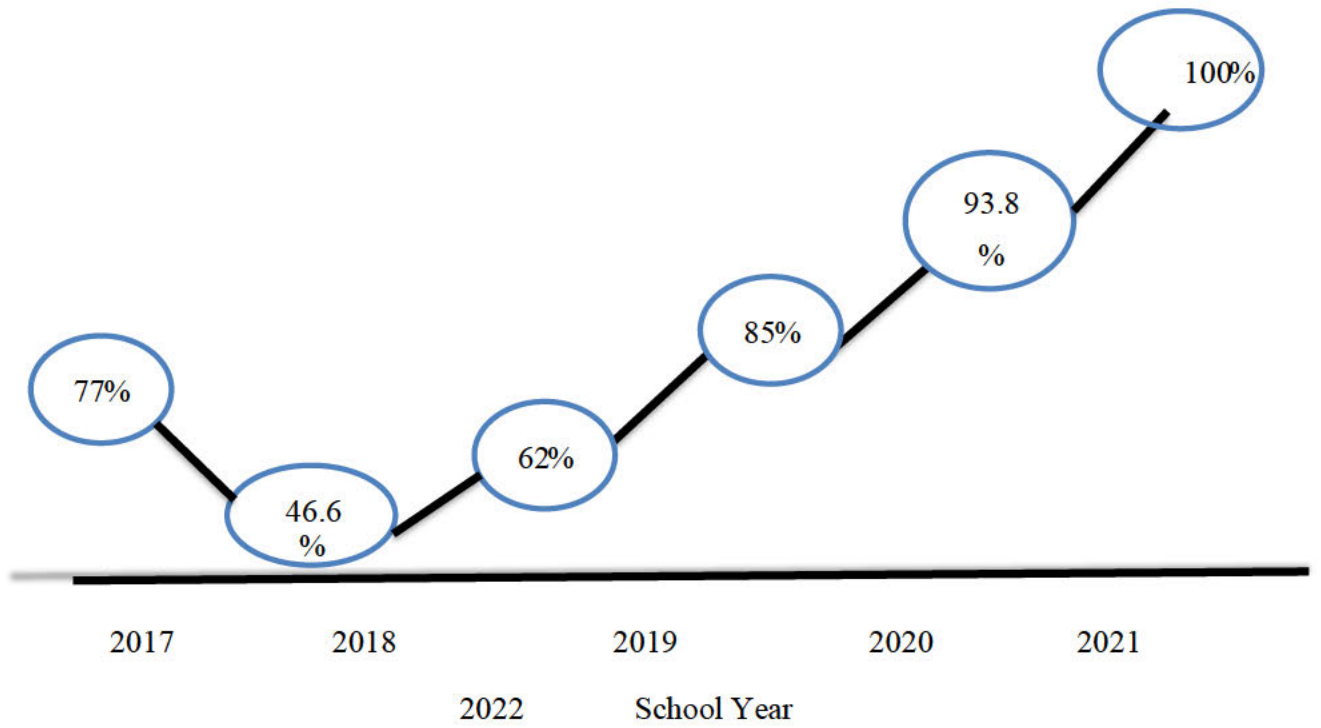
#### **4.5.5 Traditional leaders**

Traditional leaders are the mouthpiece for the community members and their environs; they serve as a major factor in ensuring peace as well as the unity of the nation. They are respected elders in the community who is seen and held in great esteem because of their impartial and unbiased in conflict resolution. Traditional leaders are seen as an intermediary between the local people and gods as well as their ancestors so their utterances or words are taken with all seriousness. Section 12(104b) of the National Policy of Education (2004) express the relevance of traditional ruler in encouraging and unifying members of the SBMC, as well as some famous community members towards offering their wealth of experience and dexterity to maintain discipline in school. As such, they have vast experience of taming the excesses of learners' behaviour through stories telling and proverbs which is a term to be words of wisdom above all policy statements regarding the SBMCs including traditional leaders as one of the key roles players in sustaining discipline in school.

#### **4.6 Research sites of the study**

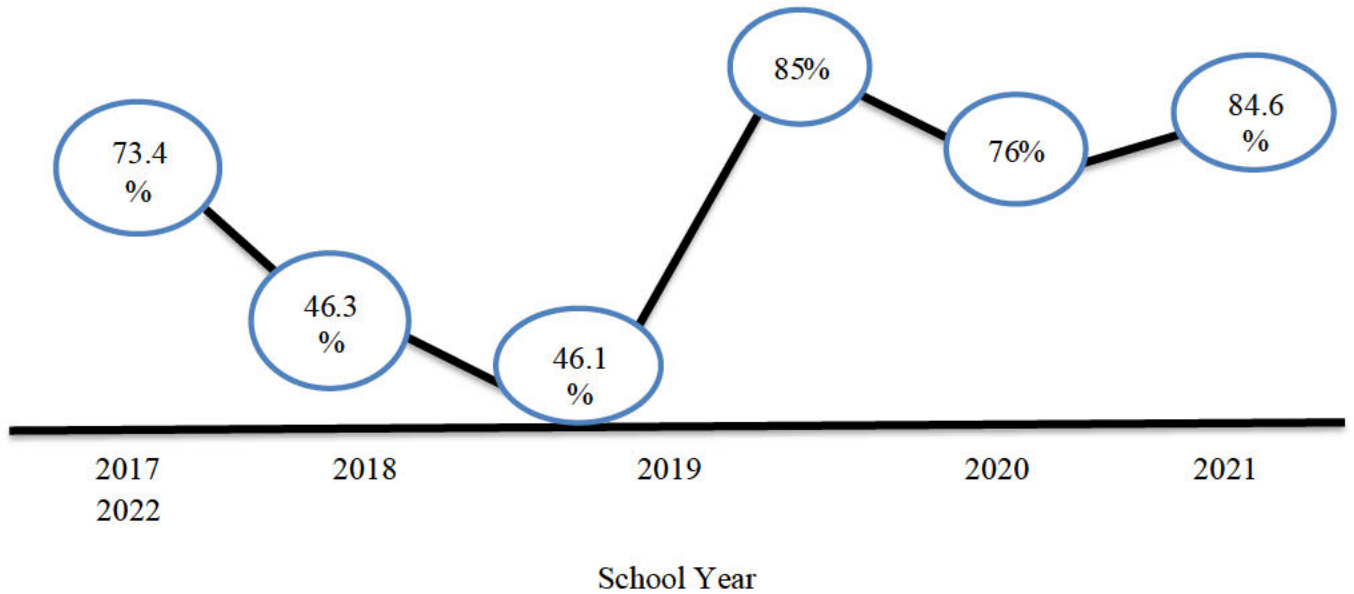
In the qualitative approach, the researcher is not the only concerned with the investigation of participants alone but the site and setting of the environment are also of great concern (Maxwell, 2022; Cohen et al., 2011). I opted for purposely sampling the three selected public secondary schools as a research sites for my fieldwork and the *pseudonyms* are: The first school is Goldland Secondary School, second school is Silverman Secondary School and the third School is Diamond High School. The schools were chosen based on the recommendation made by officials in the Area Education office (AEO) in Ado local government in Ekiti State. These schools have many things in common such as; low socio-economic learners and experiences in learner discipline, academic performance as well as infrastructure.

#### **MATRIC PAST RATE: DIAMOND HIGH SCHOOL (DHS)**

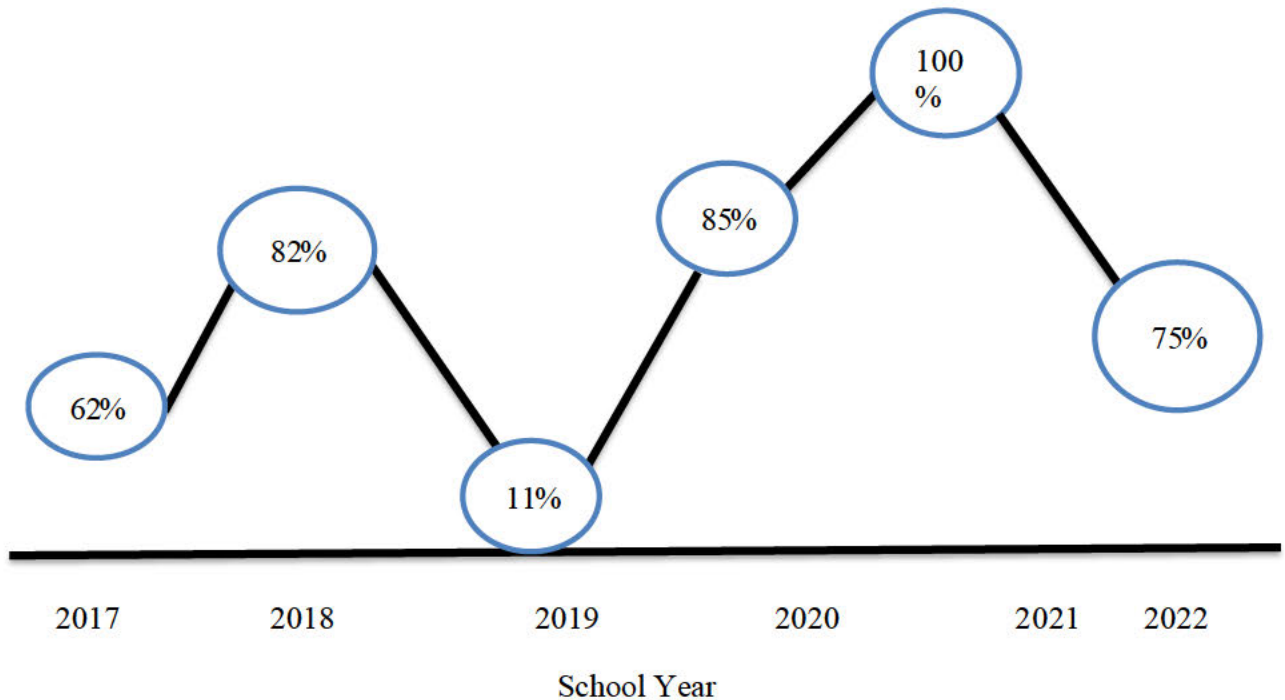


**Figure 2: WAEC (matric) pass rate for 2017-2022 for the three researched schools**

**MATRIC PAST RATE: SILVERMA SECONDARY SCHOOL (SSS)**



### MATRIC PAST RATE: GOLDLAND SECONDARY SCHOOL (GSS)



However, the school setting for School A is single girls and boarding, while the other two schools are mixed schools and without boarding, all are located in the same township in Ekiti, Nigeria. The members of the SBMCs are viable in their respective schools. Usually, the SBMC members have meetings at least twice a term. Most of the traditional and the PTA Chairman are well educated and this enhances smooth relationship with the Principals. Sometimes, the principals appear in the same school uniform and socks as the learners, particularly on Mondays and some of the contributions made by the SBMCs to the infrastructure were observed on the site as well. Each SBMCs member was made up of ten and above as specified in the minutes of the meeting. However, this study gives attention to only five members. The Principals, teachers' representatives or school counselors, learners (school prefects), traditional leaders' representatives, and the PTA chairperson. I was utmost concerned about the role that the School-Based Management played in the sustenance of learner discipline in the schools by conducting a multi-site case study. However, the school setting of the participant was not the same as I indicated previously; therefore, experiences with regard to the sustenance of learner discipline were a bit different.

#### **4.7 Data generation process and context**

The purpose of this study was to understand the role played by the School-Based Management Committee in maintaining and sustaining learner discipline. The data generation process involved 15 participants from three public secondary schools. Semi-structured, individual face-to-face interviews were used to generate qualitative data relating to the experience, roles, and mechanisms for sustaining learner discipline in school. As participants gave consent to participate in the study, I scheduled interview dates and times that were most appropriate for them either at school or at home. The 3 Principals, 3 teachers, 3 learners, 2 PTA Chairpersons and two traditional leaders were interviewed at school and while 1 traditional leader and one PTA Chairperson were interviewed at home. All the interviews with the participants were recorded on two electronic devices, the tape recording as the third device that would have been used was not permitted by the government due to security issues around. These recorded interviews were transcribed *verbatim* and each interview lasted for at least 45 minutes. Although, some participants such as the principal would say they have less than 45 minutes due to their tight schedules with me, but ultimately, we ended up with more than 45 minutes as a result of being engrossed with the probing question. These individual interviews were anticipated to allow the selected SBMC members the chance to express and voice their experiences as they play their role in sustaining discipline among learners. The interview schedule and probing questions were conducted until data got completely exhausted and saturated.

#### **4.8 Data generation methods**

This is the process of collecting holistic information about a particular phenomenon from different or multiple methods to find an answer to the research questions (Cohen et al., 2011). Cohen et al. (2011) suggest that data can be collected through the verbal or nonverbal methods; the verbal can be interviewed while the non-verbal is observation, testing, artefact analysis, or secondary data. In this study, I utilised the verbal method which is a semi-structure interview and the non-verbal which is observation and document review. Nieuwenhuis (2011) claims that in a qualitative research approach, researchers adopt various techniques and methods to generate data

from a sampled data source such as human participants, electronic media, documents, and observations to provide an answer to the research question and objectives. In this study, I employed unstructured observation method, interviews, and document analysis for the research work. The initial phase of this research work is the SBMCs individual semi-structured interview schedule questions. This was followed by observation in order to understand the role played by the SBMCs in sustaining discipline among learners in their natural setting. Specifically, to understand their contributions to the development of infrastructures that enhances positive behaviour among learners. Further, documents including minutes of the SBMC and the PTA meetings; school vision and mission statements, school prospectus, the SBMC manual, and pamphlets gave me insight to the role played by the SBMCs in the sustenance of learner discipline as well as answers to the critical question. Saldana (2018) argues that wider knowledge is achieved for analysis when information is gotten from several sources. Thus, data generation methods chosen for broader understanding and enhancement of the study's credibility are: semi-structured interviews, document analysis and observation.

#### The justification for the choice of interviews method

An interview is one of the most effective research instruments in qualitative studies and particularly in educational leadership and management as such, it enables a researcher to gain more insight and rich information about the study (Brundrett & Rhodes, 2013). According to Edwards & Holland (2013) Interview is defined as a technique used for enabling face-to-face communication between the interviewer and interviewee for effective data collection is the dialogue between researcher and participants to generate information concerning the view, belief, idea, and opinion of a particular situation (Nieuwenhuis, 2011). Denzin and Lincoln (2011) explain that, in the interview method, the researcher sets an agenda and asks questions on the topic under investigation. Thus, it is a tool for the collection of data to find out what participants know, like, or dislike and or their perception, feeling, and understanding of a phenomenon. Given this, Rule and John (2011) posit that interviews assist the researcher to gain insight and a deeper understanding and perception of the participant. The interview method is most fitted for generating rich information on the role of the School Based Management Committee in the sustenance of learner discipline.

The interview was used to authenticate data generated from observation and document analysis. Brundrett and Rhodes (2013) argue that interviews are suitable for generating information in a social context such as a school where activities involve individual and human relationship. Thus, an interview is considered as being an effective and efficient method for the flow of conversation with the participant about the phenomenon. This study engaged in an interview as a method of generating data from three selected schools with the functioning the SBMCs. The focus is on the SBMC members that have contributed effectively to the sustainability of positive discipline among learners in schools. In a qualitative research interview, the researcher aims to gain insight into participants' social reality, knowledge, ideas, attitude, and perception of a phenomenon (Nieuwenhuis, 2011). Therefore, in the research field, contact was made with the key members of the SBMCs to generate data based on the understanding, experiences, roles, and mechanism relating to the topic of investigation for unfathomable understanding of the sustainability of learner discipline in schools.

#### Qualitative Procedure for the Interview

Before the interview with the participants, all the necessary protocol with regard to the ethical issue was observed. For instance, I explain the nature of the study to the participants and I assured them of the confidentiality and anonymity as well as informed consent was gotten from the parents of the learners (minors) (Kvale, 1983). The interview was conducted in the school and the house of some of the participants. Also, I interviewed with the learner during break time and for the principal and teacher, it is based on the appointment time. Most importantly, a COVID-19 protocol was observed in all the processes of visiting the site and conducting the interview such as the use of hand sanitiser and face mask.

The individual interview was held with the principals, teachers, learners, PTA Chairman, and traditional leaders that are members of the SBMC; thus, the prepared question guided me to explore the SBMC's understanding and experience as well as the mechanism employed in sustaining discipline among learners (Rule & John, 2011). These participants were well educated to understand the simple English language and to authenticate the flow of the discussion. Further, Mother-tongue was included as they were able to chip in some proverbial, storytelling, and

idiomatic expression in dialect to make meaning of their operational function while sustaining discipline among learners. Indeed, this idea of proverbial expression makes the choice of semi structure techniques an interesting one. Although, some proverbial expressions were challenging in understanding clarity was made as I asked the participants. Further, this method assisted me to tap into what has shaped the functionality of this structure-SBMC in school and the active role played by them in sustaining learners' discipline in disadvantaged contexts. Moreover, there was an effective rapport built as I betrothed the participant and this interview gives more eye-opener to what strengthens the functionality of the SBMCs in the selected schools. Although, Cohen et al. (2011) claim that in-depth interview has the risk of bias. However, other methods were used to crystallise (Maree, 2009) the data that were acquired for the credibility of information. Also, clarity was made to some of my observation regarding issues relating to the sustainability of learner discipline in schools. The interview of both individual and dyadic interviews was recorded and transcribed into text.

#### Qualitative pilot interview

Chowdhury (2015) state that, a pilot study is the initial process of the whole researcher etiquette and usually, it is a smaller-sized study in an advance of the actual or main study. Williams-McBean (2019) claim that the process of conducting a pilot study and main data generation is very similar. This pilot study helps refine a critical question evaluating the research field site and testing the workability of devices that are intended to be used. Kielmann (2012) affirm that a pilot interview is to be conducted with a set of people that share the same features as the real participants to improve a sense of practice and relevant skills acquisition for appropriate movement of data generation. Therefore, the selection of the participants was based on convenience sampling; however, viable SBMCs in term of relevant members (learners, teachers, vice-principal, the PTA Chairperson, and traditional leader representative were selected in one of the public secondary schools in the Ado local government Area, Ekiti State, Nigeria. This pilot study enables me to gain more insight into useful information for my study and assisted in refining my interview schedule question and improving my time management. For instance, some questions were in repeated form and lengthy the duration. Moreover, this pilot interview study allowed me to test the intending devices to be used, actually I had the intention of using three devices. However, the

tape I would have used was not allowed to be sold due to security challenges in the country and this made me resolve into only two devices. Most importantly, these participants that participated in the pilot study were not part of the real study.

#### Motivation for opting for a semi-structure interview

The interview goes beyond talking or discussing but it demands an absolute concentration that involves probing and digging deep to understand philosophical and operational action around a phenomenon. Fundamentally, the interview method used to generate data in qualitative research can be divided into three types namely, structured, unstructured, and semi-structured interviews (Bertram & Christiansen, 2014). Cohen et al. (2011) posit that structured interviews are verbally listed on a pre-determined questionnaire. It has the potential to lessen biases and enhances the validity and reliability of findings. Although, structured interviews are flexible and limited in information as well as overly formal. Unstructured interviews are open-ended in nature and are conducted without preparation of an interview schedule or questions and it is a normal conversation between two individuals (Bertram & Christiansen, 2014). Lastly, semi-structured interviews are a combination of structured and unstructured interviews that assist the researcher to ask a question in-depth and probe the participant to answer the critical questions (Cohen et al., 2011). In this study, I utilised semi-structured interviews in generating data. Cohen et al. (2011) opine that semi-structured interviews give room for the participants to reflect on their experiences and tell their stories in the context of the study.

#### **4.8.1 Semi-structure interviews**

A semi-structure interview was employed in this study because it enabled me and the participant to relate freely with each other and dialogue without any restrictions through the use of an interview schedule and digital voice –recorder for a minimum of 40-45 minutes. Nonetheless, Alshenqeeti (2014) argues that a semi-structure interview is time-consuming and prone to subconscious bias. On the other hand, as the researcher is the key instrument for generating knowledge (Kvale, 2007), an interview is a potential and effective medium of generating ‘raw’ data as well as getting insight into participants’ perceptions to achieve in-depth information about

interviewees' internal beliefs and values (Cohen et al., 2011). In addition, to nullify this bias and ensure the credibility of the study, other research methods such as observation and document analysis are employed to crystallise the findings (Maree, 2009). Therefore, semi-structured interviews enabled me to ask questions that I did not design in my interview schedule to broaden my knowledge of mechanism adopted by the SBMCs to sustain learner discipline in schools.

This study employed two types of interviewing methods namely, individual interviews and Dyadic interviews. The individual interviews were carried out with four participants namely: Principals, teachers, traditional leaders, and the PTA Chairperson while Dyadic interviews with learners. In each of the three public secondary schools, I conducted Dyadic interviews with the head boy and head girls in two mixed schools while in the single female school I interviewed with the Head girl and her assistant. Moreover, in total, the individual interview with three schools were where principals were involved, three teachers partook in the study, three traditional participated, three PTA chairpersons contributed and six learners joined in the research work.

### Individual interview

The individual interview is a process that consists of one participant responding to an open-ended research questions. Individual interviews enable the participants to share ideas that might not have been disclosed in a more public context allowing the interviewer to have more control over the gathering or meeting (Morgan et al., 2013). Hesse- Biber and Leavy (2011) argue that a qualitative individual interview is the production of knowledge through conversation between the interviewer and interviewee. Individual interviews create an opportunity to freely speak on issues regarding the topic under investigation at length and linguistic, contextual, and narrative knowledge is generated (Silverman, 2013). In other words, rapport is built between the researcher and participants to enable the interviewer in exploring and generating information about the feelings, attitudes, interests, concerns and perspectives of the interviewee (Brent & Kraska, 2021). Thus, an individual interview is a useful technique for gaining insight into a participant's understanding, experience, and perception of a particular phenomenon and has a great contribution to in-depth data generation. This one-to-one interview is generally used in generating data in qualitative research as purported by (Coughlan, 2020).

## Dyadic interviews

This study got data through semi-structured dyadic interviews from two learners per each three secondary schools under investigation. Interviews are highly important in the generation of information for an in-depth understanding of a particular phenomenon and specifically in comprehending human experience (Morgan, 1996). According to Morgan et al. (2016) Dyadic interview include two participants who are partners and share a preexisting relationship. These authors further explain that dyadic interviews generate data from only two participants' conversation compared to focus group that produces data among numerous participants and individual interview is just an interaction with one participant (Morgan et al., 2016). However, both dyadic and focus group interviews depend on the interaction between two or more participants to produce data (Koren, 2023). Also, Koren (2023) argue that dyadic interviews include the understanding of friendship or “we relationship” sharing the same experience, space, feeling, time, and interest collectively. Hence, dyadic interview is a process where two participants interact in response to an open-ended critical questions.

Dyadic interviews in which two participants are interviewed together plays an important role in enabling each participant to provide an in-depth detailed regarding their experiences and storytelling on the research topic under investigation (Morgan et al., 2016). According to the SBMC's policy, only two learners (head boy and head girl) are to be represented in the meeting of SBMC and the focus of the study is majorly on the SBMC's members Therefore, semi-structured dyadic interviews were employed in this study for the learners to enable me to understand the role played by SBMC in the sustenance of learner discipline. Morgan (1996) pointed out that through the process of sharing and comparing views, dyadic interviews enable the participants to strengthen each other's comments and perspectives; allows participants to stimulate information that might have been forgotten or recognised as well as enlarge the coverage of the study. As opposed to individual interviews that permits participants to share ideas they might have concealed from the public setting. This has enabled me to gain more insight into the understanding of participants (learners) as well as the learners representing themselves as coexisting participants in a relationship and not just as an individual (Morris, 2001).

In addition, semi-structured dyadic interviews which entail a two-person dialogue create an avenue for the participants to discuss issues that is not related to an individual with regard to the research topic but give a suitable match between the participant themselves in unleashing vital information needed for the study (Morgan et al., 2016). However, it reflects in one participant having more self-confidence than the other. Also, when participants are engrossed with the topic, it may slip into a friendly chat and go off the topic of concern for a considerable extent of time (Szulc & King, 2022). Thus, to avoid wastefulness of time on non-related issues and domineering discussion, participants were moderated with effective use of interpersonal skills, and each everyone was allowed to express their views and opinions. Further, in order to have comprehensive data without any loss of details, I used a digital voice –recorder to record the interview discussion (Cohen et al., 2011). Dyadic interviews were semi-structured, each group (head boy and girl) from the three schools were asked of similar questions. In a semi-structured interview, flexibility enables me to probe and modify the order and details of how key points were addressed (Prior, 2016).

#### **4.8.2 Observation methods**

Qualitative observation is a research technique that enables a researcher to generate data through the use of the five senses touch, sight hearing, smell, and taste (Baker, 2006). Further, it is a subjective method of gathering data or information from people, events, or noting physical features in their natural setting (Hammersley, 2012). Mckenna et al. (2016) claim that observation is the bedrock and foundation of human Knowledge. Baker (2006) asserts that in qualitative observation, researchers are included and systematically listen, watch, and record a particular phenomenon. According to Mckenna et al. (2016), observation is utilised in a various method in research such as experiments, surveys and case studies as well as in isolation or alongside questionnaires or interviews. Hammersley (2012) argues that observations enable researchers to check whether the participants do what they said they have done. Some of the advantages of observations as indicated by Mckenna et al. (2016) include the fact that they assist to inform the researcher about the influence of the physical environment; provides insights into interactions; to aid the illustration of the whole picture, as well as capturing the sense of the context and social

setting of the phenomena. Some of the physical structure observed included an interaction between principals, teachers, parents, and learners in school as they play their role in sustaining learner discipline in schools (Flori et al., 2019).

According to Bernard (2012), participant observation involves the researcher becoming a participant in the context being observed. Therefore, the researcher puts him or herself in a position of people under investigation such that they can have the same experience as the participants. Direct observation is when a researcher is being unobtrusive and more detached to avoid biases (Flori et al., 2019). Thus, the researcher generates data about social practices of what and how people are doing things in their natural context. However, it is time consuming, tiring, and stressful. Nevertheless, it provides useful information on the research topic that could not be exposed during an interview. Indirect observation is when a researcher has interactions with the participant and observed his or her behaviour (Bernard, 2012). In addition, Mckenna et al. (2016) presented observation in two different forms, structured and unstructured observations.

#### Structured observations

Structured observation refers to a method of using a schedule guide planned or checklist in advance to observe an event while and unstructured observation is a process in which researcher observe the natural context of occurrence and record behaviour holistically without using a schedule or predetermined guide (Cohen et al., 2011).

#### Unstructured observation method

Unstructured observation can also be likened to be inductive or naturalistic approach as well as being flexible and can be used to examine complex phenomena or single case; hence, researcher becomes the main instrument for data generation to understand the phenomenon (Mckenna et al., 2016). However, researchers are selective based on an area of interest and may omit some data or be biased although, data are recorded in the field notes. This techniques was used in data generation for a better understanding of the role played by the SBMCs in sustaining discipline among learners. McMillan and Schumacher (2010) assert that observation as a research method

involves the researcher visiting the research site of study for perceive and checking the real-life occurrence through hearing and sighting as well. Therefore, the physical and environmental serenity of the site (Neuman, 2006) were observed to authenticate what is being said and done. Thus, this enables me to gain insight into how the SBMC member plays their roles in promoting and sustaining learners' disciplines both in class and school compound.

Cohen et al. (2011) argue that observation is time-consuming and sometimes involves risk, however, the valuable study of the social context of behaviour and processes uncover actions and relationships unknown to the participants thus, generating rich data. Unstructured observation adopted in this study made me note the contribution of the SBMCs to the infrastructure development of schools such as renovation and building of classrooms, provision of infrastructural materials, and construction of portable water. As such, proper notes were committed to paper during this observation process (Bernard, 2012) and more evidence, as well as confirmation from the participant, solidifies data generated.

#### **4.8.3 Document analysis**

The third phase is document analysis. This is a research tool that is used in crystallising data that is generated through other means such as observations or interviews (Bowen, 2009). The author further explains that document analysis is a logical process for reviewing, as well as evaluating both printed and electronic materials or documents. Analysing documents to elicit meaning and gain understanding required data to be examined and interpreted. Documents are recorded text devoid of the researcher's intervention and are social facts used in a socially organised manner. In qualitative research methods, document analysis is one of the major sources of evidence corroborating other techniques in generating data from the participants. For credibility in research, document analysis is adopted to crystallised the findings from interviews and observations utilised in this study. Documents analyses consume less time and required data selection but not the whole collection as well as being stable and can be repeated for review (Merriam, 2002).

Yin (2012) states that documents' coverage is broad and the content is précised. However, the information it produces is not sufficient and sometimes, may not be retrievable. Most importantly, crystallisation assists the researcher to guard against the biases of a single method. Specifically, Bowen (2009) highlights some significant things about documents; these include verification of the findings, an effective means of generating data that cannot be observed or forgotten information, and used for tracking changes. The combination of document review with other sources of findings allowed me to have a deeper understating of the role played by the SBMC in sustaining discipline among learners. The use of documents such as prospectus provides information on the history and learners' code of conduct; the SBMCs manuals give ideas about the background of this structure in schools; minutes of meeting explicitly show the teachers and the learners' competency skills and empowerment were identified through programme booklets being reviewed. A documents review is an effective tool that provides rich information about a particular phenomenon (Yin, 2012). Merriam (2002) argues that documents are an important device that allows a researcher to develop understanding and reveal meaning, as well as insights relevant to the critical issues. Document analysis is used as a supplement to data from sources such as observation and semi-structured interviews.

Documents were reviewed in this study in other to have access to information that could not be gotten through other research methods such as observation and interview. Cohen et al. (2011) claim that sometimes, document offers scanty or not suitable information to the context. However, relevant documents such as the SBMCs minutes of meetings, school perspective learners' code of conduct, SBMC manuals, and pamphlets given at seminars gave much insight into the operational function of the SBMCs in sustaining discipline among learners. These documents enable me to gain more insight into asking a question during the interview as well as providing insight into the historical background of the school and answers to my research questions.

#### **4.9 Data analysis**

Data were generated from an individual interview with principals, teachers, traditional leaders, and the PTA Chairperson; Dyadic interview with learners; Relevant information was generated

from document review and observation in the schools. Also, meaningful information was developed from all these raw data, and interpretation were made in other to have a broad understanding of the phenomenon. Consequently, qualitative data analysis is the process of organising, accounting for, and explaining the data (Cohen et al., 2011). Further, qualitative analysis is the way of understanding, explaining, and interpreting people's situations under investigation (Cohen et al., 2011). Patton (2015) posit that qualitative analysis is also a reduction of data, subjective interpretation of data, and sense-making through a systematic process of collecting, classifying, synthesising, and interpreting data to explain a particular phenomenon. There are different categories of qualitative data analysis such as narrative, discourse, framework, grounded, and content analysis. However, this study utilised content analysis.

#### **4.9.1 Qualitative content analysis**

Content analysis is a useful technique for quantifying qualitative information through a systematic process of sorting and comparing items of data to concise them, thus raw data are reduced to useable evidence. Content analysis assists in identifying pattern that emerged from text and the arrangement of content in concepts, words, and themes as well as quantifying the relationship between all the arranged content. Downe-Wamboldt (1992) asserts that the main objective of content analysis is to make provision of knowledge and understanding of a particular phenomenon under study” for this study, content analysis is a subjective interpretation of both verbal and nonverbal data generated from a research field on a particular phenomenon for valuable and useable information. Zhang and Wildemuth (2009) explained that analysis is deductive in quantitative studies; hence, it is tested in hypotheses. In opposition to this, qualitative analysis is primarily inductive, and themes and inferences are drawn from data. Downe-Wamboldt (1992) stresses that in qualitative content analysis, themes are characterising meaning of a specific phenomenon whereas in quantitative content analysis occurrences of ascertain concepts are in statistical forms and significance. Therefore, for this study, inductive content analysis was utilised in analysing the research data.

## **4.9.2 Inductive content analysis**

Kyngas (2020) claims that, in an inductive content analysis, researchers identify categories and themes to serve as the foundation for reporting content and also with a consciousness of a strong relationship between original data and analyses of data. Therefore, inductive content analysis was adopted in this research work. As such, this method was suitable in qualitative research and particularly in this study because of the content sensitiveness. Elo and Kyngas (2008) explain that inductive content analysis is adopted for fresh or initial case studies or where there is fragmented knowledge of a phenomenon. In this study, I inductively analysed the data generated by using content analysis and discussion analysis to develop patterns, categories and themes that were identified to define and understand the role played by participants in sustaining learner discipline. However, inductive content analysis poses an excessive interpretation of the researcher (Zhang & Wildemuth, 2009), in other words, the provision of useful evidence in phenomenon is highly imperative.

### **4.9.2.1 Phases of analysing data**

Data analysis is more of a thinking and creativity route and data analysis can be processed by a software package or manually (Elo et al., 2014). Although, this analysis was done manually, Miles et al., (1994) argue that qualitative content analysis processes start with data generation and this greatly assists in directing sources that are relevant to handling the critical question. Most importantly, to validate dependable inferences, qualitative content analysis engages in a procedure of systematic and transparent data processing. This study adopted the approaches highlighted below by Elo et al. (2014) and Zhang and Wildemuth (2009) in conducting inductive content analysis namely, the preparation of data involving the identification of data, organisation of the data, and lastly in reporting. All these details were systematically and logically reported in the study. This Inductive content analysis comprises the following five phases:(i) Preparation of data: (ii)Organisation of the data (iii)Coding of the text (iv)Exploration of coded data (v) Processing and reporting of data.

### Preparation of data

Data analysis requires data preparation and this involves the identification of data (McCarthy et al., 2022). Accordingly, the voice or audio-recorded raw data generated from both individual and dyadic interviews were transcribed and translated into some the dialects into the English language (Patton, 2015). Transcription is repeated cautious listening and much attention to covert those words into text format such that participants' information with regards to thought can be revealed as well as being understood (Hesse-Biber & Leavy 2011; Zhang & Wildemuth, 2009). I get more immersed and familiar with the data through the transcription of the recorded words extracted from the participants and other reflections or observations during an interview from them such as pauses, filler and stutter words, and some audible behaviour like “ums” that are relevant to the study (Schilling, 2009). In the dyadic interview, the learners who spoke were recognised by pseudonyms and also indicated with their portfolio as school head boy or girl and their assistant. Most importantly, for confidentiality, the three schools and all the participants were given a fictitious names.

### Organisation of data

This is known as the organisation and groundwork for data analysis; thus, the recorded voices from an interview (individual and Dyadic interview) were listened to carefully several times for familiarisation and transcribed verbatim. In qualitative content analysis, singular themes are used as a unit for analysis and not physical linguistic units such as paragraphs or sentences as used in deductive content analysis (Indulska et al., 2012). Hence, at this stage, the common words or sentences and other things emerging were arranged in themes and patterns of similarities for a better interpretation (Cohen et al., 2011). Themes are features of participants typifying specific experiences or perceptions that notify the researcher as being relevant to the critical question (Indulska et al., 2012). These themes emerge as a result of the constant reading of transcriptions and identification of a specific subject that are analysed. While patterns include the “comparison of predicted theoretical pattern and observed empirical pattern” such that comparison is made as humans make sense of their world (Indulska et al., 2012). These themes and patterns enable the

categorisation of data quicker and easier and to have an in-depth understanding and usability of the data generated. These series of phases were fulfilled in this study to understand the role played by the SBMCs in sustaining learner discipline in schools.

### Coding of text

This is the stage of coding. Coding is an act of labeling and organising data for the identification of various themes and showing how they are interrelated as well as providing a systematic explanation of the information generated from both recorded interviews and observed phenomenon (Zhang & Wildemuth 2009). In addition, this author explains that the use of these coding schemes assist in supporting the gathering and comparison of result or finding of studies across several research works. Therefore, at this point of coding, the data transcribed were arranged into a sensible analytical unit (Cohen et al., 2011; Nieuwenhuis, 2011). Although, sometimes, assigning text to a particular individual category is challenging but qualitative content analysis enables me to assign an element of text to many categories concurrently. The objective of this study is to understand the SBMCs' role in sustaining learner discipline. Thus, the data generated gave much insight into the mechanism adopted in sustaining discipline among learners in secondary schools. This coding is repeatedly checked to avoid wandering into an idiosyncratic sense of what the codes connote (Schilling, 2009). Also, these themes were consistently checked for validity (Lincoln & Guba, 1995; Miles et al., 1994).

### Exploration of coded data

This section encompasses the meaning-making of categories and themes that were identified in the data. Thus, relevant information was explored and inferred such that the relationship between the themes, pattern, and categories were uncovered (Chen, 2024) to have in-depth understanding of the role played by the SBMC in sustaining learner discipline in school. Moreover, a comprehensive description of the SBMCs members (Principals, teachers, learners, the PTA Chairperson, and traditional leaders) was made and particularly with regard to their understanding and experiences of the phenomenon under study. To have a meaningful data interpretation, those three selected schools were given the same codes and interpretations as well as creating themes of commonalities and differences among the categories.

## Processing and reporting of data

This aspect is on the processing of data analytically and this includes organising and combining code of similarities into themes and patterns of categories and unfolding the meaning that the participant has constructed in the study (Cohen et al., 2011). These themes that emerged were being connected, and the sub-theme was organised. Thus, the multiple sources of data from observation, interviews (individual), and the documents were integrated and interpreted to provide an answer to the research question. Further, the adopted theories were structured to align with the interpretation of findings and make meaning to the lived experience of participants. In other words, this gave an account for the role played by the SBMCs in sustaining learner discipline in schools and the conclusion was evidence-based data on the lesson learned from the study. I scrutinise the data with all-encompassing themes such that for a more substantive explanation and also crystallised the interviews with other sources of data (observation and document analysis) to authorise the evidence. Direct quotes were utilised in the study to contextualise the supposition and inferences. Finally, the theoretical framework underpinning this study and literature review on the role of the SBMCs in the sustenance of learner discipline strengthens the conclusion of this study.

### **4.10 Ensuring trustworthiness**

Trustworthiness is the quality of qualitative research and it is being evaluated by four principles: credibility, transferability dependability and confirmability (Lincoln & Guba, 1995). These four concepts are suitable for ensuring trustworthiness and thoroughness in qualitative studies. These principles are critically discussed below.

#### **4.10.1 Credibility**

Credibility is the initial aspect that needed to be established in believing the study's findings and authenticity for representing the truthfulness of the research result. Therefore, Lincoln and Guba (1995) proposed certain techniques to authenticate credibility. These involve persistent prolonged

engagement in the site, member checking, observation, peer debriefing, thick rich description and reference adequacy and crystallisation (Maree, 2009). In this study, the participants were given the transcribed data to clarify their responses; probing of researcher's thinking on the study to reduce any error or biases and assumption made by the researchers. Thus, they assisted in improving the credibility of my analysis of this study. Moreover, to aid the improvement of credibility, the description of the setting, participant's qualifications and years of experience as a member of the SBMC were effectively enumerated in this study (Cohen et al., 2011; Creswell, 2013; Shenton, 2004). In other words, to comply with credibility criterion, the researcher draws conclusions from raw data that is coded from a transparent designing process to enhance the credibility of qualitative content analysis (Elo et al., 2014). In this study, credibility was ensured through the adoption of the following techniques: *Firstly*, persistent observation enables me to understand and take note of the type of behaviours exhibited among learners in the school. *Secondly*, a thick rich description and prolong engagement with participants, as well as participant's qualifications and years of experience as a member of the SBMC (Cohen et al., 2011; Creswell, 2013) provide facts about their experience with regards to the purpose of this study.

*Thirdly*, member checking, is a technique used by the researcher to enhance the credibility of the study (Creswell, 2013). As such, the participants were given the transcribed data to correct errors or clarify their responses. *Fourthly*, Peer debriefing was done. In this technique, a researcher calls an expert in the field of study peer but not involved in the study to probe the thinking of the researcher's study to reduce any errors or biases and assumptions made by the researchers (Lincoln & Guba, 1985). In the context of this study, I engaged a capable de-briefer to probe the research process (Shenton, 2004).

Another technique I used to enhance credibility is Crystallisation. Crystallisation is the act of using multiple methods of data generation to validate findings (Maree, 2009). The author further state that, it is the procedure of validating findings as the study attempt to engage with multiple methods of data production and analysis. According to Richardson (2005), the concept of crystallisation is more commonly adopted in a qualitative study than triangulation in a

quantitative study. This is because the fundamental image of qualitative investigation needs not to be triangulated but rather crystalised. Hence, the process of crystallisation allows the researchers to obtain a detailed and in-depth understanding of the concept under investigation. Therefore, crystallisation was adopted to allow for a detailed and in-depth understanding of the research work and particularly in understanding the role played by the SBMCs in the sustenance of learner discipline.

#### **4.10.2 Transferability**

*Transferability* is the degree to which the findings from qualitative research can be generalised or the result can be applied in another similar context (Lincoln & Guba, 1995). Researchers provide the set of data with rich interpretation for other researchers to make justice to transferring findings in another situation or setting. Shenton (2004) claims that the number of participants in qualitative is often small so findings are not generalisable. However, the methods of generating data and interpretive content analysis were detailed and transparent enough to declare the transferability of the findings in another similar context.

#### **4.10.3 Dependability**

*Dependability* refers to the extent of consistency of the internal process of research findings that can be confirmed by another reader (Lincoln & Guba, 1995; Shenton, 2004). Anney (2014) and Bitsch (2005) argue that dependability is the findings of the study being steady for overtime. Thus, the detailed report of the research process was explained explicitly, and this laid the ground for future researchers to study. In other words, full details of the research work such as details of findings, method of data generation and suggestions for further studies were reported unambiguously (Lincoln & Guba, 1985).

#### **4.10.4 Confirmability**

*Confirmability* refers to the degree to which findings of a study are linked to the conclusion such that it can be followed, processed and replicated by other researchers (Denzin & Lincoln, 2011).

Bowen (2009) posits that in qualitative inquiry, confirmability is attained through triangulation, reflexive journal and audit trails. Anney (2004) states that confirmability is the extent to which the findings can be confirmed by other researchers. Also, the establishment of data and interpretation of results are devoid of figment researcher's imagination, but data are derived and consistent with the understanding of participants. An audit trail or audit log is a process that enables the researcher to trace the steps taken in the research process via the decision taken and the procedure described (Lincoln & Guba, 1985). Consequently, in assuring confirmability of this study's findings, details of the research processes and procedure such as raw data, reconstruction and synthesis of data, theoretical lens for this study and analysis of notes were reported accordingly. Most importantly, to heighten the confirmability, member –checking was done by giving the participants transcripts to attest their words. This was done by hard copy and via electronically. They established the truthfulness of their words and some clarities were made.

#### **4.11 Ethical considerations**

It is always important in research that it is conducted in an ethical manner, and that is why research bodies have to ensure that research is ethically conducted. Ethical considerations refer to principles that guide the right and the wrong behaviours in the conduct of research and mostly, when humans and animals are involved (Cohen et al., 2011). The first stage of this aspect was that I applied to the University of KwaZulu-Natal (Human and Social Sciences Research Ethics Committee) for ethical clearance to conduct my research study and it was given in August, 2021. Also, I obtained the consent letter from the Ministry of Education in Ado local government of Ekiti State, Nigeria to conduct my study. Ethics in qualitative research consist of numerous principles, including, autonomy, non-maleficence, and beneficence. Autonomy refers to participants willing to give consent in partaking in the research work, as well as understanding the nature of the study and commitments that are involved in it (Cohen et al., 2011). I made the participant understand that the research work is mainly for my PhD study and no incentive is attached to the research work. I also made them to know that their participation was voluntary and they are free to withdraw at will and at any time (Rule & John, 2011). I wrote a permission letter to the participants to endorse their consent in the research study and seek their consent for using the audio recorder for the interview. Although, the participants gave consent on the use of

tape recorder but it was not sold because of security purpose. Therefore, I was limited to use my phone and laptop for the recording.

The other principle is non-maleficence, and this refers to an assurance of the study being free from any form of harm to the participants (Rule & John, 2011). Thus, participants were assured of being risk-free the research conduct. In other words, I complied with COVID-19 rules of protection in terms of using nose mask during the face-to face interview and cleaning of hands as well. Also, confidentiality and anonymity were guaranteed through a consent letter. As such, there were some sensitive discussion about learners that participants strictly instructed to be treated with confidentiality and it was strictly adhered with and enhance the protection of research integrity and reliability. Pseudonyms name was also used for the participants' name as well. The last principle I want to mention is beneficence which refers to the benefit that both participant and the public will gain from the study (Cohen et al., 2011).

#### **4.12 Limitation of the study**

The criticism around qualitative research study is that the findings are not generalisable (McMillan & Schumacher, 2010). This is because the study is a small scale and the result is contextual and personal, as well as subjective (Yin, 2012). However, for any research findings to be trusted, they have to conform to some sort of trustworthiness, and in the context of qualitative inquiry, Lincoln and Guba (1985) developed a framework to ensure trustworthiness. In that regard, I have explained how I enhanced trustworthiness of the findings such that the limitations that are associated with qualitative research are overcome. For instance, adequate detail and rich description of the procedures that were undertaken to conduct the research work were clearly elucidated. In addition, the effective communication through the use of English language during the interview with the traditional leaders and PTA Chairperson may have posed a limiting factor particularly in proverbial expression in dialect. Fortunately, these participants interpret the proverbs in English language. Also, the PTA chairperson of GSS who was a Secondary School Certificate holder could understand and speak English relatively and I also understand the dialect and proverbs. However, those proverbs I don't understand the meaning were carefully interpreted by the participants to me. As a result of the security threats in the country, I could not use tape

recorder as earlier planned, however, I used my phone and laptop to record the voices of the participants. Further, I have declared the evidential information of research process to ascertain the credibility of the exploration of results and to add to the body of knowledge on the mechanism adopted, as well as the role played by the SBMCs in sustaining learner discipline in disadvantage context.

#### **4.13 Conclusion**

Chapter Four has presented a comprehensive account of the research design and methodology that was adopted for this study. Also, the engagement with this methodology enabled me to navigate the critical question in understanding the role played by the SBMCs in the sustenance of learner discipline in schools. This section focuses on the justification for the methodological choice and theoretical drives in this study. As such, paradigms and feature of the paradigm based on an interpretive approach were explained. Likewise, research approach, research methodology (Case Study), the selection of the participants, as well as the research sites and data generation methods were discussed. Data analysis and ethical considerations were strictly adhered to and explained. The next chapter presents a detailed presentation of findings from the analysis of the data from the first of the three research sites.

## CHAPTER FIVE

### THE ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEE IN SUSTAINING

#### LEARNER DISCIPLINE: FINDINGS FROM GOLDLAND SECONDARY SCHOOL

##### 5.1 Introduction

The previous chapter focused on presentation of research design and methodology utilised in this study. The aim of this study was to understand the role of the role of school-based management committee in sustaining learner discipline in some selected secondary schools in Ekiti State, Nigeria. Thus, data were generated from three research sites and the presentations of the analysis are sub-divided into three chapters and their *pseudonyms* are Goldland Secondary School, Silverma Secondary School and Diamond High School. The findings are discussed according to each research site. Where Chapter Five discusses the findings from Goldland Secondary School; Chapter Six presents findings generated from Silverma Secondary School, Chapter Seven discusses findings from Diamond High School. All the cases were distinctly presented, profiled and analysed without literature incorporation. However, Chapter Eight is being the second level of analysis, relevant literature is injected into the discussion in order to enhance the analysis. The focal point of this analysis is on the interview of the selected SBMCs members namely; Principals, Teachers, Learners, PTA Chairperson and Traditional leaders.

Therefore, Chapter Five presents the analysis of data that were generated from case study one named (*pseudonyms*) Goldland Secondary School (GSS). Pseudonyms for participants are as follows; Mr. Goal (Principal), Mr Gift (Teacher), Mr Gabriel (PTA Chairman), Mr Gani (Traditional leader), Ben (Head boy) and Gen (Head girl). This section of chapter five analyses data derived from semi-structure interview, dyadic interview, observation and document received from the school. The analyses of the result were based on the critical question and research objectives without the consideration of literature. In addition, in order for readers to be enlightened and have a comprehensive understanding of the context of school as well as that of

participants, the profile of the school and participants will be discussed. Most importantly, all the participants were interviewed in the school.

## **5.2 The presentation of profiles of school and Participants**

The presentation of this section is basically in two fold (school and participants). The arrangement of this section allows school profile to be presented first, followed by each participant as this arrangement would facilitate a comprehensive understanding of the data analysis.

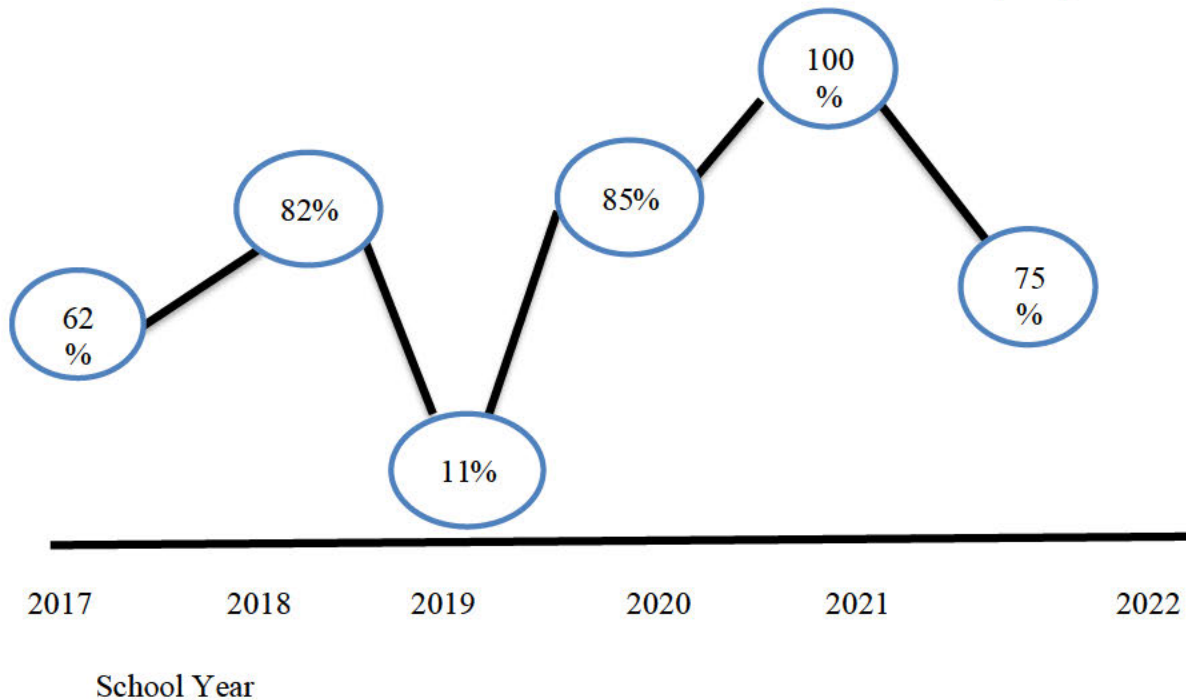
### **5.2.1 Profile of Goldland Secondary School (GSS)**

Goldland Secondary School (GSS) was founded on the 26<sup>th</sup> September, 1980 with eight teachers and one hundred and sixty-five students and the slogan of the school is “first in good things”. The motto of the school is Faith, Unity and Progress. Goldland Secondary School is a Muslim school and is given to Islamic tenets with the aim of moral training of learners and staff through Islamic guidance and principles. The school is located within the low socio-economic status environment and it is situated at the core area for the indigenous people of the town. Goldland Secondary School is a mixed school and is one of the biggest schools in Ekiti, having the total population of over 2334 learners, despite the large population; the school operates only day school without provision for boarding school. The school has six Vice Principals and 105 teachers and the teacher-learner ratio is 1: 22. The school has carefully compiled some selected prayers, songs and lyrics to aid the conduct of assemblies and for the innovation as well as improved Godly indoctrination. There are categories of 11 rules and regulations on moral standard of learners identified in the prospectus and any violation of the code of conduct will attract stringent punishment. The school maintains a high status of Grade One with each class made up of seven arms. Admission into these classes is purely on merit, through interviews when there is a vacancy. The school’s patronage comes from several national and international clubs and societies some of which includes press club, road safety club, boys and girls brigade and scout, Red Cross society, JETS club and Human Right club. Further, GSS participates in inter schools quiz, debates, and sports and many laurels prizes had been won in the past years. Some of the

selected topic from the Holy Quran focus on the teaching of honesty in words, deeds and in dealing with others, prohibition of gambling, stealing and fraud, act of forgiveness, justice, fairness, modesty in dressing and behaviour, forbidden of arrogance, extravagance and slander, truthfulness and good behaviour among others.

The topography of Goldland Secondary School (GSS) is located at the mountain top. As such, it has no good parameter fence and the school is surrounded with shrubs and some uncompleted buildings. However, there are volunteer paramilitary officers such as cadets, Peace Corps, civil defense, as well as man O'war monitoring and guiding the movement of learners in school. They also train learner in the area of security and self-defense, checkmate the learners' behaviour and for other security purpose. Although, there are five entrances leading to the school compound, but only two of the gates are the major entrance and are guarded by the security guard. The field is so wide enough to allow for various extra-curriculum activities such as inter house sport. Also, the school has library and laboratories, as well as technical department but needs to be updated with relevant modern equipment. There are some buildings under construction and there is signage in some strategic locations in the school compound directing the learners to always visit the counselors for help. The school has a borehole located at the back of principals' office. The SBMC was established in the school more than ten years ago. Some of the physical structures of GSS are fairly modern and most classrooms are not electrified but manageable enough for teaching and learning. On the aspect of social-economic background of the learners, majority of them are from broken homes and lack basic things. The school is the middle of the town and geographical location does not encourage calmness for effective assimilation during learning. For instance, behind the school there is a mountain and this makes it difficult for the fencing of school. There are several churches around the mountain surrounding the school as well and their activities such as singing and drumming, shouting, praying sometimes disrupt the effective teaching and learning.

## MATRIC PAST RATE: GOLDLAND SECONDARY SCHOOL (GSS)



**Table 1 GSS MATRIC PAST RATE (%) FOR 2017-2022**

### 5.2.2 Participants' profile

The selected six participants chosen from the SBMC are the focus on this study and their names are Mr Goal (Principal), Mr Gift (Teacher), Mr Gabriel (PTA Chairman), Mr Gani (Traditional ruler), Ben (Head boy) Gen (Head girl). The participants' profile are summarised below:

Pseudonym	Leadership role and portfolio in SBMC	Age Category	Gender	Academic Qualification	Year in leadership position and experience in the SBMC
Mr Goal	Principal	50-60	M	BSc	4
Mr Gift	Teacher	50-60	M	BA	5
Mr Gabriel	PTA Chairman	60-70	M	SSCE	10
Mr Gani	Traditional leader	50-60	M	BA	7
Ben	Head boy	15-20	M	SS3	1
Gen	Head girl	15-20	F	SS3	1

**Table 2: Detail of GSS participants' profiles**

## **The participants' profiles**

**Mr Goal**, the Principal of Goldland Secondary School (GSS) had been in teaching service for the past 30 years and has worked in many schools as well as having served as school Principal since 2006, before being posted to Goldland Secondary School four years ago. Mr Goal has Bachelor degree in Zoology and Botany and has been in the teaching service for 34 years. He is a disciplinarian and has good relationship with both staff and students. Also, as a hardworking man, sometimes, he teaches Chemistry and Biology in classroom. He was the former Zoner leader of Ekiti central Zone of Association of Nigeria Principal Secondary School. Further, Mr Goal is the present Nigeria Union Teacher chairman of West Zone in Ekiti State. In addition, Mr Goal has a philosophy and policy of “minimum offence attracts maximum punishment”. He is a Muslim man and this assisted him to strive well in inculcating effective discipline among the learners as well as staff in school.

**Mr Gift** is a teacher representative in school based management committee in Goldland Secondary School. He was a member of the SBMC committee in his former school and became a committee member again since five years ago in Goldland Secondary School. He holds Bachelor of Art in Education and works as technical drawing teacher. He is a Christian but cope well in Muslim school. **Mr Gabriel** is the pseudonym of the PTA Chairman of Goldland Secondary School. He is an elderly man of 63 years and has been the PTA Chairman of GSS for the past 10 years. Mr Gabriel is one of the committed pioneer members of the SBMC since 10 years ago in GSS. He holds a secondary school certificate level but has good proficiency in English language.

**Mr Gani** is a Traditional leader representative in the SBMC of Goldland Secondary School and holds Bachelor of Art in Education in Arabic language. Likewise, **Ben** is the head boy of Goldland Secondary School and Gen is the head Girl of Goldland Secondary School both are the representatives of learners in the SBMC. The data generated from this current study are presented under main themes and sub-themes and the analysis are basically on the participants' voices and these are with verbatim quotation. Thus the infusion of literature and theoretical frame work are

not featuring in this section. Pseudonyms are used for the names of schools and participants in the discussion below.

### **5.3 Presentation of findings and discussion**

The finding of the study in this section are presented and using content analysis for the data generated as indicated in chapter four. The result gotten from the analysis of data generated from the interviews, documents and observations were systematically arranged into categories and subcategories to enable the readers get into the natural and social setting of the phenomenon, detail of information and interpretation of finding of data generated were adequately analysed in this discussion. The School-Based Management Committees understanding of a sustainable learner discipline in school; The importance of enacting and embracing School-Based Management Committee in schools; The experiences of School-Based Management Committee in the sustenance of learner discipline in Goldland Secondary School; The Practices and role of School Based Management Committees in the sustenance of learner discipline in Godland Secondary School; Mechanism for sustaining discipline among learners.

#### **5.3.1 The School-Based Management Committees understanding of a sustainable learner discipline in school**

The aim of this research question was to understand the participants' views and perceptions with regards to a sustainable learner discipline. The themes and categories that emerged from this interview form participants' narrative. It provides thick descriptions of responses generated through voices via semi-structured interview. Accordingly, all the participants in Goldland Secondary School (GSS) indicated a constant and relentless effort in maintaining and sustaining positive behaviour among learners. The participants in Goldland Secondary School (GSS) all concur on the importance of a sustainable discipline among learners in school. As such, it aids a productive teaching and learning as the key to academic success. Thus, majority of these participants explain what discipline is all about and then indicate their understanding on

sustainable discipline. For instance, the principal of GSS emphasised on what discipline is all about before focusing on the “sustainable discipline”. Mr Goldland of GSS had this to say:

*Discipline is kept by the core values and training students to obey rules and regulations of the school so, sustaining discipline in school has to be a continuous effort by the stakeholders of school in working hard with all measures to make sure both staff and learner are always well disciplines in the school (Mr Goal).*

The Teachers of GSS conveyed a related impression on the fundamental issue of discussion. This is how he put it:

*Discipline is the bedrock of a good standard educational career. If there is no discipline there can't be a good education. Therefore, discipline itself is part of education. Even the bible says when you don't discipline a child.*

*Then the future of that child is at stake, it says “spare the rod and spoil the child”. Although, this doesn't mean a physical rod but you should chastise when you need to do so even in your own house. So, when you discipline a child he will listen to you even in the class or within the school environment. Hence, sustenance of discipline in school helps productive teaching and learning (Mr Gift).*

The PTA Chairman of GSS asserted that:

*Sustainable discipline is the ability to continuously control ones' temper such that it never go out of hand in any situation (Mr Gabriel).*

The Traditional leader supported this idea by saying that:

*Discipline is an act of maintaining righteousness (Mr Gani).*

The traditional leader further explicated that in sustaining discipline in school, learners must be properly guided and nurtured with appropriate behaviour and morals as well as letting the

children be aware of consequence of deviant to these apposite behaviour in the society. On this point, he affirmed that:

*It is a training given to student on good behaviour and the repercussion of evil character (Mr Gani).*

The Head girl views the concept of sustainable discipline as a way of doing well in both moral and academic performance such that one can be reckoned with in the society. This is what she said:

*Discipline at first is an aspect of behaving well in moral as well as academic and in sustaining learner discipline in school, student needs to maintain order at all times and being moderate as a student, such that in society one would be regarded as a good fellow citizen (Gen).*

Finally, all the participants affirmed the necessity of sustainable learner discipline as an inevitable norm that must be inculcated in the school, and which must be part of learners' sub-consciousness to always exhibit positive behaviour both in and out of school. It is believed that these learners are what we make them to be and this heavily relies on the effectiveness and efficiency of leadership in observing a particular problem and providing solution to areas of concern. Specifically, on the aspect of discipline in school and the solution lies on the shoulders of the SBMCs as part of their responsibility in the sustenance of learners discipline in school. As such, Mr. Gani, the Traditional leader passionately expressed *that learners lived with what we planted in them and that is why discipline must be sustained among learners.*

The participants of Goldland Secondary School in this study categorically emphasised that sustainability of learner discipline is the bedrock of academic achievement and a peaceful society. In other words, they acknowledged their responsibilities as future builders that must relentlessly, ensure that all learners are well developed to always comply with the rules and regulations of the school. Although, there are times that chastisement is required to be unleashed on the learners when they misbehave but must not infringe on the rights of other learners and should not inflict any injury on them. Consequently, it is the school leaders' obligation to train and protect them from tendencies of indiscipline, social vices and societal harsh conditions that are capable of negatively influencing learners' behaviour, as well as bringing learners under control such that

those disciplined life style or practices are embedded and rooted in them at all time and everywhere. Most importantly, learners are groomed to be well behaving constantly such that they are not coerced to behave in a controlled manner. Thus, positive discipline is sustained and academic achievement is actualised as well in the school.

#### **5.4 The importance of enacting and embracing School-Based Management Committee in Goldland Secondary School .**

Day to day experiences of indiscipline has become unbearable for school leaders and this put a threat to academic achievement for learners and smooth running of activities in schools. As such, this calls for great support of community members and enactment of (SBMC) in the involvement of maintaining and sustaining learner discipline in school. The SBMC is proactive in promoting positive behaviour and sustenance of discipline among learners in schools. Likewise, findings in this study signpost the importance of establishing the SBMC in school for heightening acceptable behaviour among learner and staff in school. The fact is that the SBMC work hand in hand with the State government to achieve their aims and objectives for the progress of school. In the course of interviewing the SBMCs members in this school, Goldland Secondary School, all of them stressed that the SBMC is highly inevitable for the sustenance of learner discipline in school. Some of the comments made were:

*The SBMC is the forum where the management of the school and community members works hand in hand to support the progress of the school. There are lots of representatives in the SBMC such as the PTA Chairperson, Alumni, Traditional leaders, and others. This committee helps in keeping the school in order, for example, they intervene on the problem between the school and community. Also, the SBMC helps in securing the school and keeping the students from any form of harm. The committee also guides the conduct of School Management by ensuring adequate security all around the school premises. And most importantly, they support learners' positive discipline in the school. As a result of this, when I got to the school, I immediately started the meeting of the PTA*

*followed by that of the SBMC and they told me their experiences in the past (Mr Goal, the Principal).*

Mr Gift, the teacher shows a related idea on the matter that the SBMC is proactive in promoting discipline in school. He said:

*I was in the committee of the SBMC in my former school and when I got into this school, I opted into the system again. This SBMC has been trying all efforts to make sure there is discipline in the school which they believe will help the teachers to teach well and students also will learn faster and school can be peaceful and run smoothly (Mr Gift, Teacher).*

Mr. Gabriel, the PTA Chairman explained the chain of command of the SBMC in the school's organogram and their ultimate role in keeping the school system to function in a safe environment.

This is what he said:

*The SBMC is the highest organ or body to formulate opinion to ways and means to make progress in school. The SBMC is more effective, recognised, and stronger than PTA. Therefore, the PTA is under the SBMC in hierarchy form of school organisational structure. So, the SBMC interrelates with school management at all times. The opinion of the SBMC is stronger on any project to be executed in school. The role of the SBMC in maintaining and sustaining discipline among learners is quite fundamental and they have been very effective in making sure discipline is sustained among learners in school (Mr Gabriel).*

Mr Gani , the traditional leader shared the same sentiment saying:

*The SBMC is the brain behind the success in the school because their day and night are to think about the progress and development of the school in all ramifications. The SBMC is organised to be a group of people that look at the School affairs both on the academic and all aspect. They look into the problem facing the school and find solutions to these problems. If there is*

*benefit from anywhere allocated to the school, the SBMC ensures that those benefits are used for the progress of the school. In addition, the board (SBMC) has the power to control the school authority or to sanitise the school authority (Mr Gani).*

All the six members of the SBMC had the same view and pointed out the importance of SBMC particularly in maintaining and sustaining discipline in school. Mr. Gani, the Traditional leader stressed that:

*The SBMC is free to go to a round table with the government on behalf of our teachers and students to present their needs. So, they are partly pressured by the group to fight for some right from outside and to maintain execution inside and this makes it workable and easy (Mr Gani).*

Similarly, Gen, school head girl shared the same feeling that:

*The SBMC serves as an intermediary between the students and the teachers as well as government (Gen).*

Likewise, the Principal underscores the fact that the SMBC is the midway between school and government in achieving their goals. This is how he puts it:

*SBMC works as an intermediary between government and schooling in meeting their needs (Mr Goal).*

Mr. Gani, the Traditional leader accentuate on the significance of the SBMCs in promoting the moral standard of learners as one of their commitment in school by saying:

*The SBMC oversees things that are supposed to be put in place to make the teaching and learning effective and then the moral aspect of the student to be of standard because without all those things it will be like a farmer who has the plantation and tools but has no land (Mr Gani).*

The selected SBMCs members in this school that were participants of this study acknowledged and were quite having the same view that it is highly important for school to enact and embrace SBMC in school because of the significant roles it plays and specifically on the aspect of promoting positive discipline in schools. It is the view of Principal that the SBMC is a very

strong forum to influence the progress of school positively. They are so effective to confront the government to provide for the needs of school.

They serve as; “watch dog” in execution of the project of school and for effective teaching and learning in school. Conclusively, the PTA Chairman stress the maintaining and promoting positive discipline among learners is fundamental and priority to the SBMC and that is why they are winning in the sustenance of learner discipline in school. The SBMC is an effective structure as well as an umbrella where school community partnership is strengthened to aid schools from their challenge. Schools that establish and embrace the SBMC perform better, learners are mostly well behaved and fruitful academic achievement is ascertained.

### **5.5 The experiences of School-Based Management Committee in the sustenance of learner discipline in Goldland Secondary School**

These participants indicated that effective collaboration between School based management committee and community have been greatly helpful in the sustenance of learner discipline in school. All the stakeholders shown concerns for the effective discipline to preponderant among learners in school. They believe that society can be peaceful when the learners are well trained and discipline. It was observed that majority of parents and community members are very cooperating with school in the positive discipline of learners as such, learners have no hiding place for their misconduct and waywardness. In addition, the Paramilitary officers such as Peace Corps, Man O War and Cadet were engaged in the sustainability of learner discipline in school. Accordingly, Paramilitary officers in Nigeria are selfless and non-profit voluntary organisation under government that promotes national security and some of them works with school to maintain and sustain discipline among learners.

#### **5.5.1 Effective Participation of Paramilitary officers**

Participants commented on the inexorable efforts of paramilitary officers in providing avenue for both character and personal development of learners as well assisting learners to grow and realise themselves to be useful. Their focus is on promoting self-discipline and commitment of learners to academic performance without any or much coercion or monitoring. Some of their exercises

were so helpful in controlling the movement and misbehavior of learners in school as well as constant inspection and ensuring safety of school environment. Underlining this, the principal explained:

*You know ordinarily when you have a big school like this, it will be automatic for us to have this parameter fence, but it has not been completed and the topography of the school complicated it. Therefore, as a result of this, learners easily leave the school without our knowledge but once they are caught, they know what it means. So, the SBMC were forced to engage in Paramilitary Agencies such as Peace Corps, civil defense as well as Man O' war to control their movement and misconduct. Immediately the learners see the paramilitary officer they are afraid. As such, these agencies have been so helpful in maintaining and sustaining discipline among learners in this school (Mr Goal).*

The traditional share the same sentiment saying:

*Now, when the teachers are in class with the students, some Cadet boys were parading the school area to know what is going on and when they see anything strange, they bring it to the notice of the school management. Therefore, things have changed and the students have now realised that staying indoors for learning and doing the right thing is the best for them.*

Mr Gani, the Traditional leader buttress the point by explaining the experience of the past regarding the level of indiscipline in school and how it was overcome with full support of paramilitary officers. This is his explanation:

*Before the inception of the SBMC, this school was named with a slang of School "A", School "B". School "A" is for the regular and qualified learners in school, while School "B" is for the failures and notorious ones hiding in the bush around school pretending to parents to be qualified students. However, the SBMC and through the assistance of paramilitary men and police, though with no harm helped in dissolving such irregular school "B".*

*Indeed, some of these learners were sent to the counselor, while some learners were asked to invite their parents. In addition, some learners were suspended for a while and few of them were expelled from school. Thank God, some of these learners have changed completely and are now learning, their academic has improved and they are morally okay (Mr Gani).*

In complementing this view, Mr Gani the teacher passionately saw the importance of constantly combating any form of indiscipline as they emerge for the sustainability of positive behaviour in school. Therefore, he emphasised the impact of cooperation among the staff in sustaining positive behaviour among learners. Thus, Mr Gani's expression says:

*If you decided to keep quiet and leave the student alone, the level of discipline will go down and it will affect their academics. So, I thank God when I got here I joined that the SBMC committee and we swing into action and found out what, the learners here need "iron hand". For instance, some other outlets lead to a place where people don't live and lead into the bush, and as teachers who want discipline in the school, we have to constantly go there to monitor what is happening through those entrances and make sure that students are not going through that place. Therefore, the co-operation of both male and female teachers was so helpful in achieving a great result. In fact, you can see, even with their dressing now. There is no improper dressing and they have been doing well now and improving (Mr Gani).*

The findings seem to submit that the SBMCs were able to achieve a lot in the maintenance and sustenance of learner discipline through the assistance of paramilitary officer in controlling the movement and misconduct of learner in school. As such, the learners had no option than to be calmed and keep to self-control and particularly in the school. In other words, there is a significant relationship between self-discipline and academic improvement as reflected in the comment of Mr Gani, the PTA Chairman as he expressed satisfaction that "*some of these learners have changed completely and are now learning, their academic has improved*". Therefore, effective school environment has the potential to develop learners' self-control and students with

high level of self-discipline focus more on long-term plan and target as well as making a commitment that enhances their academic performance. Further, collaborative work of teachers in supporting a sustainable learner discipline is quite enthralling and their prompt response to any slight anti-social behaviour among learners helps to maintain order in school and accomplished higher grades despite some challenges around the school.

### **5.5.2 Support of government and community**

The issue of sustenance of learners' discipline is all-encompassing because no child must be left behind. Consequently, Mr Gift, the Teacher view the essence of all learners that must be inclusive in the exhibition of good attitude and school leader should constructively influence the behaviour of difficult learners. Thus, government and society were not folding hand on the matter but give full support by making education convenient for everyone and especially for the learners from parent of low-social economic status. For instance, the government made education free of fees for all learners, provision of infrastructure, monitoring and development of both learner and teachers through workshop and seminars. However, more funding is required to catch up with other demands in school. Again, community members were also friendly to the school and being a "watch dog" for the learners found in a questionable place, they promptly alert the school for any security issues. All these heartened the sustainability of learner discipline in school. In recounting this, Mr Gift, the Teacher said:

*We have a very good support from our leaders in community and our government, since education is all-inclusiveness and none of them must be left behind so they provide some basic needs of learners and make sure that all learners are well trained. In addition, government create avenue for seminars to teach learner about morals and community alerts the school about any learner found in a questionable place. Thus, the academic performance of our school is increasing because there is a good discipline with the support of the government and leaders in our society (Mr Gift).*

Mr Goal, the Principal has a digression to this view regarding more response from the government in terms of disbursing more money to finance the school. This is how he put it: *Lack*

*of sufficient funding hampered the effectiveness of the SBMC. For instance, the aspect of fencing the school needs financial assistance since the government does not allow schools to levy the learners. If we have enough money, then, we give what we suppose to give and many that are willing will continue to “rock the boat” (Mr Goal).*

Echoing the same point of view from the teacher, he said:

*On the aspect of the SBMC in assisting and to be frank with you they seriously need funding from the government since the school management cannot levy the students on anything (Mr Gift).*

Conclusively, participants showed their appreciation on the support of community in safeguarding school’s property and spurning the notorious student in the environment. The SBMC was also pleased with governments’ making education free for learners and the provision of certain logistic and infrastructures in school. Consequently, these processes complement the activities of the SBMC in maintaining order and sustaining positive behaviour in school. However, the SBMC respond to some financial constraints in reaching their goals and particularly to ensure maximum sustainability of learner discipline in school as expressed by Mr Goal, the Principal saying: . *If we have enough money, we give what we suppose to give and many that are willing will continue to” rock the boat.*

This funding is highly significant in keeping learner in school as such; it helps in moving the SBMC’s efforts towards a productive and sustainable direction of all-out discipline in school.

## **5.6 The practices and role of the School-Based Management Committees in the sustenance of learner discipline in Godland Secondary School**

The role of the SMBC in school is mostly a joint effort in the progressive work of school.

Therefore, this section is discussed under six themes that were developed from the data analysis. Parents Parley; Empowering and Motivating teachers and learners; Assigning learners at the strategic place for security purpose; Invitation of NGO; Monitoring the teacher and learners; Emotional support for Learners.

### **5.6.1 Parents’ Parley**

The participants believed that parents are mostly, responsible for the upbringing of their wards. However, the sustainability of learners discipline lies on the effective role of the school and the parents. Therefore, unceasing involvement of parents in their ward's matter provide avenue for improvement in learner discipline. The SBMC's members made themselves available to parents for information about their children's behaviour and achievement. Thus, they get the attention of parents as well as their support to assist in the improvement to a better behaviour. The Principal assert that:

*If any learner is caught outside the school premises during school hours, their parents will be invited because we have contacts of all the parents and we are always on their neck here in the school. Moreover, the parents are also invited to sign an undertaking letter for their ward in some indiscipline acts, for instance, if any learner is caught with a phone in school, such student will be given imposition by writing "I will never bring the phone to school" on a sheet, then parents will sign on the paper and learners will put or fix his or her passport photograph on it. In-fact this idea really made students to be careful and comport themselves (Mr Goal).*

Mr Gift, the teacher echoes this sentiment by saying:

*Some days ago the principal asked me to gather some teachers, I gathered about six teachers, male teachers anyway, so we went to neighboring bushes around the school and we were able to get some students who were not interested in coming to class. They will not stay at home but put on their uniform while leaving their parent's home. So we went as far as entering the bushes to rake them. There, we saw some learners smoking Indian hemp with bike riders. So, we invited their parents and gave them the necessary punishment and they are cooperating well in school after that (Mr Gift).*

Mr Gani, the traditional leader, complement this by making reference to the intervention role of spiritual father in the sustenance of discipline in school because most parents of GSS are religious set of people and they are represented in churches or mosques. As such, himself and some SBMC

members wrote letter to these spiritual fathers to concentrate their sermon on positive behaviour of youths and parents likewise should give more attention to child training. This is how he put it:

*There was a time when we realise that many parents are not effectively participating in the PTA meeting and the students' attitudes were not palatable to the school administration. Therefore, we later agreed that we should write to the mosques and churches that they should announce to the parent in the church and mosque that most of their children and ward are wayward and misbehaving. The chief imam and pastors admonished and plead that parents should warn their wards or children. By writing the church and mosque means we are trying to tell the pastors or imam to put it in their sermon and messages they're passing to the congregation that our children must behave well that they're our symbols and whatever they're doing outside will show their manners. An adage says that "charity begins at home" We don't leave parents behind in correcting the student but we worked together and today majority of our students are well behaved (Mr Gani).*

Mr Gift the teacher added that:

*Sometimes it requires counseling the parents so that such parents can correct such abnormalities of their wards (Mr Gift).*

The effective role played by the SBMC was quite ratified and participants enumerated stories of carrying parent along in the maintenance of discipline among learner. This aspect exposed how indiscipline among learners was tackled through a collaborative effort of the SBMC, pastors, Imam and parents. As such, various approaches become operational and were result oriented. The participants hang on the neck of parents because they believe that home is the first school any ward attends and parents are their first teachers. As such, the physical, spiritual and emotional development of these learners starts at home. Subsequently, parents are to promote and support the all-round growth and development of learners. Ultimately, the involvement of parents in the sustainability of learner discipline enables the learners to be more conscious of the consequences of his or her actions.

### **5.6.2 Involving learners on the safety and security of the school**

Another important role played by Principal as the SBMC member is on the aspect of assigning specific learners known as Cadets, that are strategically positioned in school and particularly in the morning to monitor learners. These learners serve as security agent of school and they alert school management and to “fish out” the disruptive learners among them. These set of learners are well trained by the paramilitary officers in charge of security of school. This is how he put it:

*Student representatives in these agencies are trained with security alerts and this gives us the opportunity of getting to know the difficult or disruptive learners among them that cause the problem. Also, these agencies move into the bushes around the school to make sure there is no hiding place for the notorious students (Mr Goal).*

Ben, the head boy affirms the view saying;

*Students are also members of these clubs. Sometimes these volunteer officers may not be around and since we have been trained on security purpose and to maintain discipline among learners so we takeover to be in charge of the school (Ben).*

The extracts above point out that learner embrace the assignment of maintenance of discipline and security of school. Covertly, learners are greatly involved in the maintenance and sustenance of both positive discipline and security of school. Hence, the authority vested on learners by the principal to maintain order in school win through even where teachers may not be able to prevail in the school environment. Candidly, learners are closer to their counterparts than teachers in school and they can easily detect any iota of indiscipline springing up and which can easily be arrested before it spreads to many learners in school. The argument implies that learners’ involvement is important in the prevention of ill -discipline among learners in school.

### **5.6.3 Invitation of Non-Governmental Organisation and spiritual leaders to the school**

The sustenance of learner discipline is an all-encompassing efforts of the stakeholder as indicated in Chapter Two. As a result of this, some NGOs and Imam were invited by the Principals to encourage learners with talk that renew the learners' mind to enhance their moral standard. The data specified that learners need to be refreshed always with motivational talk that improves their positive behaviour as a result of being in their juvenile stage. As the intention of the SBMC and other stakeholders is to support school in the sustenance of learner discipline, they all gave the readiness to constantly visit the school and during special occasion as well as the PTA meetings to admonished learner and parents towards constructive attitude for peaceful environment. Mr Goal, the Principal floodlit:

*We also get in touch with some NGOs in town. These NGOs are coming to school advising learners on the assembly ground and to the parents during the PTA meetings. As a Muslim school, the Imam regularly come to admonish them with the word of God to renew the mind of the learners to behave well on the assembly ground and on special occasions, and the PTA meetings. As such these have gone a long way to help us out in calming the learners and having a regular peaceful environment. So, with that, we have been able to achieve a lot. Knowing fully well that, they are at the adolescent stage which needs persistent encouragement word to rejuvenate their minds. All these groups of people and with the SBMC were ready to give maximum support to make sure discipline is a continuous process in school and if you move out now you will be shocked that hardly will you find out students roaming about the streets (Mr Goal).*

The findings indicate that the sustainability of learner discipline rest on the synergy of the SBMC and stakeholders. The NGO and Imam are collaborating with the SBMC in promoting positive behaviour among learners to enhance positive school environment. Implicitly, the admonishing word was also extended to parents during the PTA meeting such that they can have influence on the behaviour of their wards positively. Invariably, persistent renewal of learners and parents' mind enhances the exhibition of acceptable behaviour for a conducive atmosphere of teaching and learning most often in school.

#### 5.6.4 Empowering and motivating teachers and learners

The traditional leader underlined the importance of motivating and empowering both learners and teachers such that when they are more committed to their work. It is believed that teachers need to be motivated in order to go an extra mile in giving their best to the learners and particularly on the moral aspects. Learners as well were given prizes to the well behaved ones. Indeed, the old student's codenamed Alumni also form part of the SBMCs (although, they are not part of the study) that plays a significant role in supporting learners' well-being and growth of Goldland Secondary School. The traditional leader has this to say:

*The SBMCs member work together as one and we look into the activities of the teacher in school to see how hardworking they are. As such, I contributed some token to join the SBMC's donation to give some teachers to complement their recommendation letters. This incentive motivates them to improve more; you know those who have received it appreciated it because it is a plus to their credential while those that did not receive the letter will work hard to improve on themselves next time. So likewise, the student at the end of the session activities, the SBMC do organise prize giving or award in which the best student in each subject are given gift and this also goes to the obedient and well behaved learners. These gifts are to encourage the student to learn more and be well disciplined (Mr Gani).*

The above data indicates that the SBMC member jointly make some contribution to reward hard work and kudos well behaved learner for the session as a motivation to do better and for other to attain such an achievement. Zulfiqar et al. (2011) state that behaviour is strongly influenced by an individual's needs and desires. In other words, learners' self-control and attitude toward others is being driven by motivation received through their leaders. Hence, learners tend to have a rethink of their bad behaviour in order to attain a particular goal.

### **5.6.5 Monitoring the teacher and learners**

The hallmark of strong leaders is the belief that idleness is a contagious disease from teachers to their learners. Therefore, SBMCs apprehended a high expectation for learners to always behave well as it is the brain behind academic achievement. I also, observe that GSS actively resist any speck of indiscipline from any source and this made the SBMC to have close monitoring of both teachers and learners that all hand must be on desk. This school believes that sustainability of learner discipline is the function of unrelenting effort of hard work in self-discipline both morally as well as teaching and learning. Consequently, the principal lives an example of how teachers should always be at their duty post. Mr Goal, the Principal state that:

*As part of the role I played in sustaining learner discipline in school, I make sure teachers are always in the class because the idleness of teachers leads to idleness of learners. Thus, when these learners are idle, they will be making noise and misbehaving (Mr Goal).*

To strengthen this fact, the PTA Chairman buttress the role model of Principal to other teachers by saying

*Majority of the time I came, I often meet the principal moving and monitoring the activities of the learners in class and he sees to the teacher as well so that everyone is at his or her duty post. He works up and down round the school so he is not just a sitting principal (Mr Gabriel).*

Further, the PTA Chairman visits the school often and encourages the teachers of inexorable work.

This is how he put it:

*During my visit to school sometime at least once or twice in a week to see what is going on in the school, I always encourage teacher that they should not relent in their hard work on learner to behave well and to excel in their academic "You don't rest until you get to the top of the hill" for example life is just like a race! So, you need to refuel and fire. So, once we decide and you also*

*purpose in your mind that you want to become great or you want to attain greatness in life, do not wait, do not look back nor relax. No alternative to hard work and labour in life. No alternative to development, a 'stitch in time saves nine' (Mr Gabriel).*

The Participants stress the importance of shunning idleness in work to aid the sustainability of learner discipline. The extracts indicate that when teachers are up and doing in engaging the learners with task reduces disruptive behaviour. Moreover, the findings claim that teachers needed to be strengthened with encouraging word of give their best in the service and that their rewards are awaiting them for their hard work. In other words, these encouraging words inspire teachers to give their best to enabling learners to be calmed.

#### **5. 6.6 Emotional support for the learners**

The teachers demonstrated sincere concern and care about their learner, as such, they have interest in understanding the feelings and points of view of learners. Thus, learners are emotionally guided to overcoming challenges of lives and to relate well with others to perform better in their academics. Mr Teacher says:

*There is no organisation (taking school as example) where you will not find children or students with emotional problems but the only thing is that we would need to be careful when handling such cases. In most cases when we find learners with conduct problem, we talk to them, sometimes involve parents and referred them to counselor department and this helps us to have a consistent peaceful environment (Mr Gift).*

Moreover, Mr Gift, the teacher also, lament on so many learners from broken homes but were able to suppress most of their misbehaviour with effective teacher to learner interaction. This is what he said:

*Very many students are from broken homes without a parents, without a mother or father, so you don't expect such a child to behave well like somebody from a very good home. For instance, I have seen a student in this school who has never seen her father,*

*even as a senior secondary two of age 15 or 16. Another one has never seen her mother and the mother lives in this town. The mother left her when she was 3 months old so we have series of them here. However, we pitied and do have patient with them. For example, a parent came to our school that she is the mother of that learner but the student refuse to acknowledge the woman as her mother because the mother abandoned her at a tender age. In fact, the scenario was hostile in school. We eventually calmed the learner and encouraged her. We are only trying and would continue to try and achieve a good percentage of discipline in school because without discipline no education, no learning (Mr Gift).*

The findings indicate that the participants' understanding of the learners' situations enables them to convert the assignment and relate constructively with the emotional state of the learner. In other words, teacher–learner closeness and interaction made learner to confine in teachers and self-control skills developed in them. As such, learners confidently approach issues in a friendly manner and having effective interpersonal relationship with their peers.

### **5.7 The mechanism for sustaining discipline among the learners**

An Africa adage says “the fury of the flood never seeks to spare any building however; it is structure’s owner that needs to erect a strong bulwark to resist the raging deluge”. Similarly, many things are responsible for ill-discipline of learner leading to poor academic performance but school leaders must develop mechanism to sustaining positive behaviour in and out of school. The findings indicated some mechanism adopted by the SBMC in the sustenance of discipline among learners in school. The mechanism are conversed under the following themes below; (i) Provision of learner’s needs; (ii) Inculcating entrepreneurship education; (iii) School safety and security practices; (iv) The use of Social skills; (v) Invitation of Faith based Organisation; (vi) The use of Proverb in developing teachers and learners; (vii) Guidance and counseling unit or department; (viii) Suspension and Expulsion Approach. The participants elucidate the mechanism adopted in the sustenance of learner discipline in school.

### 5.7.1 Provision of learner's needs

The zenith desire of leaders at all level is for learners to constantly be in a state of well-being and this has driven the establishment of the SBMC to provide conclusive panacea to indiscipline among learners in school. As such, the SBMC member of GSS and other stakeholders collaboratively made provision to certain need of learners to keep them calm in school for smooth teaching and learning. To this the Principal explained:

*If water is not available in the school, there is no way you can force them to stay within the school premises. However, the SBMC was successful in sinking the borehole at the back of my office and this brought solution to the issue of the water problem, and learners remain calm in the school. In addition, the NGO provides teaching materials, clothes, bags even nose masks (Mr Goal).*

The PTA Chairman shed more light on this statement saying:

*They sunk the borehole water however, the topography of the school does not really support the effective flow of water but the learners still have access to water needed (Mr Gabriel).*

Similarly, Mr Goal the Principal remarked on the effort of government and some philanthropists that they are really helpful in making the school environment more comfortable for teaching and learning by providing some furniture for learners. To this, he said:

*The governments are trying in the provision of basic thing and some logistics. Also Philanthropist, such as Honourable in the society has been helpful in the provision of chairs and lockers. However, we want more (Mr Goal).*

The extract submits that, giving attention and supply of basic needs of learners made them to be controllable for the leaders. In other words, learners tend to behave well when their requests are met and the school environments become more conducive for teaching and learning when the physiological needs of learners are encountered. In consolidating this view, the alumni combat the aspect of large class that serve as challenge to sustenance of learner discipline. Knowing fully

that class sizes has influence on classroom discipline, communication, management as well as engagement. Consequently, teachers find it easier to give attention to the needs of learners individually and learners learn in a more convenience way without disquieting one another. To this end, Mr Goal, the Principal said:

*The SBMC and the PTA constructed some buildings and renovate classrooms as well. Thus, all these efforts put in place make it easier for learner discipline to be sustained (Mr Goal).*

Mr Goal, the Principal affirmed that reduction of overcrowding through renovation of classrooms made class management more effective for teachers. This is how he puts it:

*The alumni who are part of the SBMC, assisted in building halls and renovating some of the classrooms to reduce the overcrowding of learners in the classroom, and class control became more effective (Mr Goal).*

Expressing the same sentiment, Mr Gift, the teacher expounded that:

*The SBMC in the school is trying, if you look at the building outside there, the four classrooms are the work and effort of the SBMC. They started with it last session and they are working on it seriously for learners to have enough spaces for teaching and learning processes. They also assist the school in replacing the roofs as well (Mr Gift).*

These extract describes the oneness and unity among the SBMC member and this enables them to unanimously as well as consistently achieve their intended goals. The members of the SBMC acclaimed the fact that sustenance of learner discipline is all-encompassing and all stakeholders from different angles must be intentional about embracing their responsibility in doing the due diligence by providing and supporting learners to learn in caring environment. As such, getting it right in sustaining learner discipline helps the SBMC in being sensitive to the provision of learners' needs such that they are always calmed in school. The ability of school leaders in meeting the learners' need enhances attendance and retention of students in school. Also, the more learners are comfortable in school, the easier they are controllable particularly in obeying school rules and regulation. Specifically, issue of overcrowding that was subjugated aids proper

class monitoring and control as well as effective teaching and learning were experiential in school.

### **5.7.2 Inculcating Entrepreneurship education**

Entrepreneurship education is one of the important driving factors to the nation's economy, and Nigeria has inculcated this idea in secondary school education with the intention of equipping learners with skills and behaviours that enhance their self-reliance and self-development, as well as creating employment opportunity. Entrepreneurship education serves as an antidote to indiscipline in school because learners are engaged with activities of areas of their interest. This entrepreneurship is a practical programme that kept the learner busy since it can later afford them with money for their upkeep and this enables them to use their time for something worthwhile than being engaged with disruptive behaviour. In other words, learners are well redirected from their idleness to critical thinking with an outcome of innovativeness and creativity as well as overcoming all odds. In this regards, Mr Gift, the teacher of GSS stated that entrepreneurship education gains the attention of some ill-discipline learners because of the benefit in it and this promote positive discipline in the school. To this end, he explained:

*-----You find out that these students that seem to be notorious come back to the instructors or teachers, to learn more and ask questions further on what they are being taught and how they can get the materials so that they can practice on their own. For example, I taught them how to make tie and die for the entrepreneurship course so, when they get the material in town and do such jobs later on their own at home. You get to know that these students are serious and these kept them busy instead of being occupied with unprofitable acts (Mr Gift).*

Echoing the same sentiments, Mr Goal, the Principal stressed that entrepreneurship activities has futuristic benefit for the learners. Thus, learners were quite interested in engaging themselves with these activities and this invariably reduces negative attitude of learners. Unfolding this, the Principal enlightened that:

*The aspect of entrepreneurship activities also assisted in engaging the learners. Learners participate in one of the activities like sewing, poultry farm, tie and dye and so on that can fetch them money even after passing out of secondary school. In doing this it reduces unruly behaviour among learners (Mr Goal).*

Ben, the head boy concurred with the view of Principal that these programme has future advantages and also stressed the focal point on the success of the activities through the provision made by the SBMC for material needed and many learners are turning from their bad behaviour. This is how he put it:

*There is entrepreneurship in school where we are involved in tie and die, Data processing and Marketing where we talk about trade. The school work with the SBMC and they provide the essential things we need to learn entrepreneurship activities. As such, many learners are now behaving well. More so, this entrepreneurship education serves as self-reliance and opportunity to have source of income after leaving secondary school rather than being engaged with corruptions (Ben).*

Mr Gift, the teacher added that:

*We taught some entrepreneurial activities and some other practical programmes such as tie and dye, technical works, writing of poems and drama (Mr Gift).*

The opportunity of engaging learners with activities or practical programme that has economic value assisted the learner to have direction and be more focused. Thus, this enables them to use their time wisely, disengage from idleness that could have perhaps led to punishment and drop out. Getting these learner involved in entrepreneurial education makes them problem solvers and meeting their needs as well as to developing grit in them. Further, entrepreneurship education imparts on learners with crucial life skills and learners are able to view their world from positive perspective thereby building their own future. When learners are allowed to make choice of their entrepreneurial activities, this enables them to get engaged and committed to such actions. Hence, their capacity building for responsibilities are enhanced and learners feel more respected by their school leaders for their needs and likings. Therefore, choice in engagement assists in preventing disruptive behaviour.

### 5.7.3 School safety and security practices

The job description of security guard is to protect school's property and staff and well as learners by maintaining and sustaining conducive environment for effective teaching and learning. It was observed that the SBMC takes the issue of security as a priority and as matter of concern, the SBMCs employed more security guard to complement the ones government employed so that learners are properly controlled and staff are protected in the school. This security measures ensures that property are safe day and night. Elaborating on this matter, Mr Gift, the teacher had this to say:

*The SBMC employed 2 security guards and pays them because we don't have enough through the government. So, the school organises the board for the payment. That is why you now see the students that they remain in their classes or else they would have been roaming about (Mr Gift).*

Mr Gabriel, the PTA Chairman expatiated on partnering and engaging the Paramilitary as a means of security guard. He further analysed their role on disruptive learner that the difficult learner is under the tutelage of these office for few days to orientate them to behave well. To this, this is how he put it:

*Sometime the paramilitary men were also engaged in the discipline of some disruptive learners. Thus, the stubborn learners will be in care of civil defense and other paramilitary for sometimes, once they are taken away for one or two days, and at their released they might have learnt one or two lessons and the learners will calm down (Mr Gabriel).*

The traditional leader shares from the same sentiment that the invitation of paramilitary officers to give talk to learner on disciplined life style and this has enhanced sustainability of discipline among learners. In his word:

*There was a time we invited the commander of the civil defence to the school to talk about the effect and danger of crime and the common crime in the community that small children and youth are*

*involving themselves which make them be arrested and they responded to our invitation. This also improves positive behaviour among learners in school (Mr Gani).*

The extracts reveal that the SBMC are very concern about molding the lives of difficult learners through the use of paramilitary officers and security men employed in school. Learners are calmed always when they have the knowledge of surveillance that is at their discretion to react against them for any misconduct. A well secured school enables effective teaching and learning to take place in a peaceful atmosphere. The participants in this study indicated that paramilitary words of advice checkmate these learners and prevent them from disobedience and ill-discipline in school.

### **5.7.3 The use of social skills**

Social club are co-curricular activities that are proactive in the maintenance of learner discipline in school. The participants indicated that interactive practice through co-curricular programme is helpful in enhancing responsible student conduct. It was noted that social club such as quiz, seminars literary and debate, cultural group, discipline group and human right paved way for the sustainability of discipline and promote positive behaviour in school. In addition, leadership role emerges among learners when they participate in these social activities. As such, the learners become more responsible as they take the lead in some of these interactive practices. To this end, Mr Goal, the principal explained that:

*Here, we organise a social gathering on Fridays for example, literary debate, quiz, seminars such as sex education where morals are inculcated in the life of the learners (Mr Goal).*

A correlated response emanated from Mr Gift, who expounded on the discipline group such as cadet and man O' war who are trained and strategically placed in school to maintain discipline among learners. In describing this, the teacher said:

*Club is supporting discipline in this school. For example, literary and debating society, the cultural group, soccer, basketball, cultural performance such as drama, and then the discipline team*

*in the school like the cadet's. For instance, some cadets used to come from outside to train the learners in school. They help in maintaining discipline among learners and their work is to stand at strategic places where they can stop indiscipline acts, also to reports unruliness actions to teachers, principals and other school authorities to promptly address such issues (Mr Gift).*

Ben, the head boy added on the consistency of maintenance of learner discipline whether the paramilitary is around or not. This is what he said:

*We have Man O' war, Cadet and Scout, boys and birdcage and Red cross. The club is for the security purpose and to maintain discipline in school. Students are also members of these clubs. Sometimes these volunteer officers may not be around and since we have been trained on security purpose and to maintain discipline among learners so we takeover to be in charge of the school (Ben).*

Gen the head girl took a shift but with the same focus by explaining that, knowing their right helps in being more responsible to themselves, other and the country and having freedom of speech. In her word:

*There are some association and clubs in this school, for example 'Human Right club' in which the students were included in this club so that we can know our right. They enlighten us and give more views about the right we have as citizens in knowing what to do, and you have your own right to privacy as well as freedom of speech (Gen).*

She further expounded her claim that social skills promoted the modification and exhibition of learner constructive behaviour that portrait a good ambassadors of the country. This is what she said:

*More so, there is another club in the school known as integrity club. This club gave us insight to a lot of information such as, being trustworthy, honest and loyal to the country. As a good student, we need to discourage corruption in our country. We need*

*to discourage bribery, terrorism and kidnapping. In fact, we are being exposed to the advantages of being a good student and we received encouragement and intelligence words. This helps us to broaden our vision to be good ambassador of tomorrow and we really appreciated the facilitators (Gen).*

The extracts above reveal that social skills are very effective in reinforcing positive discipline among learners and widening their vision as well as aspiring to become a good citizen. It was noted that the SBMC were in full support of this social skill by inviting paramilitary officer and other outsiders to give the learner talk and security training that model their comportment and attitude. Happily, the learners were also constantly interested in the social skill and this keep the learners engaged as a substitute of being indolent and maintain positive behaviour. Moreover, learners that were involved in these social skills such as Man O' war, Cadet Scout, boys and girls birdcage as well as red cross enable learners to be well behaved at all time and helps other learners to keep to good conduct since they are of consequence for their action. The extract suggests that social skill yielded a positive outcome when they are well taught about human right as such, they were able to learn their right and that of others which restraint them of bad behaviour and develop effective conflict resolution. In addition, the integrity clubs provide the learner with information of being trustworthy and honest as well as obedience to rule and regulation of school. Accordingly, social skill enhances the exhibition of virtue in their decision making and indiscipline is quite reduced drastically.

#### **5.7.4 Invitation of Faith based Organisation and Religious education**

The data revealed that the SBMC collaborated with Faith based Organisation in uplifting positive discipline among learners in school. These organisation and religious education seems to be relevant in providing learners with messages that foster the learning of good attitude and suitable behavior in school and society. The participant indicated that Imam and scholars were invited to inculcate morals on learners because sometimes they respect words of outsider than theirs as such, familiarity brings contempt. In other words, learner gives more listening ear to outsiders than their tutors at school. Accordingly, finding shows that the messages have positive impact on the moral standard of the learners. For instance, principal who is a Muslim stress on the

importance of preaching God's word to nurture learners into constructive and acceptable behaviour and this made him to give priority to constant invitation of Imam to deliver sound messages to keep learners going on well on the pace of positive discipline. Hence, it serves as an effective drive for the sustainability learner behaviour. Mr Goal said:

*This is a Muslim school, and Imams are invited to also come and preach the word of God to them so that they can be inspired to behave well and we thank God many of them are changing from the bad behaviour and respect their dignity in faith (Mr Goal).*

In support of this, Mr Gani, the Traditional leader base on his assessment claim that “familiarity bring contempt” and therefore, spiritual leaders were invited to preach the sermon in the school. He elucidated:

*.....because of familiarities, some learners, may not value our words. Therefore, we invited some scholars and Imam from outside the school despite the fact that an Imam who heads a mosque in the city is a teacher in this school. Thus, they admonish the learners regularly about good conduct and character as well as being well disciplined. For example, they preach about love, obedience to parents and teachers. These enabled them to reduce in their bad attitude and they were able to show tolerance to one another (Mr Gani).*

The SBMC are so influential in the department of education and because many of the representative are elite, some are retired Principals and therefore their words are valued in curriculum decision making. As such, Mr Gani the traditional representative commented on the value of religion in the moral life of learners. This is his comment:

*For instance, there was a time that religious subjects wanted to be cancelled in the school curriculum of education (NRDEC), we the SBMC objected to it because of the role it plays in the life of learners, and specifically, it teaches morals (Mr Gani).*

The findings submit that the constant invitation of faith based organisations such as Imam by the principal and religious education support the sustainability of learner discipline in school. Learners were ready to listen to the message delivered by the Imam and scholars and this benefit

them with demonstration of appropriate behaviour in school as well as religious education enhances their moral standard. The faith organisation provide provides learner with desire to value their religion and respect for their faith such that they are more of doing good than bad as such, they remain to the true teaching. Moreover, the word they received increase their interest and understanding of maintaining good conduct in school. The participants affirmed that the talk received from Imam enhanced the learners' ethical value such as tolerance and the religious education that the SBMC agitate for in the curriculum assist in nurturing and developing learner's spiritual, social and moral lives in becoming a responsible society. Convincingly, sustainability of learner discipline requires everyone charged with the responsibility of molding lives. Hence church, government, community, parents and teachers are stakeholders in the business of concern and all hands must be on deck to raise great future leaders.

#### **5.7.5 The use of proverb in developing teachers and learners**

Two participants of GSS indicated their view on the use of proverb to empower educators and parents on the aspect of proper training that must be given to learners' right from their cradle or childhood. As such, it makes learner feel connected to others and to assist them in inspiration, caution and motivation in behaving positively. Consequently, the traditional leader argues that learners are to be well trained when they are still very young before they mature into bad behaviour.

To this end Mr Gani, the traditional leader continued:

*'ati laro lati n pa igi iroko, tori ti enin oba pa igi iroko laaro apada gbebo lowo eni ni ojo le'* [Interpretation: A timber tree can easily be uprooted when it is small but when it gets too big timber you will later realise that instead of you claiming from it, then it will claim from you. Therefore, the children must be trained from the grassroots morally, academically even in the way they think they must be guided in their thinking. Train your child to be respectful and helpful to others] (Mr Gani).

The significance of this expression is that it urges both the teacher and parents to frown at and correct any slight default in the learners' behaviours before they grow in it or spreads to other

students, and to serve as deterrent to their contemporaries. Echoing these views on the role of the SBMC in empowering learners, the PTA Chairman added that:

*‘Omo to ba ti ma je asamu lati kekere loti maa nsenu samusamu’.*

*[Interpretation: a child’s future can be predicted from his or her current actions and behaviour. Significance: we always encourage the prefects to lead by example in every aspect (Mr Gani).*

This feeling was shared by Ben, the school head boy, and said:

*Most of the time when the SBMC come to our school they have some lectures and proverbial talks with the students and this gives the student more opportunity for them to think about why they are in the school (Ben).*

I observed that the traditional leader and the PTA placed value on proverbial expression in encouraging parents during the PTA meeting that they should mentor teach their wards and inculcate good manner, character and ethic in them because home is the first school any child attends and the parents are their first teacher “charity begins at home” hence man’s behaviour is traced to his background. Also, the participants encouraged teachers and learners to be a role model for other learners to follow and by doing so they can have proper control over other learners such that teaching and learning holds in a peaceful environment at all time. Most importantly, the head boy stress that the “wise talk” from the SBMC to the learners made them to have a rethink and keep to maintenance of positive behaviour.

### **5.7.6 Guidance and counseling unit or department**

Guidance and counseling unit was found to be among the noticeable mechanism adopted in GSS in sustaining learner discipline in school. The participants affirm that unrelenting work of counselor in drawing closer and having good rapport with the learner made them to unveil some sensitive issues that were addressed promptly. It was also confirmed that staff also benefit from this section in school. Thus, both learners and find this section as a place of rest to many learners with problematic behaviour. Therefore, the SBMC empowered this section for productivity. To this end Gen, the head girl stated that:

*Counselling has really made learners to be sensible and disengage from bad behaviour (Gen).*

Gen, the head girl further expatiated on this point by giving some evidential support of certain cases that learner have profited from. This is how she put it:

*Counsellor is working in terms of patrolling the school and encouraging learners to behave well. There was a boy in junior class that reported himself at the counseling unit and the joy now is that there are changes in the life of the boy, particularly in his mode of dressing and manner of approach. Through counseling, some learners exposed their bad lifestyle to the counselor and now their behaviour have been improved (Gen).*

In view of this the traditional leader affirm positively is becoming more pronounced among learners as a result of the effectiveness of this unit by being friendly with the learners. To this end the traditional explained:

*Guidance and counselling departments are also working unrelentingly in moving closer to the learners and having a rapport with effective communication and dialogue with them. In fact, this made many critical issues to be disclosed to the counsellors and many of the learners are "turning to a new leaf". In fact, there was a time our staff in guidance and counselling were pastors and evangelists. An interesting thing is that the counsellors are not only for the learners but for the staff also. Although, being a Muslim school we requested for Muslim counsellors to be added to those who are on the ground and for moderation and to reduce any bias in religion. Therefore, the SBMC empowered this section for more productivity. So we see the school as our property and part of our life, as such, we want to maintain it because if the school falls that shows a nation has fallen (Mr Gani).*

Guidance and counselling was found to be a prominent mechanism in the sustenance of learner discipline in GSS. The findings show that the section in the school was greatly supported by the

SBMC in their unrelenting effort in preventing emotional and personal, as well as other related problem among learners in school. The SBMC's view and love for GSS made them to see the school as their possessions and part of their life as well, as such, it made them to be committed to the growth of self-discipline among learner. The data indicate that learner confide and unburden some serious issues that would have led them to act wrongly to the counselors in school. As such, these help learners to disengage from negative attitude and indiscipline is prevented.

### **5.7.7 Suspension and Expulsion Approach**

The section explains the involvement of the SBMC in handling and solving disciplinary issues in GSS. As such, the researcher aim at understanding the participation of the SBMC in handling disciplinary problem while aiming at sustaining discipline among learners in school. The participants indicated that the use of corporal punishment had been banned for some years ago however, Mr Gani, the traditional leader claim that foolishness is bound in the heart of a child but the rod of correction shall drive it far from him. In other words, correction is required on learners' misbehaviour because this is adolescent stage of students and there is tendency to do wrong. Therefore, suspension and expulsion are used as part of measure in solving disciplinary cases. The participants narrated that the use of corporal punishment that infringe injury on learners are not well come. However, learner must not to be left alone in their bad doings but a measure has to be taken in creating caution in them. To this end, Mr Gani, the traditional leader explained: *Although, there was a time the government made it forbidden that students should not be beaten or canned. We, the SBMC address the government*

*(ministry of education) that beating that will be harmful is what we should fight against, even the bible said "(Aya omode ni were disipateere ni won fi n ja"[ foolishness is bound in the heart of a child but the rod of correction shall drive it far from him] so if you say we should not beat, the student will say "they cannot beat me" and they continue in their bad way". However, it is necessary to create fear in the learners so that they can do the right thing and the result will be a joyful one. Therefore, suspension is used most often to curtail the excesses of these learners (Mr Gani).*

Mr Gani further expounded that learners are not the same in mannerism, saying:

*.....an adage says "ohn ti o koju si eyian kan eyin lo ko si elomi" that is, the world is vice versa what you see as good may not be seen as good for me, so that is applicable into the life of the student. Some learners are can easily comply with the rule and regulations of the school while some are no. Thus, we mostly use in -suspension for the stubborn one to address their misbehaviour and for parents to also learn to train their wards appropriately (Mr Gani).*

The Principal also pointed out that learners see suspension as something disgraceful and meant for the irresponsible ones as such, it used to calm them because they do not want to be suspended. To explain how learners used to respond to suspension, Mr Goal, the Principal explain the following;

*Suspension is effective because learner don't want to be disgraced. Once they hear the sound of an emergency bell that shows somebody will be suspended today. Therefore, some learners will be crying for them. Teachers as well do wonder about the learner's soberness and remorse. Moreover, suspension is announced on the assembly and is a public disgrace which some of them don't like. If you fight you are going home and with this, it makes them concentrate in the school (Mr Goal).*

The Principal expatiated on the different types of suspension used in the school saying:

*Internal suspension entails that the learner work during break time, before resuming class in the morning, and after school hours to serve as punishment for their misbehaviour. The parents will then sign a promising letter that the learners will be of good behaviour henceforth. Therefore, it is not common for learners to be suspended twice (Mr Goal).*

PTA Chairman added:

*The SBMC now mandated that no learner must be found roaming about the street and if any is found will be given suspension letter for few days or will serve punishment like clearing the weed within the school compound (Mr Goal).*

The traditional leaders, Mr Gani expatiated on the importance of suspension and reasons why it may likely lead to expulsion. With regard to this, Mr Gani said:

*.... for other learners not to be polluted with some chronic misbehaviour, SBMC are called for a meeting such that the case of the disruptive learners can be decided for either for suspension or expulsion. However, this disruptive learner is observed for certain period of time to see if there is improvement or reformation in his or her behaviour and welcome back to school, if otherwise they are told to look for another school (Mr Gani).*

In complementing this view, Mr Goal, the principal state that:

*Since various interested groups are represented in the SBMC, we invite them on the critical issue about the school and particularly on the aspect of ill-discipline among the learners. In addition, Once, there are repeated cases of indiscipline on a particular set of learners in school, those learners will be suspended from school for certain days and if there are persistent indiscipline on the learner, he or she will be expelled from school to serve as a deterrent to others and such bad behaviour will not spread among other learners in school (Mr Goal).*

Mr Goal, the Principal further expounded on this sentiment by giving a case as an example. This is how he put it:

*---All these are with the knowledge and decision of the SBMC; for instance, there was a time some learners were caught with "tramadol" (hard drug) in school and this is highly prohibited. Thus, a panel was set up and after we went to the root of the matter, it was found out that a lot of dangerous weapons were in his house and unfortunately, all effort to amend him failed.*

*Therefore, the SBMC came in and they addressed the issue with us saying that, there is no way the learner can be allowed to continue with his education in this particular school. Thus, his parents were invited and the learner was expelled. This indeed sent a lot of signals to others who would have loved to indulge in that kind of a thing. So, these learners need to be cautioned (Mr Goal).*

The extract presented above indicates that the application of internal suspension is mostly adopted in addressing unruly learners in GSS school. As such, the participant believed that though the use of cane is not allowed because of the challenges around it, and yet, learners must be cautioned and fear need to be created in them so that they can comply to the code of conduct. The SBMCs response also show that learner fear suspension because of the disgraceful emblem attached to it and as a result of this, they had no option than to remain calm and behave well in school. However, the participants also indicated that learners are expelled from school on some critical issues and particularly when learner has been suspended severally without remorse, this is with the decision of the SBMC. The SBMC concluded on the expulsion of the difficult learner as a mean of allowing the learner to go to another school to avoid the contagious of ill-discipline and to serve as deterrent to other learners in school. This thereby, checkmates the behaviour of the learner and prevents troublesomeness in the school.

## **5.8 Conclusion**

This chapter focuses on the presentation of the role of school-based management committee in the sustenance of learner discipline. The findings that emerged from data generated in Goldland Secondary School were systematically arranged under five main themes, which includes the followings; (i) The SBMC's understanding of a sustainable learner discipline in school; (ii) The importance of enacting and embracing the SBMC in schools; (iii) The experiences of the SBMC in the sustenance of learner discipline in Goldland Secondary School; (iv) The practices and role of the SBMCs in the sustenance of learner discipline in GSS, (v) The mechanism for sustaining discipline among learners. The chapter that follows in this study presents the stories and data analysis on Silverma Secondary School.

## CHAPTER SIX

### THE ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEE IN SUSTAINING LEARNER DISCIPLINE: FINDINGS FROM SILVERMA SECONDARY SCHOOL

#### 6.1 Introduction

In the previous chapter, descriptive data analysis was presented on the role of School-Based Management Committee (SBMC) in sustaining learner discipline in Goldland Secondary School as the initial case study of the multiple cases of study. Stories were unleashed from the understanding of the Principal, Teacher, Learner, PTA Chairman and Traditional Leader in the sustenance of learners' positive behaviour. This chapter six presents stories from the second case study of the multiple cases of study on the SBMC's practices in the sustenance of learner discipline in Silverma Secondary School (SSS). To begin with the discussion, I offer both the school and participants' profiles. Thereafter, I present a descriptive analysis of data generated from the participants based on critical questions without incorporating literature. In this chapter, findings generated from Silverma Secondary School (SSS) were analysed with respect to data generated from semi-structured interviews, dyadic individual interviews, observation and document received from the school. Specifically, individual interview was conducted with the school head girl as contrary to Goldland Secondary School that adopted dyadic interview for both senior prefect boy and senior prefect girl.

#### 6.2 The presentation of school and Participants' profiles

This section is discussing on the profile of school and participants using *pseudonyms*. Hence, the *pseudonyms* for school is Silverma Secondary School (SSS) and while participants are indicated as follow: Mrs Sunday (Principal), Mrs. Stella (Teacher), Set (Head girl), Mr. Sweet (PTA Chairman), Mr Strongman (traditional leader). These aforementioned participants were interviewed in the school except Mr Strongman, the traditional leader. Further, the profile of

these participants are highlighted systematically to enable a comprehensive detail of data analysis.

### **6.2.1 Profile of Silverma Secondary School (SSS)**

Silverma Secondary School (SSS) was established in January, 1967 by the Catholic mission. The school became co-educational in 1972 and the founding Principal was an European man, and in 1972, the school had her 1<sup>st</sup> indigenous Principal. However, the school has been converted to Girls' Secondary Grammar School. The school took off with only two streams of class one in 1967, with a population of sixty girls but has a population of over 1200 girls with over 32 classrooms now. Although, the State Government has taken over the school, like all other missionary schools in the State, the Catholic mission still continue to show keen interest in the development of the school. The school motto is "UT SINT UNUM, DIEU LE VEULT" meaning "That they may be one, God wills it". Silverma Secondary School (SSS) encourages discipline, hard work, stainless and clean character. The school operates on both day and boarding for learners and most importantly, boarding is compulsory for the learners in certificate class. The school has four houses that each learner belongs to for inter-house sport viz: St Annes for red colour, St Theresa –yellow colour, Our Lady of Fatima-blue colour and St Maria Goretti-green colour.

The school incorporated their rules and regulation with that of code of conduct for all schools in Ekiti State and some rules in relation to discipline are summarised as follow: Quarrelling inside and outside the school compound or any act of violence such as rudeness, molestation, assault of any students and of staff is forbidden punishment for fighting is suspension; Student must not come to school with any dangerous drug, native medicine, weapon or charm to school; no involvement in cultism and related criminal activities; no loitering about in the town during school hours, no smoking nor drinking any alcohol in and outside the school; no involvement in examination malpractices; ensuring mutual respect exist s among students and members of staff; they must be discreet and courteous especially to visitors, I will not get myself in being pregnant; they must not administer any drug or medication or attempt to treat another student; obedience to

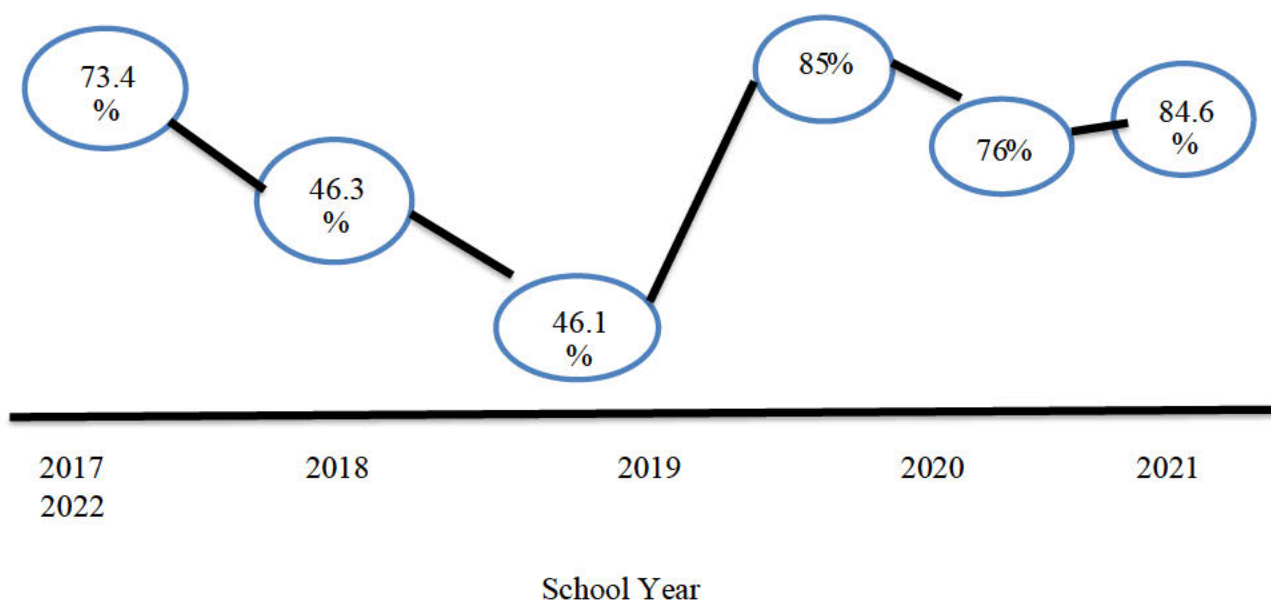
hair style and must not bring mobile phone to school girls must wear clean and correct uniform and any violation of incorrect uniform will be seized to claim back with #50 fine and failure to do the claim it lead to forfeiting such dresses to the poor. English is the only legal language in the school defaulters will be seriously penalised; No girl should come late to school or be absent from the any school assembly; Girls must not be noisy at any time or roaming around during lessons; Bells must be obeyed at all time. No girl should leave the compound without an adequately signed exeat card by the Principal and the appropriate house mistress. In addition, learners are expected to observe some rules of courtesy and good manners at all times such as you must always greet your elders, teachers and seniors as well as helping them to carry load.

In addition to these, learners are expected to step aside for elders while descending and ascending the staircase, for no reason whatsoever must a senior student maltreat any junior one and in the event of such, she will be suspended from classes. Cosmetics and any form of make-up is forbidden around the school premises, students are expected to be a good ambassadors of the school at all kind of public or outside engagements in dressing, behaviour and speech. Learner are to treat school property carefully as if it is their personal property. Courtesy and polite expressions such as magic word (please, excuse me, welcome, thank you and sorry) must be part of their language. So, many rules were highlighted to both boarding house and day students hostel, classroom and general school compound. So, many clubs are operating in school such as integrity club, press club as well as Debate and literary club; security guard house is at the left side of the entrance. The building is well painted with two pints white and blue. After the gate at the entrance was the erected the statue of a SSS learner in school uniform. Above it was the signage of MAN 'O' WAR NIGERIA at Cadet Unit with a written of say no to examination malpractices; say no to cultism say no to violence.

These rules and code of conduct are printed for both the parents and learners to sign and the Principal endorsed her signature to serve as reference for punishment or being liable and culpable for any contravention of the rules by the students. The school is located at the center of the community with people of low socio economic background. The school is well fenced and with one major entrance as well as two security guard. This is a single sex school. SSS has over 1000 learners and over 60 teachers. The teacher and learner ratio is 1: 12. Four VPs Five HoD and sis

HoYs and 16 there are two standard laboratory for physics chemistry and biology they are equipped by school grants, government support and Alumni contribution. The physical structure is moderately in good shape but lacks wifi in support of electronically activities. There is an open field for recreational and sport events although, there is no wifi connection, no solar panel, no standby generator.

**MATRIC PAST RATE: SILVERMA SECONDARY SCHOOL (SSS)**



**Table 3 SSS MATRIC PAST RATE FOR 2017-2022**

**6.2.2 Participants’ profile**

This section centers on five participants selected among others in the membership of the SBMC in Silverma Secondary School (SSS) namely: Mrs. Sunday (Principal), Mrs. Stella (Teacher), Set (Head girl), Mr. Sweet (PTA chairman), Mr Strongman (traditional leader). The participants are briefly computed below.

Pseudonym	Leadership role and portfolio in SBMC	Age range	Gender	Academic Qualification	Year in leadership position and experience in SBMC

Mrs. Sunday	Principal	50-60	F	B.A and PGDE	10
Mrs. Stella	Teacher	40-50	F	Bed	5
Set	Head Girl	15-20	F	SS3	1
Mr. Sweet	PTA Chairman	70-80	M	Shool Cert.	10
Mr Strongman	Traditional leader.	70-80	M	MSc, BSc, PGDE	10

**Table 4: Detail of participants' profile - Silverma Secondary School**

### 6.2.3 Detail of the participants' profile

**Mrs Sunday**, the Principal of Silverma Secondary School (SSS) is the number 18<sup>th</sup> principal since the establishment of this school. Mrs Sunday is 56 years old and had bachelor degree in Art and Post Graduate Diploma in Education. She is an old student of the school, a disciplinarian and role model for the student. Most of the time, she puts on school uniform and appears like a learner in school. In year 2002, she was the vice principal of this school before she was transferred to another school, but came back to Silverma Secondary School (SSS) as Principal in Year 2020. She is very punctual at school and hardworking indeed. She has so many picture of her in school uniform while addressing the learner on assembly.

The organisational structure chart showing the position of the SBMC is on the wall in her office. Mrs Sunday being an old student of Silverma Secondary School was thriving in bringing back the laid down of the culture of respect and hardworking established in this school. Interestingly, she received an award of Excellence for being a role model to Ekiti students and a passionate school Administrator as well as for her commitment towards restoring Ekiti values in year 2021. She is the Alumni Vice President and she use this position to influence the old students to contribute immensely to the infrastructural development of the school.

**Mrs. Stella** is the teacher representative in the SBMC in Silverma Secondary School. She is the school counsellor and holds Bachelors degree in Education. Mrs Stella intervenes in most disciplinary issues in the school and she has good rapport with the learners, as well as parents in school. She often leads the learner for some of the excursion, trip and competition outside the school. She is very hardworking at inculcating the culture of respect into the learners in school

just like the Mrs Sunday the Principal. There is a chart in her office on teenagers' guides and evil effect of examination malpractices, as well as "Do not give up!" slogan.

**Mr. Sweet**, the PTA Chairman is an elderly man of age close to 80 years. He was a former Principal of the school. Infact, he is the fifth of the principals that have served in Silverma Secondary School between 1981-1985 and he is still very agile. He was the Principal of Mrs Sunday, the current Principal of Silverma Secondary School. Because of his age and experience, he commands respect from other members in the SBMC and this influences the functionality of this structure –SBMC. Moreover, he is recognised and respected at the Ministry of Education. Therefore, his personality made him to have prompt headway in getting the need of Silverma Secondary School achieved. No doubt, his contribution has really made Silverma Secondary School to progress tremendously.

**Mr Strongman**, the traditional representative in the SBMC of Silverma Secondary School. He is one of the prominent members of the SBMC in the school. He is well educated. In fact, he has his Master degree in environmental management, BSc in Education, a Diploma in Clinical leprosy and leprosy control, HND in public health, a Diploma in Rural and rural area supervision, as well as Diploma Psychology. He is an humble man and work well with the member of the SBMC. He retired from the service a few years ago. **Set**, the head prefect of Silverma Secondary School is a very respectful girl. She is learner representative in the SBMC.

### **6.3 Presentation of findings and discussion of Silverma Secondary School**

The findings of Silverma Secondary School are arranged and discussed under five basic themes that developed from the data analysis namely: The perception of the School-Based Management Committee in sustaining discipline among learners in the school; The purpose and implementation of School-Based Management Committee in Silverma Secondary School; Experience and practice of School-Based Management Committee in the sustenance of learner discipline in Silverma Secondary School; The roles and functions of School-Based Management Committee in sustaining learner discipline in Silverma Secondary School; Mechanism for sustaining learner discipline in Silverma Secondary School.

### **6.3.1 The perception of the School-Based Management Committee in sustaining discipline among learners in school**

The perceptions of the School-Based Management Committees (SBMC) were examined to sight the view of the SBMCs' members with regard to the sustainability of learner discipline in the school. In other words, the data emanated from the principal, teacher, learner, the PTA Chairman and traditional leaders highlighted the significance of discipline and its sustainability among learners in the school. Further, the participants viewed discipline as an orderliness in everything by the teachers, learners and the whole school and school leaders must not fold their hands in maximum support of prevailing in sustaining positive behaviour in the school. Mrs Sunday viewed discipline as chastisement for the wrong doings. On the other hands, Mr Sweet, the PTA Chairman believed that learners grow in discipline that is embedded in them and it will be helpful at their formative years and circular work, trade, or business as this makes them a responsible people in future. This how he put it:

*-----Discipline is essential in any community and particularly among the learners in schools because they are in their informative year. Discipline is to ensure that student does the right things at the right time thus it is what you plant in them that make them either be successful or fail in life. When it comes to the sustainability of discipline, it must be a continuous process of making sure learners always abiding by the rules and regulations at all times. For example, if the learners are taught to be punctual in school, it will grow in them and help them not only in their formative year but in their circular work, trade, or business and they grow into it and this makes them a responsible man or woman in future (Mr. Sweet).*

Mrs. Stella, a teacher at SSS submitted that the meaning of the name of the school connote the attribute of a well discipline learners such as self-effacement and honesty; thus, for the whole school to maintain and sustain orderliness necessitate full support of the SBMC as she said: *The*

*word discipline in the school means when there is orderliness in the school among teachers, students, and the whole school as well. Therefore, the name of the school (pseudonyms)“ SILVERMA” signifies integrity,*

*humility, and purity. We always advise the student to inculcate the name of the school to maintain discipline at all times. Also for Learners to have sustainable discipline in school, it requires maximum support of the SBMC (Mrs. Stella).*

On the other hand, Mrs Sunday, Principal of SSS who is a disciplinarian conceptualised discipline as chastising learners for their misbehaviour and the sustenance required a collective effort of the relevant stakeholders. She also opined that despite the challenges faced in the process, yet, school leaders must not relax in their persistence of maintaining and sustaining discipline in school. In this regards, she explained:

*Discipline itself is all about chastising the learners when they go wrong. All stakeholders, school administrators, teachers, parents, the public, and the Government should work together to sustain discipline among the learners. For instance, I am a disciplinarian though and some parents do not support discipline in school because, when some students are disciplined by teachers, teachers are harassed and molested by some parents. Nevertheless, we cannot fold our hands for indiscipline to prevail in the school but rather sustain positive behaviour and particularly among learners in school (Mr Sunday).*

Set, the school prefect, conceptualised discipline as referring to an individual’s behaviours in which the person acts rightly, without any coercion. In other words, complying with the code of conduct at all times, enhances a sustainable disciplined life. This is what she says:

*To my understanding discipline is to combine rules and regulations given to us in the school, that is, discipline is the rules and regulations guiding the student in the way to behave. Discipline is something that starts with oneself, you cannot just instill it and you cannot force it. So, even with punishment some students are not yielding. It takes time to curb someone*

*from doing what is wrong. Thus, we comply and abide by the rules and regulations of the school at all time (Set).*

Mr Strongman, a traditional leader enunciated a deeper level of idea regarding the sustainability of learner discipline by comparing the child training of olden days to this contemporary time known as “computer age”. However, his perception in this regard is that sustainability of learner discipline must be holistic and particularly, focusing on learners from poor training background. As such, learners are to be capacitated and properly guided with constant counselling to bring out the best character in them and be a good fellow citizen. In his word, he said:

*---People say we are in the computer age now and the behaviors and manners of nowadays children are quite different from our days because naturally, we respect our parents when they are talking to us and have the fear of their at heart because our parents are taking proper care of us. However, today, boy who does not have a responsible parent will not act as a disciplined person when he gets to the community especially the school, they argue with their parents because parents are no more caring for their children and it will affect them negatively in the future when they are out of school. Nonetheless, we need to sustain the positive behaviour by instituting discipline and with ceaseless training learners of good behaviour so that they can give us rest of mind. So constant counselling is the right thing to do if discipline should be sustained in the school (Mr Strongman).*

The extract above indicates that the participants of Silverma Secondary School had related thinking on the unceasing mindfulness of positive behaviour that needed to be exhibited among learners in school; as such it is the pivot in which their future revolves round with. The selected members of the SBMC in this school agreed that the sustainability of learner discipline entailed a collective effort of stakeholders in capacity building of learner such that with the right discipline, they do not get at home, are received at school so as to become responsible for themselves as well as society. Therefore, discipline is well sustained when students are determined and intend to comply with the rules and regulations of the school. As such, intention is a determination force that enables one to act right at all costs particularly in self-discipline. As the saying goes, “where

determination lies failure has no ground to breed”. Moreover, the view of the participants revealed that they must ‘take the bull by the horns’ with respect to sustaining discipline in the school, when she mentioned some challenges encountered in the process. As such, in complementing the intentional ideology, the sustainability of learner discipline was highly valued and cherished to be the utmost goal to be achieved at all time in Silverma Secondary School.

#### **6.4 The purpose and implementation of School-Based Management Committee in Silverma Secondary School**

The participants of this study in Silverma Secondary School (SSS) acknowledged and treasured the notion of establishing and utilising the SBMCs for maintaining and sustaining learners discipline in the school. In other words, local communities have a sense of ownership and were committed to enhancing the progress of school and particularly, in their hard work that have to improve learner discipline in the school. Interestingly, my curiosity about understanding the rationale behind what heightened the level of positive behaviour among learner was made known as Mrs Stella, the teacher at SSS applauded the synergy of the SBMC in the sustainability of learners' discipline. In support of this, Mr Sweet, the PTA Chairman, asserted that learners are obedient to instruction because the SBMC came to their aid when they experienced challenges. Mrs Sunday, the Principal, remarked on the effectiveness of the SBMC, saying that, recently, SSS was recommended for being pace setters, with regards to representativity in Ekiti when the Federal Government officials came for funding of schools that have viable SBMCs. As such, Mr Strongman highlighted the cooperation that existed between the PTA and the SBMC in achieving the goal of the school and advised the school to implement the SBMC because they stand to lose many advantages by not establishing a viable SBMC in the school. Specifically, Mrs Stella, a teacher at SSS mentioned that, compared to other schools where learners were being arrested for roaming the street in school uniform around 08:00 but indiscipline has been greatly reduced to a minimum since the establishment of the SBMC. To this end, this how she put it:

*The SBMC was established in the school so that they can contribute to the wellness of their behavior, therefore they promote discipline, they assist in providing the needs of the students which enable them in sustaining the rules in the*

*school. for instance, the building we are standing on right now they are the one that builds it to ease the government because Government alone cannot do it. Generally, they see to the affairs of the school. Some of them are old students who graduate from school. E.g the current principal who is an ex-student, so we do use that to correct them and take her as a good example. So if they discipline themselves they can be like her or better than her. So, the SBMC comes sometimes when we have general assembly.*

*some years back we have civil defense officers that do arrest students with school uniforms in the street around 08:00 to noon though some parents that do not discipline themselves objected the idea. However, in our school indiscipline has been reduced to a minimal level since the establishment of the SBMC ( Mrs Stella, the teacher).*

Set, the school prefect echoed this sentiment that the SBMCs are really helpful in instilling and creating discipline environment in the school, as well as enabling them to keep to the code of conduct of the learners in the school. In this regard she said:

*The SBMC is a structure that is organised within the school and one of their main function is that they inculcate discipline in the school. They help in developing the school by providing necessary materials such as the renovation of the school for proper learning and they also help in creating some awareness about discipline in school. They organise debates like social gatherings for the students to know the importance of discipline and to give them some enlightenment on how to abide by the rules and regulations (Set, the School Prefect).*

This shows the synergy within the SBMC members in engaging in collaborative work of eradication any form of indiscipline in the school; and most importantly, they are serious about meeting the needs of the learners. As such, learners were able to respect the SBMC and gave them the listening ear. The PTA Chairman commended on this when he said:

*The SBMC is an important instrument in the hand of schools, communities, and government because of its' composition. The SBMC is so respected by the government and they are ready to listen to challenges facing the school through SBMC and to respond immediately to provide the needs. For example, the school is residing within the community and if there is any problem between the community and school, the SBMC intervenes and make peace. We speak to the students and they listen to us as well as coming to their aid whenever they are having challenges. For instance, some three weeks ago some members of the SBMC came to teach the learners Physics when there was a shortage of teachers. We make sure that teachers obey and cooperate effectively with the Principals; the SBMC's responsibilities to make sure discipline is maintained in the school both on the part of the staff and among the students in school (Mr Sweet).*

Mrs Sunday, the Principal applauded the effectiveness of the SBMC and which has brought fortunes to the school through the Federal Government's recognition. Elaborating on this achievement for the school, Mrs Sunday explained:

*The School-Based Management Committee has been supportive in various aspects and specifically in their rigorous effort by providing for the needs of learners to make sure discipline is maintained among learners. For instance, we have various people from various groups in the society that have the interest of the school at heart. Examples of such groups include the religious leaders, alumni, political people, market women, and some staff of the school just to mention a few. Recently now, some representatives of the Federal Government came with regards to the SBMC for funding in Ekiti and our school is one of the schools recommended for pace center notable for having viable and functioning the SBMC. Consequently, those representatives from*

*the Federal Government had a meeting with the SBMC members of our school (Mrs Sunday).*

Conclusively, Mr Strongman, the traditional leader advised schools to establish a functional SBMC because of its importance in school as he has experienced the productive operational practice of the SBMC at SSS. In his word, he explained:

*The only thing I think I can advise for those grammar schools who are not having the SBMC of course should establish one. For instance, the PTA requested us as the SBMC members to talk to the parents and they eventually cooperated to do what was needful to the school. The SBMC in secondary schools often acts in the capacity of the governing council, any school that does not have one is advised to look out for one. Then, the ones that are on the ground should cooperate and make use of them as required because if they fail to make use of them, they are the ones to lose (Mr Strongman).*

The purpose and implementation of the SBMC was fulfilled in promoting learner discipline in Silverma Secondary School. Specifically, the SBMC valued the aspect of providing learners' needs such that positive discipline can be sustained in the school. Of course, the synergy of viable SBMC brought prosperity and luck to SSS. It was observed that learners at SSS are well disciplined and courteous. They demonstrated a high level of respect to visitors and to their teachers as well.

The level of learner's gallant is admiring and it matters a lot in understanding the practices and experiences of the SBMCs in promoting learner discipline in the school.

### **6.5 Experience and practice of School-Based Management Committee in the sustenance of learner discipline in Silverma Secondary School**

The SBMC is a strong structure in the school that influences learner discipline positively. They work collaboratively with school and community in maintaining peace and order in the school. Without this synergy, Principals and educators may have limited wherewithal to maintain and

sustain learner discipline. The SBMC assumed ownership of the school, as such, members serve and contribute profitably to every part of the school system to function smoothly in promoting positive behaviour among learners. It was realised that many parents were fully cooperating in the maintenance of learner discipline and the SBMC addresses the few ones that were not cooperating enough. Also, the prompt response of the SBMC members to the needs of learner was also helpful in achieving obedience to rule, regulation and adjustment to compliance to government policy keeps the learner to behave well.

The participants placed a greater premium on the cultural development of learners as it was also indicated in the prospectus of the school regarding courtesy and polite expressions, such as magic word (please, excuse me, welcome, thank you and sorry) that must be part of their language. It was confirmed that when learners were convinced about the importance of moral standards through the inculcation of tradition and culture of respect, truthfulness and hard work, it helps to reduce and prevent some indiscipline in the school. Accentuating this, the principal expounded:

*The school tradition, culture of respect and hard work has really promoted discipline among learners in this particular school. For example, being an old student of this school, the discipline and moral standard we had then that assisted us to be successful is what we are trying to inculcate in the learners. In fact, it is a common phenomenon to hear the junior ones being attached to their seniors in higher class and tolerant is pronounce among them (Mrs Sunday).*

Echoing the same sentiment about the culture of respect in reducing indiscipline among learners in SSS, Set the School Prefect, had this to say:

*The culture of respect was created among the senior and junior students and the form of disrespect has reduced drastically such that any student that wants to enter senior class must first greet before they enter (Set).*

Thus, it was also noticeable when Mr Sweet the PTA Chairman of Silverma Secondary School indicated that indiscipline was pronounced beyond measure in the school before. However, the

inception of the SBMC has really shaped the nature of learner discipline completely. Expounding on this matter, Mr Sweet said:

*...indiscipline was just the order of the day before , for example, there was just too common of truancy, lateness to school, bullying, and fighting, theft, abuse, lack of respect to teachers, examination malpractices to mention a few. However, the SBMC cooperated with the school and fought against indiscipline and cultural debate brought normality among the students (Mr Sweet).*

In addition, Mrs Sunday further pointed out how she overcame indulging behaviour such as lateness and some others bad behaviour among teachers and learners when she newly assumed the position of a Principal in SSS through the weapon of leading by example to conquer it. In her own word, she remarked:

*As an old student of this school, I have been trying to ensure that I serve as a model in terms of dressing, and sometimes like today I put on the school uniform and I am always punctual to school because when I was newly posted here lateness was rampant. So, merely seeing me at the gate has really sent a signal to them if they have done well or not. Thank God, lateness to school by learners and staff is curbed and this has really helpful in reducing indiscipline in school (Mrs Sunday).*

Mrs. Stella also applauded the exemplary life style of the Principal that enabled them to achieve more in the sustainability of learner discipline. She explained:

*The school principal has been a role model to the students and teachers, to be sincere, she has always been punctual to school to discipline the latecomers. However, parents are the only challenge we are facing, some parents don't allow teachers to discipline their students. Nonetheless, positive discipline has been prevailing through her unyielding effort and that is why our students are succeeding. This complements my colleagues' hard work in achieving breakthrough as they try their best in maintaining discipline in school. For instance, on weekly basis, we have*

*teachers that move around to checkmate the learners, particularly during prep time (Mrs Stella).*

Set, the school head girl shared the same sentiment as she affirms that in sustaining learner discipline in school, one has to be self-discipline such that the follower can emulate your good behaviour. In her word, she explained:

*We the perfect, captains and good students in the class function in the aspect of enforcing discipline and ensuring integrity among students. The component of integrity is honesty, faithfulness, openness. Also, our duties are to obey the school rules and be self-disciplined. We have cases whereby you want to cease a wrong handkerchief from a junior one and you are putting on "bandana" on your head, the junior student will also ask you as senior weather what you are also putting on is acceptable in school or not. The junior will emphasise, you cannot collect this from me so long you as senior is disobedient; such action builds self-discipline among senior too. So, here in school we don't disobey the rules and we are up and doing and very obedient and this helps other students to be well disciplined (Set).*

However, Mrs Sunday, the Principal regarded the act of maintaining discipline to be challenging sometimes because of certain cases where parents are supporting learners' unruly behaviour. The SBMC in such cases usually responds fast to take such matters upon themselves in addressing it appropriately. On the other hand, some parents give kudos to teachers in school for disciplining their wards and get sober when their wards misbehave and such parents and learners were counseled. Therefore, she is striving well in the midst of these challenges. In her words, Mrs Sunday explained:

*Despite the challenges I faced in the maintenance of learner discipline, God is still helping me to be productive. For instance, some parents are not helping the matter when they are supporting and justifying bad attitudes of students and most time, the SBMC are invited to handle such complex cases. However, there are cases where parents burst into tears for their ward's bad attitude*

*and this led to the crying of the learner. Therefore, we encourage the parents and counsel both parents and learners. Thus, many students don't like their parents coming to school for their bad attitude so majority of them are calm in the school and excellent grade is achieved among students as well (Mrs Sunday, the Principal).*

To corroborate this Mr Sweet, the PTA Chairman expatiate more on this issue of disciplinary action on the erring learners. He said:

*As a member of the disciplinary committee, when cases of indiscipline arise among learners, all of us collaboratively fight against it and apply the right measure to correct it. Sometimes, parents or guidance of disruptive learners are invited to the school to checkmate their wards. Also, we apply internal and external suspension. The external suspension is when the student stays at home for the parents to engage with the child on the heart-to-heart talk for days before coming back to school and with a letter written by both parents and the students promising not to go against the rule and regulations of the school. Infact, this aspect of suspension is difficult for both parents and learner. In such cases, they have no option than to comply with school code of conduct at their return and this greatly enhances positive behaviour among learners in school (Mr Sweet).*

In support of this Mrs Sunday, the Principal affirm that school rules and regulations have been a useful tool in the sustenance of learner discipline in SSS. To this end, Mrs Sunday said:

*On admission to the school, each student is given the school prospectus where both Ekiti state and school's rules and regulations are well stated and this requires the signature of parents and learner. This serves as penalty to their wrong doing as such, it reduces our sweat and time wastage on discipline in school (Mrs Sunday).*

In Ekiti State, the use of corporal punishment is not allowed in school and the SBMC objected it in disciplining learners as well. As such, Mr Sweet the PTA Chairman claims that corporal punishment does not have positive effect on learner discipline. Therefore, the root cause of misbehaviour has to be interrogated and solution is sought to it to sustain discipline in school. This is how he put it:

*Corporal punishment does not solve the problem of indiscipline but rather the aspect of constant and unrelenting dialogue with them one on one and as a group alongside with counseling them yield expected result because you can know the cause of alarm and provide a solution to their needs. "ebi o kii wonu ki oromii wo". Meaning a hungry person is an angry person. So, sometimes we support the school with provision of material such as wearing school materials and food for the needy This enable us to be successful in maintaining discipline among learner in SSS. The truth of the matter is that there are no acts of serious indiscipline, there is normalcy and peace in school as you can see. This school is a role model. It is a showcase for the government. The school has won so many certificates of merit (Mr Sweet).*

Mr Strongman, the traditional leader added that strong cooperation existed between the school, the community and learners are mostly found to be well discipline in school during this visit of the community leaders. He said:

*Communities are cooperating in whatever we want to do even when anything happens they will just rush down to the school to oversee what is happening and to render any available assistance. Therefore, with my experience, discipline is instilled in SSS, there is no time I go there seeing students roaming about (Mr Strongman).*

The comments above reveal that leadership has greater impact in enabling learners to maintain and sustain positive discipline in school. The learners see the leader as mirror to correct their wrong doings and learn to act, think and respond positively to situations that rises in their environment and tolerant has been inculcated on learners in every situation. Further, it was also

observed that needs satisfaction among learner through the assistance of the SBMC calm the learners in the school just as Mr Sweet the traditional leaders said “a hungry man is an angry man”. Although, there challenges in the sustainability of learner discipline, nonetheless those difficulties were surmounted by the synergy and prompt response of the SBMC to invitations enhance smooth teaching and learning activities in school. Most importantly, Mrs Sunday believe that discipline should be maintained and sustained in school despite all odds. Obviously, the involvement of parents in discipline of the erring one assist them to work hard on their wards uncompromisingly and excellent grades is realised in SSS and learner’s behaviour can fit well in the society. Therefore, the next discussion is on the roles and functions of the SBMC in sustaining learner discipline in school.

## **6.6 The roles and functions of School-Based Management Committee in sustaining learner discipline in Silverma Secondary School**

The roles and functions of the SBMC in the development learners’ positive behaviour is considered as an action that enables students to display conduct and manner that conforms to acceptable deeds and action in the society. The participants claim that every level of behaviour among learner is being guided towards positive result and this is achieved by collaborative effort and support of the SBMC. Consequently, the positive impact of school leaders in nurturing learner attitude reduces disruptive behaviour among learner. Consequently, the desirable behaviour exhibition enables learners to develop resilience, forbearance and responsiveness. Thus, the section that follows focus on cultural development of learners.

### **6.6.1 Cultural development of the learners**

The participants understood the impact home training has on child’s life and believed that charity begins at home. Therefore, they appreciated the importance of African culture in facilitating positive behaviour in school. As such, the SBMC often come to assembly to inculcate the African culture of respect to one another as learner and to teacher in school. Consequently, this has helped

in preventing or reducing some level of indiscipline in school. To this end, Mr Sweet, the PTA Chairman had this to say:

*Our culture shapes the way we work and play and this makes difference in how we view ourselves and others. There is a saying that charity begins at home. Therefore, discipline must be imbibed on learners at home and making sure learners learn how to wake up early in the morning and do the house chores. Also, they learn how to respect elders as well as one another to checkmate their behaviour particularly when they do wrong things as they grow up with responsibilities. These are some of the things we do advise the parents to inculcate discipline on their wards at home (Mr Sweet).*

Mrs Stella, a teacher emphasised the importance of learner displaying respect to learners and teacher as well as cultivating principle of an ideal womanhood in terms of comportment and other responsibilities at home as well as school. She also stressed the fact that parents' attentions are called to learners that lack these virtues and positive responses have been accomplished. She expounded:

*Just like in Yoruba land that embraces the culture of respect, we also have a tradition in this school that students greet the teachers and talk to them with respect. Respect is very important especially in Yoruba land to show that we have home training because "charity begins at home". Home training is important to children because it is believed that a child who lacks home training is a "Bastard". The Bible says "train up your child so that they will give you peace". When we discover a learner lacks home training in a certain aspect, we call the attention of their parents. For instance, in the area of early awaken and doing house chores before leaving for school because cleaning is part of discipline and some of our learners have improved on that. We inculcate culture and tradition in sustaining discipline in school, for instance, you as a woman or girl there is a way to seat down*

*properly at home and in the public or classroom that is not to open leg but to cross legs while sitting (Mrs Stella).*

Speaking on the relevance of keeping the virtue of respect in the sustenance of discipline in the school, Mrs Sunday, the Principal maintain her principle of role model by showing respect to member of the SBMC which keep the structure flourishing. This is how she puts it:

*The leadership skill that has helped me is humility and patience. I give due respect to both old and young in the SBMC. Therefore, respect is instilled on these learners so that they can have a bright future as women (Mrs Sunday).*

The understanding of participants with regards to importance of African culture and particularly on the area of respect and proper upbringing from home enables them to imbibe discipline on learner and influence the parents to inculcate positive behaviour on their wards. These invariably shape the mannerism and comporment of learner positively.

#### **6.6.2 Social club in the school**

Social clubs in the school are organised to enhance the learners' intellectual, social and cultural development. These clubs assist in personal development and particularly in the leadership and talent development in learners as well as in enhancing team work and peaceful interaction among the learners. Most importantly, it develops into soft skill, increases respect among learners and helps them in fulfilling their responsibility in school. Therefore, it improves both their leadership and social skills. It promotes ethical character. Mrs Sunday, the school Principal with the collaboration of other SBMCs inaugurates many clubs and programs in school such that notable people are invited to give moral talk capable of building positive behaviour that can be maintained and sustained in school. In her word, she said:

*We organise programs and social clubs in which notable people are invited from the society, for example, the gender group, people from the ministry of Justice to have talk with the learners (Mrs Sunday).*

Mrs. Stella elaborated more on the different kinds of clubs and the positive impact on the learners in school. She explained:

*We have different clubs in the school; these clubs include: integrity club, Man O' war, patriotic club, a campaign group for female genital mutilation, and the likes. These clubs have been enabling us in promoting positive discipline among the students (Mrs Stella).*

Likewise, Set, the school prefect expatiated on how the social clubs operate in school and their impact in the sustenance of learner discipline in school. In her words, she said:

*Press club always holds every Thursday and they gather news from channels TV, NTA news, EKTV and present it like newscaster on what is happening in town, state, country and all over the world and even what is happening in the school at present. Also, Debate and literally club are when we have a representative in certain classes on topics like "female child is better than male or education is the best legacy. The press has impact in the sustainability of leaner discipline by helping them to be courageous and have the spirit of boldness to be able to face the crowd and when they see a student of their peer standing addressing them, it helps them to be motivated to the extent that you see many of them running toward the registration center so that they can be part these clubs (Set).*

The quotes above suggested that social club enhances the flow of relationship and effective team work among learners. Varieties of talks from notable fellows in the community on integrity as well as press club that deals with casting of news that Hightened morals and values in learners as well improve their social and intellectual life.

### **6.6.3 Invitation of spiritual leaders to the school**

Spiritual leaders play a significant role in inculcating and reinforcing personal values on learners. As such, the participants of SSS strongly believed that spiritual leaders are known for defending integrity, uprightness and goodness as well as having great influence in shaping the behaviour of learners positively. Therefore, school fellowship was instituted in school and religious leaders were invited to preach the word of God to them. Most importantly, the school is a catholic school

and Reverend father and Reverend Sisters come to school often to admonish them and remarkable changes were noted in the life of some notorious learners. To this end, the Principal had this to say:

*For the learners to hear the word of God so that they can learn to behave well, school fellowship was organised in school and at the fellowship time, we pray for learners as well. Also, during morning devotion on the assembly ground, they also listen to the teaching of pastors and reverends and we thank God for the improvement among the learners. So, most of our learners are well disciplined. (Mrs Sunday).*

In the same vein, Mr Sweet the PTA Chairman view that the word of God is potent to renew the mind of learner as they listen to the preachers. He said:

*We invite the religious leaders to speak the word of God to them so that their minds can be renewed and be guided in decision making (Mr Sweet).*

Mr Strongman, the traditional leader also acknowledged the role of religious leader in moulding the life of these learner constructively. This is how he puts it:

*Religious factor is one of the factors helping them because the reverend father is assigned to the school to celebrate mass every day and during the mass you know the reverend father will preach and that preaching was leveled to the category of learner in school and various categories of students have increase in their positive behaviour (Mr Strongman).*

Mrs. Stella a Teacher affirmed the positive response of the sermon that learners are hearing and prayer in school have indeed modified some character of these learners. She declared that:

The prayer and sermon of religious leaders has been of help to the students. The school is a missionary school, owned by Catholics. We do call on Reverend father and Reverend Sisters to encourage and admonish the student and some are changing from bad behaviour (Mrs. Stella).

The participants articulated on the significant of constant sermon and prayers offer by the religious leader to modify the behaviour of learners. Mrs Sundy, the Principal of SSS attested to the positive impact of religious leaders in promoting discipline among learner when she said:

*Also, during morning devotion on the assembly ground, they also listen to the teaching of pastors and reverends and we thank God for the improvement among the learners. So, most of our learners are well disciplined (Mrs Sundy, the Principal).*

The quotes above from the participants reveal that spiritual leaders have positive influence in improving learners's behaviour through their sermons and admonitions. For instance, the principal indicated that morning devotion structured by spiritual leaders empowered learners to direct their thought and actions aright, as such learners' self- disciplined became developed.

#### **6.6.4 Empowering parents, teacher and learner in the sustenance of learner discipline in Silverma Secondary School**

Empowering parents, teacher and learner in the sustenance of learner discipline provides good foundation of values, reforming behaviour and shaping the self concept of learner that aid in sustaining a commitment to lifelong learning of moral standard and good citizenship. The participants indicated that learners were inspired through various means, particularly with proverb and stories telling to instill values that helps in guiding learners in making right, moral and ethical choices and strengthen their sense of responsibility This section is discussed under the following sub-themes, the use of proverb and story-telling; tutoring role and orientating novice teachers

##### **6.6.4 .1 The use of proverb and story-telling**

The SBMC sometime relied on the use of proverbial word and story-telling to strengthen their points or message when addressing parents or learners in school. The focus of the SBMC was on adopting all measures in upholding the progress of school and particularly in promoting positive behaviour in school. Mr Strongman, the traditional leader representative pointed out on how he was able to use story-telling and proverb to convince parents to act on certain needs of school. Also, the PTA Chairman adopted the use of stories of notable fellows in the society to encourage

learners to behave well. While, Mrs Stella an experience teacher of SSS orientate the novice teacher in handling learners such that positive discipline can be enhanced in school. To this end, Mr Strongman, the traditional leader had this to say:

*-----For example, in playing their roles, the SBMC came to school last month to hold the regular SBMC meeting, and three of us were assigned to meet the PTA and discuss with them, advise them on their role in supporting the progress of the school. In Ekiti State, the government hardly allow public schools to collect fees from learners in the form of internally generated revenue (IGR) and there is a piece of sad information that the night guards want to down tone and it is very dangerous for the student if they don't have night guards. I started the discussion with the PTA by telling stories to convince them and I supported it with proverb (omo ti a o ba ko la gbe ile ti a kota) Meaning: {the child not built in character by the father will sell out those houses built by the father} and they embraced it. I told them it should be from their own volition that nobody is forcing who is who, so they agreed I prayed for them, I also sang about three songs along with the discussion to encourage and let them get the focus of my message. It was in deeded a profitable achievement (Mr Strongman).*

In the same vein, Mr Sweet, the PTA Chairman strongly believed in enabling these learners to be responsible for themselves and as well to the society, he affirmed the constant use of story telling of heroes and heroines in the society to renew the mind of learner such that positive behaviour can be realised in them at all time and that they too can be heroines. Mr Sweet expounded further:

*In renewing the mind of learners, I often tell them stories to remember successful men and women which serve as inspiration to learners apart from the discipline that is instilled in them. We further teach them to copy positive behaviours and ideas because positive behaviour of a man is the training from home and once a learner is positively influenced by his or her*

*peer group, the positive influence is capable of constructively promoting effective discipline among learner (Mr Sweet).*

Mrs. Stella also shared the same sentiment saying that the SBMC use themselves and particularly the Principal who was an ex-student of SSS to encourage learners to be well- behaved and hardworking. She said:

*The SBMC's members do come to advise learners and educate them that "time wait for no man", they address them not to play away with their time and they also tell the learner of their stories as an example of their successful achievement in life that "as you lay your bed so you shall lie on it" (Mrs Stella).*

The quotes suggested that both learners and parents tapped some inspiration from the proverbial words as well as stories from members of the SBMC and this motivated them to behave well. Personal stories reprimand and admonished learners as well as enabling them to rethink and that result in positive change which helps to overcome inner disturbance. Also, proverbial words helps the parents to prioritise their responsibilities towards the enhancement of learning environment and improve value in the school system.

#### **6.6.4.2 Tutoring role**

Tutoring role is a collaborative service to assist learners in achieving their academic goals. The SBMC believed that learners indulge in negative activities when learner are idle in class, as such, they consider resourceful learning that voluntarily utilises a variety of means to support learning environment for a long-term. Therefore, they play an important role in enabling learner move through their studies with collaborators to fill the gap of lack of certain subject teachers in school. This assistance reinforces classroom content in supporting learners in their learning. In other words, the SBMC helped the students to navigate their studies in a safe space that assist their learning process. The SBMC that have a working knowledge of the subject or topic provides distinctive and supportive experience for student to meet their needs to avoid indiscipline among learners. To this end, Mr Sweet, the PTA Chairman had this to say:

*The SBMC members do come to school on their own apart from the meeting days. They come to see principals, teachers, and learners and see an area of challenges facing the school as well as rendering a helping hand or services to learners. Like the case of a member volunteering to assist in tutoring role by coaching physics when there was no teacher in school. In addition, they also assist financially sometimes to meet the needs of school (Mr Sweet).*

The findings shows that at SSS, the SBMC members are very cautious of avoiding learner being idle and therefore, the SBMC members are always ready to bridge the gap of lapses in meeting the need of learner such that there is no room for indiscipline among learner in school. This implies that joint effort of the SBMC is really very effective in salvaging the needs of learner. It was also complementary to empowering learner to learn in the absence of subject teacher such that discipline is maintained and sustained in school at all time.

#### **6.6.4 .3 Orientating novice teachers**

Mrs Stella, the teacher representative in the SBMC of SSS explained how they orientated the novice teachers in the maintenance of learner discipline in school. She said:

*-----In sustaining learner discipline in school, what we do when we have new teachers is to equip them with certain skills that have been working for us. However, we have a subject head, the HOD (Head of Department), and this HOD will tutor and counsel the novice teacher on how to relate with students patiently as well. We make it known to them that teachers are not allowed to use cane except the principal. A teacher must be disciplined and be a good example to the learners in all aspects such as punctuality and neatness because learners are learning from them and such learning by imitation is faster through personal exemplary life they present to them. Respect beget respect, hence, teacher approach learner with respect and maintaining the principle of*

*integrity. For instance, as a male teacher, they must not be too playful with female students and teach them without any bias or with negative motive. Therefore, when you teachers discipline themselves no student would disobey them (Mrs Stella).*

The extract from above individual indicates that sometimes teachers need to discipline and respect both themselves and learner as well, particularly in the manner of approach to one another such that learner can reciprocate them with respect. In other words, integrity is important in the sustainability of learner discipline process in school. This suggests that self-development come to play while navigating positive discipline and this guide against exhibition of unruly behaviour among learners in school.

## **6.7 Mechanism for sustaining learner discipline in Silverma Secondary School**

The mechanisms used in sustaining learner discipline in SSS are highlighted below: Counselling and Emotional support for learner, Invitation of National orientation agency to the school, Entrepreneurial Activities, Needs satisfaction of learner, Security, safety.

### **6.7.1 Counselling and emotional support for the learners**

Counselling and emotional support were considered in SSS to be very effective in empowering learners to be self-controlled as well as improving their mental health and wellness. The SBMC represented in this study asserted that giving a listening hear and close observance to learners' emotional display

allows them to understand and be aware of what the learner is passing through. Hence, they were able to assist these learners out of their predicament and behave well in school.

To this end, Mrs Stella, a teacher said that:

*When we go to the class and see any of your student moody, sleeping all the time not feeling happy nor cheerful or playing and always sad. We know something is wrong with such learner and we as teachers move closer to such learner and probe into her life.*

*A case in point was a learner that opened up to me that she was being molested by her relative and the case was arrested in time. We have so many cases like that which the learner revealed to us either the issue of their personal life or their friend. They opened up to us because we are friendly with these learners and give them listening hear so they confide in us (Mrs. Stella).*

Further, Mrs. Stella commented on the new policy that allows a pregnant learner to stay in school. She affirms that learner of SSS were relentlessly given seminars and counseling that discourage pre-marital sex, adolescent pregnancy and abortion because this is a female school. In her word, she said:

*We often counsel the students against pre-marital sex and sometimes, we do take the school prefects and class captains to seminars organised by Ekiti State Governor's wife and when they come back from the seminars, they report the seminars to all the students on the assembly ground. Also, female commissioners and female executives in Ekiti State are often invited to encourage and advise the students. Likewise, parents are counseled to be a role model to their wards (Mrs. Stella).*

This is consistent with Mr Sweet the PTA Chairman, had this to say:

*We also invite the successful people in the society to encourage them against adolescent pregnancy so that they can be achieved in life and we thank God we have a remarkable students doing well (Mr Sweet).*

Mr Strongman, the traditional leader concurred and said:

*The intervention mechanisms aimed at improving discipline among learners in the school is divided into two parts; discussion with the student and their parents. Since some of them know the right thing but they will not do it, some may be ignorant so we educate them during assembly and during the PTA meetings. Therefore, what we do as the SBMC is to frequently counsel them, we tell them that if you don't do good and behave well, there is*

*repercussion for it and counseling is the most effective part of it*  
(Mr Strongman).

Set, the school prefect, affirmed that the SBMC frequently come to school to counsel them on the assembly and this enables some learners to behave well and achieving outstanding performance in their quizzes and competition. She explained:

*The committee members do come to talk to us on the assembly on how to behave well and make progress and also provides solution to the problems in school. Some learners have changed now and no case of adolescent pregnancy in our school. Also, we are among the best standing out in the area of quizzes and competition in Ekiti (Set).*

The extract emerged from this theme indicated that frequent counseling and close observant of teachers on the learners assist the learners to have self-development and parents are also conscious of their roles in molding learners appropriately to avoid premarital sex and adolescent pregnancy. The SBMC understood the implication of the policy that allows pregnant learner to stay in school and this urged them to constantly organise seminars and talk to diffuse the learners mind against taking the advantage of the policy against their future. This intervention mechanism enables the learners to have no case of adolescent pregnancy and achieve outstanding performance.

### **6.7.2 Invitation of the National Orientation Agency to the school**

The mission of National Orientation Agency in Nigeria is to consistently and positively change attitudes, values and behaviour. Also, to sufficiently and precisely inform and mobilise learners to act in a way that uphold harmony and peace particularly in school. This National Orientation Agency (NAO) inaugurates some clubs that promote positive behaviour among learner in school. Further, the NAO and Non -governmental Agency (NGO) educate learners on human rights and gender-based violence in school. The paramilitary corps members were also very effective and efficient in enlightening learners in upholding peace and order in school. As such, these interventions enhanced the zeal of learners in maintaining good discipline in Silverma Secondary School. Mrs. Stella said:

*The SBMC introduced the National orientation agency to the school and when this agency came, they inaugurated a club called integrity club. Integrity club is all about educating the students to be honest and faithful. In other words, integrity club is all about discipline as well. They usually call both the teacher and learner representative and advise them on what it takes to maintain discipline in the school (Mrs Stella).*

To corroborate this, Set, the school prefect explained:

*We have integrity club and the members are perfect, captains, and good students in the class. So they are people of high integrity so they would not want to do anything to stop their integrity. They are always up and doing in school (Set).*

Mrs. Stella a teacher expounded on the effort of the SBMC in the invitation of Non-Government Organisation to impact on the learners' discipline in school. In her word:

*NGOs are trying because they are fighting for the right of society including the learners these days, some came from the office of our Governor to educate the learners on the issue of human rights and gender-based violence and some related talk in the school. This forum is quite interesting and our learners were happy to exercise their right and this drastically reduces bullying in our school (Mrs. Stella).*

Set, the school prefect also acknowledged the effectiveness of paramilitary force that were invited by the SBMC and the school principal. It was made known that paramilitary force engaged them with activities that enhances their self-development and maintenance of discipline among learner in school. This is how she puts it:

*The SBMC and the school principal invited the paramilitary force that maintains discipline among learners in school. Indeed, the paramilitary force trained us and brought a lot of activities like "Man O War" and when we join this club, there were changes specifically, when we are on the assembly they check those making noise and the student that put on anything different from the*

*school uniform as well as anyone disobeying the rules and regulations and such will be taken to the counselors for correction. In addition, their group called "War against indiscipline in the school" they work in the area like late coming to school (punctuality). So, in the morning they stay at the school gate and even if their friend sees them they make haste to school so as not to be late. These efforts brought a positive impact on our personal life (Set).*

The findings pointed out that the SBMC went beyond their role and function but engage the Nigerian civil service (National Orientation Agency, Non-Governmental Agency and paramilitary force) to sustain positive behaviour in school. This body of Nigerian civil service trains, educates and develops the learner morally, in keeping to school rules and regulation, maintaining peace and order as well as security aspect of the school. It is obvious that the SBMC were able to effectively sustain learner discipline in school through the synergy of Nigerian civil service. Learners pay more attention and gives listening hear to messages delivered by the external facilitator. Therefore, they were able to comply to the teaching and enhance positive discipline among them.

### **6.7.3 Entrepreneurial activities**

An entrepreneurial activity is an enterprising action of human in quest of the generation of worth or value through the development and growth of economic activities. As such, it fosters creativity as well as innovation of learners and it helps learners to become more responsible and accountable in their personal life. The participants believe that idleness is an important factor that promote indiscipline among learners in school. Therefore, learner must be engaged in activities that have future benefit such that indiscipline can be reduced or prevented among learners in school. To this end, Mr Sweet the PTA Chairman stated that:

*Entrepreneurial activities are very helpful because an idle hand is a workshop for the devil. When the learners are engaged with profitable activities aside from their school curriculum, it has a way to prevent them from unnecessary hangout and unruly*

*behaviour but rather be more focused and well disciplined (Mr Sweet).*

Mrs Sunday the Principal shared the same sentiment that numerous vocational skills acquisition prevent learner from indiscipline acts. In her word, she said:

*We have different skills acquisitions that have been embedded in the entrepreneurship course, during their free period's students go for practical on each vocation such as garment making, animal husbandry, and catering work. These entrepreneurship activities keep them from occupying their time for irrelevant activities that lead to indiscipline acts (Mrs Sunday).*

The findings from the extracts indicated that learners learn to behave well when they are profitably engaged. The participant shows that SSS engaged learners with various *entrepreneurship course and this made them to exchange their idle time for indiscipline act to replace* engagement with gainful activities. As noted by Mrs Sunday, the school Principal saying:

*These entrepreneurship activities keep them from occupying their time for irrelevant activities that lead to indiscipline acts (Mrs Sunday).*

This suggested that through entrepreneurship activities, positive behaviours are sustained in the SSS as learners are kept busy in productive activities.

#### **6.7.4 Needs satisfaction of the learners**

Needs satisfaction of the learners is an important driving force that promotes positive behaviour, the wellbeing and better performance of the learners. Learner satisfaction serves as long-term character development and social inclusion. Therefore, learner satisfaction is a mark of performing well when learner are being provided with comfort and nurturing environment and this promotes learner happiness and sense of belonging. The uniqueness of this collegiality in the SBMC is that they influence government and motivate all members of the team to make provision of learners' needs. Therefore, the participants indicated that the SBMCs were so thoughtful to commit themselves in providing for the needs of learner such that positive behaviour can be

trademark and attitude of students in SSS. Consequently, the areas identified in satisfying the needs of learners include the follows: Infrastructural development by enhancing class control, the provision of teaching and learning materials as well as Security and safety.

#### **6.7.4 .1 Infrastructural development, teaching and learning materials**

The participants of this study in SSS confirmed that the SBMC collectively made provision of renovating and building some structure in school in other to put an end to small class and overcrowding. Also, it was also noted that the State Government and student Alumni equipped laboratory and library with equipment nonetheless, they need more. To this end, Set, the school prefect explained:

*Before, the classes are too small for the large population in class so instead of 20 learners being in a class they are now having 40 or 60 students and as a result, the class is becoming uncontrolled and unbearable for both teachers and learners. Sometimes, the teacher can spend like 20-30 minutes correcting the students. However, the SBMC now tries to build more classrooms and now teachers can easily see everyone at a time and the level of indiscipline has seriously been reduced and the fence around the school (Set).*

To corroborate this, Mrs Sunday, the Principal stated that:

*The school environment and classrooms are conducive for learning and the school laboratory is well equipped by the Government and the Student Alumni. Though more is still expected from them so we need more support from Government, parents and others philanthropist (Mrs. Sunday).*

Mrs. Stella shared the same sentiment that the provision of the infrastructures enhance a conducive teaching and learning environment and learners' misconduct is lessened. She said:

*Looking at the structure of the school, the school Alumni (SBMC) have tried their best in restructuring the school. The dilapidated building in the school are been restructured to standard, laboratories, and libraries are well equipped with materials. We have conducive learning environment that can facilitate good learning and teaching process and reduces misbehaviour among learner. Although, more are still expected (Mrs Stella).*

The findings indicate that the SBMC are very passionate in making teaching and learning conducive for learners. In other words, the availability of infrastructures has impacted in enhancing discipline among learners and inhibits difficult behaviour in school. Also, individual learner gets satisfaction in the process of realising their needs being met. Hence, conducive school atmosphere is a good ground for promoting social, moral and emotional life of learners positively.

#### **6.7.4 .2 The provision of teaching and learning materials**

Teaching and learning materials are human and materials resources available for knowledge acquisition in school. Adequate provisions of these teaching and learning materials are offshoot to learners' needs satisfaction. As such, the participants pointed out that government provided some of instructional material as well as nose mask during COVID-19 period. Also, equipment for entrepreneurial were such as sewing machine were provided by Alumni of SSS. Mrs Sunday, the school principal said:

*Of course, when learners' needs are met, they will be encouraged to stay in school and be disciplined. For instance, the government supplied the school with teaching and learning materials and particularly during this COVID-19, there was the provision of a nose mask for the students. The old student called alumni also made the provision of sowing machine for fashion designing on the aspect of entrepreneurship. So, the school is very lucky. As we can see, the problem of truancy, noise making and other indiscipline acts were reduced (Mrs Sunday).*

Similar view was also shared by Mrs. Stella who acknowledged that:

*The State Government sponsors some facilitator to organise seminars for the teachers, at times once in a term or twice in a session, and generally programme is on the syllabus or curriculum. Although it is mostly on academics, for instance, those teaching the senior classes or the certificate classes like JSS3-SSS3 were taught on the cogent marking scheme and teaching method. And the SBMC also provides learning materials such as book for the prize giving day to motivate learners to perform and behave well (Mrs. Stella).*

Consistent with the teacher from SSS, Set, the school prefect emphasised that:

*At the end of the session, the SBMC supports with the provision of gift for the prize giving day and this motivates learners to perform well and gear up in their studies (Set).*

Mrs. Stella concurred that the SBMC members and particularly the Alumni are very generous to the learners. She said:

*It happened last year, the rain was much and some fences collapsed and were damaged, we didn't collect any money from the students but the P.T.A and the old students contributed to renovating it. They also awarded prizes for the well-behaved learners, the neatest class, and the brilliant ones. Actually, the old students have a platform, in which they interact and you know when you leave a school and you are successful you will surely remember that school, and you will like to help the younger ones that are still there as well. Thus, we educated them to be serious and hard-working so that they too will make it in life. Some of the old students give learners scholarships we have like six of them, and every year they give them money (Mrs. Stella).*

The finding above suggested teaching and learning materials serve as a means of promoting positive behaviour among learners in school. Learners are encouraged to stay long in school and the culture of reading was also enhanced when there is availability of materials for teaching and

learning. Therefore, in complementing the infrastructural development, teaching and learning were provided by the SBMC and government such that there is no room for idleness or laziness for both the teachers and the learners.

### **6.7.5 Security and safety**

Safety and security is a prime concern of the SBMC, thus they ensure that everyone and school property is totally secured. The SBMC employed guards in school for both day and night, the school was well fenced such that learners do not sneak out of the school. Mr Sweet, the PTA Chairman also indicated that security, safety, and discipline are close related and this made learners to be well informed on some of these security alert to avoid them from exhibiting negative actions like panicking and fear that may cause noisemaking or pandemonium in school particularly at this time that police patrol school for security purpose. In her words, he said:

*Although, when learners are not well informed on the security outside the school can cause fear, panicking and affect their thought and action negatively so we make sure they are educated with knowledge of security awareness and keep the school safe at all time. For instance, when there was a challenge of the payment of night guard, the SBMC met with permanent security guard to make sure money is made available immediately for the payment of night guard since no student should be levied with any money as mandated by the government. We see the school being well fenced and sometimes we visit the school in the night to make sure the school environment is well secured. Occasionally I call the security in the night to check up with a security alert that the guard is not sleeping (Mr Sweet).*

Set, the school prefect acknowledged the effectiveness of the security guard and how it has helped in preventing troublesomeness among learners. She explained:

*The security guard is very effective so, there is no room for the learners sneaking out of the school. Further, the fence is very high*

*and there is a broken bottle on the fence, so no one can jump over it. The fence around the school encourages learners to stay in school, there is proper control on them and this improves academic performance (Set).*

Mr Strongman, the traditional leader expatiated the level of security guard on the classroom. He said:

*We sought for parameter fencing of the school, because the school environment is porous for intruders. Therefore, the windows have burglary and doors are fixed with well-fitted keys (Mr Strongman).*

The response from the participants suggested that sustainability of learner discipline lies on the effectiveness of safety and security of people and property of school. Thus, the SBMC were very thorough in the security and safety of school because of the impact it has on the maintenance of learner discipline. It was observed that the parameter fence of the school prevent learners from sneaking out of school, avoid intruders that might influence the learners behaviour negatively, enabling learners be more controllable for teachers and improve their academic performance. In other words safety and security support the safeguard of learners from violence, bullying and other harassment.

## **6.8 Conclusion**

The presentation of this chapter six is about the SchoolBased Management Committee in sustaining learner discipline at Silverma Secondary School. The stories from the participants (Principal, teacher, learner, traditional leader and the PTA Chairman) depict that the SBMC work collaboratively to supporting and sustaining the progress of school as well as achieving their goals. The fact is that the SBMC is viable, their involvement and contribution is supreme in promoting positive behaviour in SSS. The safety and security of human and school property was their utmost concern. It is evidential that the SBMC went beyond their capacity in satisfying the needs of learner such that indiscipline is prevented at all time in school. It is obvious that the SBMC and other stakeholders cooperatively work together to maintain peace and order in school. Chapter Seven is the next to discuss on the stories from Diamond Secondary School.

## CHAPTER SEVEN

### THE ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEE IN SUSTAINING LEARNER DISCIPLINE: FINDINGS FROM DIAMOND HIGH SCHOOL

#### 7.1 Introduction

In the previous chapter, data were presented and discussed on the role of school based management committee in the sustenance of discipline among learners in Silverma Secondary School as the second case study of the multiple cases of study. Sections were unveiled from the understanding and experiences as well as role of school-based management committees in promoting and sustaining positive behaviour of learners in school. Chapter Seven presents stories emanating from the third case study of the multiple cases of study on SBMC's practices in the sustenance of learner discipline in Diamond High School (DHS). First and foremost, on the discussion, the school and participants' profile were presented. Afterward, the discussion of data generated from the participants shall be analysed without the incorporation of literature. This chapter seven of case study School C Known as (*Pseudonyms*) Diamond High School (DHS) were analysed based on the data generated from semi-structure interview, individual and dyadic interview, observation and document received from the school.

#### 7.2 The presentation of school and Participants' profiles

The discussion of this section is on the school and participants' profiles with use of pseudonyms. Therefore, the *pseudonym* for school is Diamond High School (DHS). The *pseudonyms* for the participants are as follow: Mrs Doctor (Principal); Mrs Danke (Teacher); David (Head boy); Deborah (Head girl); Mrs Desmond (Traditional leader); Mr Dayo (PTA Chairman). All these participants were interviewed in the school. Moreover, the participants' profiles were underlined accordingly to give a broad aspect of data the analysis.

### **7.2.1 Profile of Diamond High School (DHS)**

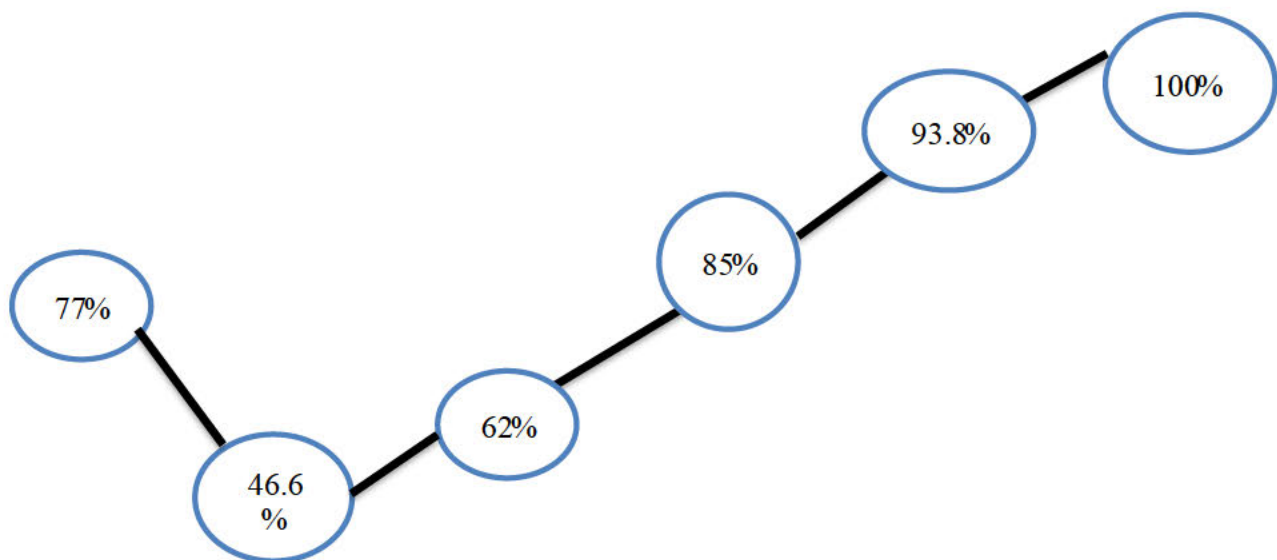
Diamond High School was founded by the Anglican mission on the 4<sup>th</sup> of September, 1990 and started with 136 students and seven teachers. The school is located in an indigenous community where, the majority of the students live with their grandparents while some come from broken homes. The school received medals in the following areas of competition: Spelling Bee Competition organised by the Ministry of Education, medals and golden cups from basketball competition in South West; Golden Cup and medals from football competition organised by the Ministry of Sport. The populations of the learners are as follows: female: 1038, male: 1155 and total 2193. There are 103 teaching staff and 17 non-teaching staff. The number of VPs are four, while there are six Head of Year (HOY), and the teacher-learner ratio is 22:1.

The basic aim of the school is to provide a curriculum which offers opportunities for both the creative and the academic needs of the students and to inculcate moral discipline in them. The school is Grade One and the goal of the school is to provide functional education which will enable them to grow and develop academically, morally and physically. Also, to translate the knowledge acquired into be self-reliant and to affect the immediate community and humanity positively. The Students Representative Council (SRC) is set up with the Vice Principal Administration as the adviser to the SRC. This council (SRC) consist of all the school prefects and two representatives from each class. The chairman of the SRC is the Senior Prefect boy who is assisted by the Senior Prefect Girl. This council deals with matters concerning the welfare of the students. The Parent Teacher Association (PTA) of Diamond High School holds meeting once in a term, except on emergency cases. The PTA executive meets frequently to take decisions and implement them on behalf of the general body. All parents and teachers are automatic members of this body and the PTA has assisted the school in many ways.

Members of the School-Based Management Committee (SBMC) are chosen by the State Government through the nomination of the Principal, and in consultation with the community members. Their meetings are conducted in accordance with the regulations of the instrument of Government handed to them by the Ministry of Education and the statutory meetings are held

once a term. The school has Guidance Counselling Unit headed by the school's Guidance Counsellor which counsels the students and staff on various cases of personal and official interests. The committee organises and executes counselling activities for the benefit of the students. On the part of disciplinary committee, the Vice Principal-Administration is the Chairman of the committee. This committee deals with all cases of gross indiscipline among the students and the committee makes recommendation to the Principal for his approval or amendment. Some of the societies or social clubs operating in the school under the direct patronage of some members of the staff include, Cultural and Dramatic Society, Literary and Debating Society, Geographical Society/Historical Society, Man 'o' War, FRSC Club, JET Club Press Club, HIV Awareness Club and Young Farmers club. The sporting activities that the students were exposed to are basketball, football, handball and athletics. Parents are also encouraged to relate regularly and closely with the school authorities as this would be of great mutual benefit.

Some of the school rules and regulations as stated in Diamond High School's (DHS) prospectus are as follows: (a) students are expected to behave in a responsible manner both in and outside the school. (b) Students are expected to come punctually and regularly to school. If there is any urgent need for them to go out of the school premises, they should obtain permission from appropriate quarters; (c) Students should not bring radio cassette or any electronic material to the school including handsets; (d) Pupils must wear correct uniform whenever they are coming to school or representing the school anywhere. (e) Medium of expression should be in English language; (f) Fighting, vandalism and rowdiness are strictly prohibited; (h) Students should respond to bells immediately and react accordingly; (i) Lateness and absence from assemblies are not allowed; (j) In case of any damage to the school property, the offending student will be sub-charged; (k) The senior students are expected to guide and direct the junior ones rather than take the advantage of their tender age to make life difficult for them in the school compound; (l) Physical combat, beating or maltreatment of the young ones constitutes a very serious offense that may terminate the stay of offender in the school; (m) Stealing is illegal, and the usage of another student's property without adequate permission is a serious offence; (n) Students are expected to be good ambassadors of the school at public or outside arrangements.



**MATRIC PAST RATE: DIAMOND HIGH SCHOOL (DHS)**



**Table 5 DHS MATRIC PAST RATE (%) FOR 2017-2022**

**7.2.2 Participants' profile**

The participants that were interviewed in Diamond High (DHS) School are six members of the SBMC which comprises two males and four females.

Pseudonym	Leadership role and portfolio in SBMC	Age range	Gender	Academic Qualification	Year in leadership position and experience in SBMC
Mrs Doctor	Principal	50-60	F	BEd in Science Education	2
Mrs. Danke	Teacher	30-40	F	B.Ed in Guidance and Counselling	1
Mr Dayo	PTA chairman	60-70	M	SSCE	3
Mrs Desmond	Traditional leader	50-60	F	HND	2

David	Head boy	15-20	M	SS3	1
Deborah	Head girl	15-20	F	SS3	1

Table 6: Diamond High School (DHS) participants' profiles

### **Detail of participants' profile**

Six participants were members of SBMC that partook in this study from the site, their names are Mrs Doctor, the principal; Mrs Danke, the teacher; Mr Dayo, the PTA Chairman, Mrs Desmond, the traditional leader; David, the head boy and Deborah, the head girl. The level of their education and age are summarised below.

### **Principal of Diamond High School (DHS)**

Mrs Doctor, the Principal of Diamond High School (DHS) holds BEd in Science Education. She is in her late 50s and has worked in ten schools. Her first appointment in teaching service was in 1992. By implication, she has spent 20 years in service. She is in her second year in Diamond High School.

### **Traditional Leader**

Mrs Desmond, the traditional leader representative of the SBMC in Diamond High School holds Bachelor Degree in Education and her age range is between 50 and 60. She has been a member of the SBMC for the past two years.

### **The Head Boy and Representing the learners**

David is the head boy and representing the learners in the SBMC. He is 17 years old, in senior secondary school year III. He is also the chairman of the SRC. This council deals with matters concerning the welfare of the students.

### **The Head Girl of Diamond High School**

Deborah is the Head girl of Diamond High School. She is 16 years old in the senior secondary school year III. She assists the head boy in all activities and particularly in welfare of learners in school.

### **The PTA Chairman of Diamond High School**

Mr Dayo, the PTA chairman of Diamond High School. He is a retired military officer and holds HND and OND in Marketing management. He is in his late 60s and has been in the SBMC for the past three years.

### **The Teacher Representative in School-Based Management Committee**

Mrs Danke, a teacher representative in the SBMC is the counsellor of Diamond High School. She is in her late 30s and holds Bachelors Degree in Education in the discipline of Guidance and Counselling.

## **7.3 Presentation of findings and discussion of Diamond High School**

The findings from Diamond High School are arranged under some basic themes that developed from the data analysis namely: The views of the School-Based Management Committee members with regards to sustaining learner discipline;The significance of School-Based Management Committees; School-Based Management Committee's experience and undertakings in the sustenance of learner discipline; Roles and responsibilities of School-Based Management Committee in the sustenance of learner discipline; Discipline Intervention Mechanism in the Sustenance of Learner Discipline.

### **7.3.1 The views of the School-Based Management Committee members with regards to sustaining learner discipline**

The views of the school-based management committees' members were well-thought-out in the attempt to get the understanding of sustaining learner discipline in a disadvantaged school. Data presented in this section indicates that the sustenance of learner discipline is a means by which learners are directed to attain academic achievement and which requires hard and diligence work in a process to achieving it. The participants pointed out that those learners came from different backgrounds and mentality. However, they all made efforts to maintain positive behaviour both in and out of classroom. The PTA chairman stressed the fact that discipline is expected to be instilled from the cradle, the process which began at home and then continues at school so that learners can be appropriately fixed into the societal norms and values. The Head boy sees discipline as the ability to control ones' action adequately and in sustaining it is by maintaining order and regulating learners' behaviour at all-time. This is what the Head boy had to say:

*Discipline in the school is the ability to control your actions adequately. Also, it is the kind of school system in which certain conduct of punishment is organised against students' misbehavior. Sustaining discipline in the school means maintaining orders and regulating behavior among the students at all times (David).*

Adding to what the Head boy said, the Head girl mentioned the human rights and effective teaching and learning dimension to the conversation. She expressed a strong belief that effective teaching and learning, as well as the non-violation of human rights were all related to the sustenance of expected behaviour among learners in the school. This is how she puts it:

*In sustaining learner discipline, it all encompasses the aspect of teaching and learning being given the utmost priority and without violating learners' human rights at all times (Deborah).*

The Principal also shared similar sentiments on the importance of effective teaching and learning and the maintenance of positive discipline among the learners in the school that requires diligence.

She said:

*Sustaining discipline among the student requires hard work on the part of the administrator. We deal with the students on the basis of what they present and that is why situational approach is used in dealing with the learners most of the time such that learners are well behaved regularly (Mrs. Doctor).*

Traditional leader echoed similar ideas, saying:

*The sustenance of discipline is very essential in the smooth running of the school. It is a means by which students can be cautious and are put in the right direction always to achieve success academically (Mrs. Desmond).*

Mrs. Danke, a teacher at this school, noted the peculiarities of learners in the school and the teachers are not only particular about curriculum disbursement but focus on the modification of learners' behaviour regularly. She explained:

*The students we dealing with, came from different backgrounds with different mentalities. However, our teachers do not only teach in the class but they are also there in their various classes to correct some misbehaviours among learners. Therefore, we put some disciplinary measures to checkmate and curb unlawful acts among learners so that they are well-behaved every day and discipline is maintained both inside and outside the classroom (Mrs Danke).*

The PTA Chairman regarded discipline as an age-long issue that starts from home then to school, and finally to the society at large and constant maintenance of it among learner make them to fit in well in the public. This is how he put it:

*The issue of discipline is an age-long debate and children learn morals from the cradle; that is from home. For instance, an adage says; ile lati nko eso rode. Meaning: charity begins at home. Discipline is based on three areas which are from home, school, and within the society at large. So, discipline must be inculcated on learners right from home and when the learners get to school and society he or she will behave well and if the child still*

*manifests a certain level of indiscipline then the school will instill discipline on the learner so that he or she can be appropriately fixed into the society and by doing that discipline can be sustained among learners in the school (Dayo).*

The extracts above indicate that the participant understands the significance of sustaining discipline among the learners. Although, they understood that it takes hard work to enforce discipline, they, however, relentlessly gave themselves to instilling discipline at all-time, both in and out of classroom, such that these learners can be appropriately assisted to integrate and gel with society. Most importantly, the process of maintaining and sustaining discipline must be without the violation of human right as this is highly important for learners to achieve academic success in an environment that is conducive to effective teaching and learning. Human rights are important to learners and it is about dignity, equality, justice and respect for learners as discipline is being imbibed in into their lifestyles. This is because injustice or lack of respect weakens the quality of life and the well-being of the learners. As such, rules or codes of conduct enable learners to know and display the expected behaviours, moulds the character to improve learners' motivation and to stay focused, to attain academic success in the school.

#### **7.4 The significance of the School-Based Management Committees**

The activities of the SBMC in the school are highly significant in moulding the behaviours of learners in the school. They (SBMCs) are extremely respected and their words are valued in the school. Specifically, in Diamond High School, the contribution of the SBMC is quite appreciated and most often, they are called to intervene particularly, on issues of learner discipline in the school. Moreover, Deborah, the Head girl, testified that some of the seminars organised by the SBMC assisted in shaping their minds, character, and enhanced their learning methods. The participants declared that some of these SBMC members are artisans, venerable and they give advise to the teachers and use story-telling, as well as verses in the Bible to encourage learners to behave well. Specific attention was given to the learners from broken homes, orphans and others who are afflicted b some other family challenges; they provided counselling services and also provided the other basic needs. Most often, they move around to check areas of challenges or

needs to be met in the school or push some requests to government for intervention. To this end, Mr Dayo, the PTA Chairman described their activities in the school as follows:

*The SBMC started some years ago and they have been very supportive. Sometimes, they visit the school and interrogate the Principal as regards learners or challenges around the school and see a way of providing a solution. Also, when the issues of critical indiscipline arise our attention is called for intervention. On the part of the learners, we advise them and give some age-long stories and Bible verses such that they can learn and behave well (Mr Dayo).*

This is consistent with Mrs. Doctor, the Principal, who said:

*The SBMC has helped and supported the school; some of the SBMC are artisans. We do call on them and they always come to our aid. Our SBMC chairman is venerable, he sends pastors to the school to preach and pray for the students. The SBMC is always there for us to monitor Government projects and we invite them whenever we have any disciplinary situation (Mrs. Doctor).*

Mrs. Desmond, the traditional leader representative, concurred and acknowledged the significance of the SBMC in supporting and instilling discipline in the learners. This is what she said: *The SBMC is an important body doing well in school. The SBMC is been instituted by Government. Their role is to make sure that the school is working effectively. God has been using them in our school to instill discipline into the life of our students. They come to our school once in a while and when they come, they move around the school compound to see what they can do to help/support the school. For instance; in making provisions to facilities and those they can't handle they know how to recommend it to the government for assistance (Mrs Desmond).*

Mrs Danke, a teacher, treasured the concern of the SBMC for the learners having family challenges ; she argued:

*The SBMC has an impact on the students. Some students are from broken homes, orphans and many family challenges. These set of students are not left behind but they assisted in meeting some of*

*their needs and sometimes they are being counseled by the SBMC*  
(Mrs Danke).

David, the Head boy, shared the same sentiment and valued the importance of the SBMC's stance and the decisions they had taken on their academic achievement. This is how he puts it:

*The activities of the SBMC are of great advantage to the learners in the school. They serve as a link between the community and the Government for the improvement of Education. They also serve as an overall planner and decision-makers which helps the student to make effective decisions in academic* (David).

Deborah, the Head girl confirmed that the seminars organised by the SBMC assisted in shaping their minds and directing the learners to act right. She said:

*The SBMC also supports the learners in assisting us to engage in activities to sustain discipline in school. For instance, social skills, gender mobile, and some leadership seminars that shapes our mind, behaviour, and learning in a proper way were introduced to the school* (Deborah).

The Head-girl explained further, pointing out some of the benefits or gains from the seminars they had attended. She said:

*During the gender mobile programme, Girls were enlightened on how to protect themselves and not to be molested. We were also taught how to keep our menstrual hygiene. Also, boys were taught how to maintain their dignity* (Deborah).

In summary, the findings have pointed to effective and efficient activities of the SBMC in supporting positive behaviour in the learners of Diamond High School. It was obvious from the data emanating from the participants that the SBMC were very active in shaping the thoughts and directing learners in the right path which leads to the accomplishment of their desired goals, morally and academically. The school administrators also found solace in them during challenging period, especially on issues relating to discipline among the learner. The next theme: The SBMC's experience and undertakings in the sustenance of learner discipline in the school.

## **7.5 The School-Based Management Committee's experiences and strategies of sustaining learner discipline in the school**

The SBMC represented in this study passionately acknowledged and embraced the cooperation of the members of the SBMC and the community support, which assisted in curbing high levels of indiscipline among learners in the school. The analysis of the responses of the participants suggest four strategies that they adopted to deal with incidents of ill-discipline in the school. These strategies as the following; (i) Undertaking a joint effort between the SBMC and the community in disbanding a notorious group of learners; (ii) Creating mutually beneficial relationships and providing for the needy; (iii) Establishing collaboration between the School-Based Management Committee, teachers and parents in curbing indiscipline among learners in and outside school premises; (iv) Using Story telling as a means of reducing and preventing indiscipline among the learners. The following discussion provides details about how the four strategies unfolded in the school.

### **7.5.1 Undertaking a joint effort between the School-Based Management Committee and the community in disbanding a notorious group of learners**

The participants credited the effectiveness of the SBMC and community collaboration in eradicating all forms of indiscipline among learners in school. For instance, there was a group of learners that was notorious for unruly behaviour in and outside the school premises. The SBMC and the jointly worked towards resolving the threats posed by this group. They acknowledged that school-community partnership is very effective in promoting a healthier and habitable environment for both community members and the school to thrive. It was noted that, the SBMC and the community members had common interest; they had no respect for anyone with bad behaviour, and they embarked on a collaborative investigation into how and when they can mount a joint operation aimed at getting rid of indiscipline in the school. They managed to expose their hideouts, and one of the members of this group happened to be a son of a community leader. Therefore, the community leaders' son that was dealt with first. To this end, Mrs. Desmond the traditional leader representative said:

*We have a community leader that came because his son was asked to withdraw from the school as a result of indiscipline, when he came we told everything that happened and he felt disappointed. The boy always stayed at a "joint" located at the back of the school. The community leader and some parents that are members of the PTA went to the palace to inform the king that they want to deal with the woman that is harbouring their students for immorality, drug abuse, and other evil act. We also reported the woman to civil defense and when we resumed this session, we discovered that our students are no more going there. The woman has relocated from that environment (Mrs. Desmond).*

Mrs. Doctor, the Principal added that when issues of indiscipline arise among learners, thorough investigations are made before taking a disciplinary decision. This is how she put it:

*Appropriate investigation is required for proper sustainability of learner discipline in school. For instance, there was a time one of the teachers saw marks on some of the student's chins, the teacher thought maybe these students have initiated themselves into cultism. We invited the students, their parents, and the PTA, but later we found out that the mark was inscribed out of ignorance, the student said the mark was on their chin for fashion. Also, some students were found hanging outside the school premises, the SBMC saw them and brought them to school and these students were disciplined (Mrs. Doctor).*

Disbanding the notorious joint created a conducive environment suitable for teaching and learning. It was observed that school administrators, parents, community leaders, and with the involvement of the king, as well as the paramilitary officers, this notorious group of learners was disbanded in a joint operation. This synergy is inevitably visible in the school to keep the learners free from all forms of misbehaviour in the school. Most importantly, disciplinary investigation that required a close look at cases to ascertain facts before conducting hearing for learners helped

in the sustainability of discipline in school. As such, the SBMC and community partnership are effective means and driving force behind sustainable positive behaviour among the learners.

### **7.5.2 Creating a mutually beneficial relationship and providing for the needy**

The second strategy was that of creating a mutually beneficial relationship by the SBMC with the learners and community. It was noted that the participants succeeded in maintaining and sustaining discipline among learners through demonstration of love, mutual relationship and provision for the needy. Mrs. Desmond indicated that learners easily succumb to discipline when it is done in the atmosphere of love. Learners get corrected easily when they are chastised in an uncondemnable manner. In support of this, Mrs Danke revealed that learners confessed their misdemeanors and expressed willingness to do away with their bad behaviour when love is shown to them and their needs are met. The SBMC members also embarked on social support activities which included mobilising support for needy learners. Such needs included organising counsellors and food parcels where appropriate. This is how Mrs Danke, the teacher painstakingly explained:

*The principal and teacher relate with the learners mutually. Whenever we relate with these students, we always show them love and being sensitive to attend to those that need emotional support, financial support, material needs, physical support, moral support because we know those who are from broken homes and those with mental challenges among these learners. For example, the care and love shown to these students broke down a student that came to my office and confessed that she uses to steal but does not want to steal again. I counseled her particularly with the word of God and instructed her that if there is anything she needs; she should inform me. Sometimes other teachers provide material things to the needy among them (Mrs Danke).*

Mrs. Desmond, a traditional leader shared related sentiment and reported that disciplining learner in love made them sober and to willingly pull back and withdraw from misbehaviour. In her word, she elaborated:

*We always let the learner know that they are disciplined because we love them. Therefore, showing love and advising them reduces indiscipline among them (Mrs Desmond).*

David, the Head boy remarked on this view that love and leading by example, motivated them to be disciplined. He said:

*Showing love to other students and leading by example has been the strategies (David).*

The extracts above from the participants indicated that mutual relationship, love and provision of need were very effective in reducing and preventing indiscipline among learners. Findings reveals that the SBMC members and teachers maintained good relationship with the learners and this enables them to understand and meet the learners' emotional, physical, material, financial and developmental needs. The most powerful way that assisted the SBMC to get connected with the learners is when they accomplish chastisement with love and their needs are met. Learners experienced more positive behaviour and better academic outcome when they have access to effective relationship in the school. These affirmations suggest that Diamond High School experience a sustainable discipline among learner.

### **7.5.3 Establishing collaborative methods of the School-Based Management Committee in curbing indiscipline among learners in and outside school premises**

I highlighted in earlier chapters that the SBMC is made up of school based stakeholders and those located in the community. Therefore, by their own nature, the SBMC is appropriately poised to deal with learner discipline issues that occur within the school premises and outside the school. Therefore, the SBMC established collaborative measures whereby, they work closely with stakeholders both inside and outside the school. The participant appreciated the full support and plea of the parents and the SBMC in reducing indiscipline in the school. Mrs Danke viewed these parents' plea in maintaining discipline in learner during the PTA as a mark of cooperation and joint effort to eradicate indiscipline among learners in the school. This is how she put it:

*We are thriving well in eradicating indiscipline among learner in this school as a result of joint efforts of school, parents and the SBMC. For instance, we had PTA meeting yesterday. The parents were seriously pleading that we teachers should not relent in maintaining discipline in the life of their wards. We do have PTA meeting twice a term and parents are supportive (Mr Dayo).*

Further, Mrs Danke, noted, for instance, the support of School Chaplain and other SBMC members in sustaining discipline among learners. She said:

*Also, the school has a chaplain that comes every Wednesday to encourage the students with the word of God. The traditional leaders and other colleagues, as well as school management are fighting tooth and nail, frowning at any slight misconduct of learners. So, God has been helping us, the teachers are not relenting at all and we make sure that indiscipline is curbed among the learners at all times (Mrs Danke).*

Mr Dayo, the PTA Chairman was guided by the quotation of Aristotle to view the importance of cooperation in sustaining positive discipline and commented on the relentless and joint effort in sustaining positive behaviour among learner in school. In his word, he said:

*Morality means a lot, according to Aristotle, he said beware of your future and it is good to train these learners academically but if they lack morals then you are training "academicals devils" for the future generation. Therefore, we use the collaborative method by cooperating with the principal to make sure learners are behaving well and teachers as well are dutiful. In this school, I can say many of our students are behaving well (Mr Dayo).*

Complementing the views shared by Mr Dayo with regards to teachers being dutiful, Mrs Danke confirmed the cooperation of teachers in organising orientation programme for newly admitted student which enabled them to keep to rules and regulations of school. She explained:

*We organised an orientation programme for the newly admitted students, during the programme, we encourage them*

*to always come to the counseling unit in case they have any issues. We also tell them that the school counselor is their confidant that they should feel free to come to the counselor to discuss any issue bothering them. This programme greatly helped the learners and because their heart is still tender, we use the opportunity to work on their behaviour such that indiscipline will not erupt from them (Mrs Danke).*

The findings revealed that effective collaboration is a key to achieving any set goal. The responses from the participants seemed to indicate that positive discipline is sustained in the school as a result of collaborative and persistent effort of the SBMC and other stakeholders in warring against any slightly discovered misconduct among learners in the school. The moral education received by the learners during orientation coupled with unrelenting counsel keeps to sustain some learners' good behaviour. To avoid achieving "academic devil" among learner spur Mr Dayo, the PTA Chairman in giving full support to sustain good moral among learners at all cost. Of a truth "little drops make the mighty ocean", the little drop of God's word that learner hear from chaplain every Wednesday mould their character positively. These assertions seem to be consistent with the conclusion of Mr Dayo, the PTA Chairman that '*In this school, I can say many of our students are behaving well*'. This would mean that SBMC and with the synergy that exist between various stakeholders assist in promoting and sustaining positive behaviour in Diamond High School.

#### **7.5.4 Using Story telling as a means of reducing and preventing indiscipline among the learners**

Telling stories can be used as a means of reducing and preventing incidents of learner indiscipline in the school. The participant noted that learners are much interested in listening to stories and curious to ask questions based on the stories. Therefore, most often Mrs. Desmond, the traditional leader representative tells stories of successful heroes and that of her life to treat learners' behaviour since they like stories. The participants also confirmed that these stories helped the learners to do better in their behaviour and academic as well. This is how she put it:

*I advised the students and particularly the unruly, lazy, disobedient and failures among them. I told them some stories of successful heroes in our community and about my secondary life as well and particularly where I had failed when I was like them. This is to show them how to be diligent and shun bad friends and all forms of bad behavior. In the process, some of them asked me question and I answered them. Today, some of these learners are calm, regular in class, keep away from examination malpractices and dutiful in school. Therefore, they are doing well in their studies (Mrs. Desmond).*

Mr Dayo, the PTA Chairman also added that:

*Personal life stories and other heroes in society also enabled these learners to have a rethink to behave well(Mr Dayo).*

The extract above seems to submit that the SBMC's techniques of storytelling work well in reducing and preventing disruptive behaviour among learners. Learners' interest in stories enables them to give listening ear to those stories and specifically the wayward one that are the target of the Mrs. Desmond. "*I advised the students and particularly the unruly, lazy, disobedient and failures among them*". Stories are kept alive and narrated to some set of people in order to chastise and encourage learners. Consequently, this serves as a means of imbibing the practice of good behaviour in them at school. Chastisement is the path to greatness and submission to correction helps the learners to grow up to be successful and to become leaders in their chosen career. As such, it is good to pass knowledge at different level and to different set of learners with right techniques to enhance the sustainability of positive behaviour in school.

## **7.6 The roles and responsibilities of School-Based Management Committee in the sustenance of learner discipline in the school**

The roles and responsibilities of the SBMC in promoting good values among the learners enabled them to distinguish between right and wrong behaviour and this assisted in shaping their mindsets towards suitable conduct in and out of school. As such, school standards were maintained and strengthened and learners' academic performance was also improved. The participants declared

that government intervention in terms of empowering teachers with skills to improve learner discipline enhanced students retention in the school, and adolescent pregnancy was drastically reduced. Although, the participants indicated the need for more infrastructure as well as teaching and learning materials, nevertheless, some teaching aids were solicited through improvisation by the teachers. Most importantly, the participants claimed to enjoy the warm reception of the internal school leaders and evidence from the learners' satisfaction indicated this. This allowed them to be more committed, and they shouldered the responsibilities of assuring positive discipline to be sustained in the school at all time. Also, they encourage this mutual relationship to exist between teachers and learner as well. Accordingly, morality and school value was heightened in school.

#### **7.6.1 The State Government's intervention and the provision of learning materials**

The State Government has really supported the education of learners in Ekiti state by giving them free school fees. The Governments also intervened to prevent indiscipline among learners by empowering the teachers through seminars and workshop that enabled them to promote moral standards, improve the welfare and education of the students. On the aspect of material provision, the participants aspired for more. On the other hand, the report indicated a remarkable improvement on the aspect of moral standard achievement through this forum. Mrs Danke, a teacher at the school shared her experience:

*The Government organised seminars for teacher, during these seminars, various talks on how to improve moral standard, welfare and learning in the school were addressed. Also, the principal is supportive as well. For example, Programme on family life and HIV Education were organised by Government. We were told to teach the students the effects of pre-marital sex that can lead to diseases such as Gonorrhoea, Syphilis, HIV/Aids. At our return, we advise the students to zip up and that for now sex is not meant for them and the students are responding positively. In fact, we really felt the impact of these seminars on the learner because*

*the rate of adolescent pregnancy has reduced unlike before students of JSS 1 (Grade 8) had babies (Mrs Danke).*

On the aspect of the provision of teaching and learning material, particularly the laboratory and library equipment, Mrs. Doctor, the Principal pointed out that these materials were supplied by the government. Additionally, she indicated that those ones that were not provided were improvised.

This is how she put it:

*The materials used in the laboratory and library are been provided by the Government and more are still expected. We also encourage our teachers to improvise where necessary (Mrs. Doctor).*

Mrs. Desmond, the traditional representative, also showed her concerns for the upgrading of the laboratory equipment and structures of the school. This is what she said:

*Our library is well supplied with books. However, the lab equipment needed to be upgraded and our buildings as well (Mrs. Desmond).*

Mrs Danke, teachers shared a similar view on the provision of more learning material as well as infrastructural development and illuminate the potential aspect of teaching and learning taking place in a conducive environment. This is what she had to say:

*We need more provision of teaching and learning materials in our school. Also, the government should assist in upgrading some of these facilities and particularly on the building and fence. This is inevitable because working in a conducive environment encourages teachers to work better and enables a learner to be submissive as well as working cooperatively with their teachers (Mrs Danke).*

Deborah the Head girl added that:

*Learners get more industrious and disciplined when they have adequate learning facilities (Deborah).*

The quote shows that the availability of learning materials is highly important in enabling learners to experience practical work and this invariably enhance their skill as well as performing in varieties and better ways. In other words, the provision of learning material reduces dropout rate

and encourage hard work among learners. The finding of this study indicated that the learners of DHS value education; as a result, the provision made for their needs and seminars organised by the government to boost their moral standard. This positive change in the behaviour of these learners is quite commendable as confirmed by Mrs Danke, who said:

*In fact, we really felt the impact of these seminars on the learner because the rate of adolescent pregnancy has reduced unlike before students of JSS 1 (Grade 8.) were raising babies (Mrs Danke).*

In other words, the intervention of Governments by empowering teachers through seminars enables them to work on learners' moral standard and this invariably reduces indiscipline among learners.

### **7.6.2 Communal relationship**

The participants and specifically, Mr Dayo, the PTA Chairman appraised the positive and warm reception of the SBMC by the school management of DHS. He considered this heartfelt reception as the brain behind their success in sustaining positive discipline among learners in the school. It was indicated that the SBMC were actively involved in disciplinary committee and challenges of school were shouldered by them, they are always available to provide solution to any issue coming from the learners and the school is progressing both in moral and academic standard. He commented:

*This support from the school management depends on our relationship between principals, for instance, we have a Vice-Principal (VP) who is in charge of the academic and those in charge of administration matters. Therefore, the understanding between the principal and the VPs as well as other members of the staff helps us to have a good relationship with the school management and this leads to progress in school. We thank God in this school, there is no problem between us and we normally share our common experience. For example, we are actively involved in the disciplinary committee and take the school's challenge upon*

*me to provide a solution to it just like today there was a complaint about building and some classrooms to be renovated. Thus, the promise was made that I should visit SUBEB, they will come and inspect the class and assist in putting things in place (Mr Dayo).*

Mr Dayo, the PTA Chairman, further explained his effort in extending a mutual relationship between teachers and learners by encouraging teachers to follow up positive behaviour in learner and assisting to meet their needs. He explained:

*I do encourage the teacher on effective teacher and learners' relationship and which has to be followed up as well so that this relationship does not end in the school. Therefore, teachers are encouraged to know the peculiarities of their learners, and their psychological and physiological needs also. Therefore, these learners must be disciplined not by corporal punishment but in constant counseling. I am happy for the positive report on some learners' improvement in their behavior and this shows that counselors are really doing their work (Mr Dayo).*

Likewise, Mrs Danke, the teacher shared related sentiment on counseling support to learners. She explained on how they give support:

*We organised an orientation programme for the newly admitted students, during the programme, we encourage them to always come to the counseling unit in case they have issues. We also portray ourselves as their confidant as well. This really enabled many learners to be well disciplined and deal with challenges around them appropriately and particularly in areas of relationship and emotional life (Mrs Danke).*

The responses from these participants suggested that warm reception from the Principal to the SBMC members sustains the structure in school and helps the management of DHS to successfully maintain and sustain positive behaviour among learners. In the same vein, the synergy between school management and the SBMC allowed the sustainability of learner discipline in school. The findings also suggested effective counseling assisted learners in approaching challenges and relate with others in the right manner. The fact, warm reception is a

key factor in promoting positive behaviour and relationship. As such, learners were able to build up good relationship with their friends and confine in teachers as well.

## **7.7 Discipline Intervention Mechanism in the Sustenance of Learner Discipline in the school**

Participants understood the learners' diversity in characters and their **upbringing** which could negatively influence their ability to control themselves aright. Therefore, as the school leaders realised this problem of indiscipline as monster that needed to be dealt with strategically by building a mechanism to prevent and eradicate it. In other words, responses from the participants indicate that their different mechanism to sustaining learner discipline were effective and yielded positive learner outcomes. The following are the mechanism used in sustaining positive behaviour among the learners in Diamond High School. Systematic approach to sustainability of learner discipline, **Entrepreneurship** skill; Invitation extended to the NGOs; Involvement of religious leaders in maintenance of learner discipline, Dialogue and communication with the learners and parents; Social clubs.

### **7.7.1 Systematic approach to sustainability of learner discipline**

The participants believed that the issues regarding the sustainability of learner discipline has to be systematically addressed because of the nature of man that have a tendency of being forgetful. Therefore, constantly reminding the learners about the content of code of conduct in school becomes critically indispensable. This is how Mrs. Doctor; the Principal puts it:

*The issue of maintaining learners' discipline should be systematical because human beings easily forget things. So, we are not relenting in checking on the behaviour of these learners and reminding them of code of conduct as well. Hence, we are then able to keep them disciplined all the time*  
(Mrs. Doctor).

Mrs. Desmond, the traditional leader representative shared a related understanding of frequent checking on the learners' behaviour. As such, these enable them to instill discipline in learner. This is what she said:

*Most of the students cannot be left alone as they need to be disciplined always. Students have different behaviour and when they do something wrong in the presence of their mates, they will support them, thinking that what they did is right. But when you discipline them, their friends/mates will know that they have done the wrong thing. You must always instill fear in the mind of the students by disciplining them at any slight misbehaviour (Mrs. Desmond).*

Mrs Danke, the teacher highlighted some slogan scripted to strategic places in the school for the purpose of reminding learners to restrain them from misconduct in school. This is her explanation:

*There is a slogan we adopt in the school which includes "Say No to Sex", "Say no to the drug, keep off from examination malpractices, stay away from any form of violence, and not to engage in an unlawful act. There are charts of these slogans at strategic places in the school environment to serve as a reminder to learners at all times (Mrs Danke).*

Generally, the excerpts in this theme appeared to highpoint the significance of strategic approach in sustaining learner discipline. It also emerged that unrelenting effort of school leaders in monitoring the behaviour of learner as well as displaying chart at specific areas in school serves as reminder to learners in keeping off misbehaviour. Instilling fear and couple with discipline at any trivial misconducts were also indicated in maintaining positive behaviour among learners. All these appeared to be enabling the SBMC in the sustenance of learner discipline in school.

### **7.7.2 Entrepreneurship skill**

The skills that the learners acquired through entrepreneurship enabled them to be capable of handling some tasks that occupied their time, keeping them engaged on essential things of life.

Developing various forms of skill paved way for solutions to financial problem among learners because many of them are from low social economic backgrounds. In other words, getting engaged in these entrepreneurial activities both at school and home helped reduce indiscipline among the learners and improved learning environment such that it becomes conducive for teaching and learning. To this end, this is what Mrs Danke, a teacher had to say:

*Students have been engaged with entrepreneurship activities and have acquired some skills such as farming, cooking, sewing, and others. These entrepreneurship skills have encouraged the students to use their time for valuable things and this has stabilised some notorious ones among them (Mrs Danke).*

Similarly, Mrs Doctor said:

*We have an entrepreneurship skill that gets the attention of the students because of the gains in it and these engagements made them to be detached from non-essential activities and misbehaviours (Mrs Doctor).*

Generally, this theme suggests that students' engagement with entrepreneurship activities and skills acquisition promoted positive behaviour and reduced indiscipline among learners, and particularly, in destabilising the notorious groups within the school. Learners were able to use their time wisely, and sharing good values with others. Entrepreneurship activities is considered as a means of engaging learners with activities that made them to be more self-disciplined and detached from unruly behaviour.

### **7.7.3 Invitations extended to Non-Governmental Organisations**

The participants acknowledged the importance of the NGOs in the society and they invited them to come and address the learners on a variety of topics in the school. These NGOs provided workshops, seminars and lots of training to enhance learners' positive conduct, and expose them to their rights and give career talks. This is what Mrs. Desmond, the traditional leaders had to say:

*We have been inviting NGOs to sensitise the students on discipline. Some of them at times come for workshops, seminars,*

*and training. The NGO that has to do with Agriculture came and brought trees to plant. They taught them how to plant trees and let them know that anytime they are on free period, they should take a tree and trim or find something to do (Mrs.*

*Desmond).*

Mrs Danke comprehensively explained the various categories of NGOs that have empowered these learners at various level during their visitation to the school. In her words, she explained:

*There are NGOs, for example we have “yielded heart foundational global” organise by Christian body. Gender mobile initiative, this NGO organise a programme to commemorate the international day of girl child and some of our students participated. At the program, they were told about menstrual hygiene and gender-based violence which our learners are complying with. In addition, family life and HIV Education and also Gideon Organisation were expansively educated with (Mrs Danke).*

Similarly, Mrs. Doctor, the Principal said:

*The NGOs are always here to advise the students on behaviours and careers. The Girl Child Initiative and some other ones have come around (Mrs Doctor).*

Deborah, the Head girl, testified on the positive effect of these NGOs in their life. This is how she puts it:

*One of the NGOs is yielding heart foundation global and Gideon gender mobile, they advised us that as a girl child we should respect ourselves and that our body belongs to us. The impact of NGOs is positive, they help learners to understand their rights especially the female child. They also gave us their number in case students' rights are violated. In fact, we are more confident on our safety and security (Deborah).*

The above extracts indicated that the NGOs have greatly contributed in empowering learners with various workshops and seminars that enhanced their safety and security. This was established by

Deborah, the Head girl who said, *“They also gave us their number in case students' rights are violated”*. Further, it was observed that learners were empowered to avoid gender-based violence as noted by Mrs Danke, the teacher who confirm that, *“No gender-based violence which our learners are complying with”*. The findings also showed that the NGOs are much concerned about the health and hygiene of the learners, and they build capacities among them through organising talks that conscientise them about self-respect and dignity. Therefore, the NGOs have been so helpful in their involvement in the sustainability of learner discipline in the school.

#### **7.7.4 Involvement of religious leaders in the maintenance of learner discipline**

The participants recognised the influence and role of religious leader in shaping the moral life of human beings. Therefore, they believed that their word of encouragement is potent to transform the learners particularly, the stubborn ones. It was understood that the Vice PTA Chairman is a pastor and usually comes to preach to the learners in the school. The participants testified that learners' life were reshaped better through spiritual interventions and they also learn to forgive. Thus, the sustainability of learner discipline was ensured in Diamond High School. To this end, Mrs. Doctor, the Principal said:

*Religious leaders are invited to encourage the students with the word of God and they always honour this invitation to encourage the students on morals (Mrs. Doctor).*

Mr Dayo, the PTA Chairman shared the same view on the commitment of the Vice-PTA Chairman to giving sermons to the learners every week. This is how he put it:

*Most importantly, in the morning during the learners' devotion on the assembly ground, my vice-chairman is a pastor of a church and he comes here a lot to give a sermon and pray for them, even at resumption and during the week. The word of God they hear and prayer create fear of God in them and this enables them to be tolerant and forgive easily as well as being obedient to school rules and regulations (Mr Dayo).*

Likewise, Mrs Danke pointed out the positive impact of the religious leaders' influence on the learner. She said:

*Basically, the word of God is being used to teach this student on the assembly and this has helped a lot to re-shape these students (Mrs Danke).*

Similarly, Deborah, the Head girl also highlighted the positive impact of the religious leaders and also appreciated the efforts of the Principal, praying for them on the assembly. This is what she said:

*The religious factor has enhanced discipline in our school. Kudos to our principal! She comes to the assembly to pray for us (Deborah).*

David, the Head boy commented on the prayer. He said:

*The SBMC should lay more emphasis on prayer because I believe the prayers are working and is a key to success (David).*

The participants presented the importance of preaching and praying in the sustainability of positive behaviour among learners. It was noted that these religious leaders always honour their invitation and the word of God they hear have positive impact in them. This was confirmed by Mr Dayo that:

*the word of God they hear and prayer create fear of God in them and this enables them to be tolerant and forgive easily as well as being obedient to school rules and regulations (Mr Dayo).*

Consequently, the learners seem to value the significance of prayers in improving their moral standard and success.

#### **7.7.5 Dialogue and communication between the learners and the parents**

The effective dialogue and communication between the school leaders and learner on one hand, and parents, on the other, enabled learner to express their view and needs on certain issues in school such that they can be assisted. Mrs Doctor, the Principal explained:

*There is a good relationship between the students and school administrator and also there is always time for dialogue. Students are given room to express their minds. Moreover, teachers are allowed to hear learners' views and we have a dialogue with the teachers and when teachers narrate what is operating in their various classes. We trash out issues accordingly and these enhance the sustainability of discipline in our school (Mrs Doctor).*

Mrs Danke, a teacher, shared her experience of how the use of skills in dialogue and communication have made her to succeed in transforming a notorious learner. This is what she said:

*When I see an offender among the learners, I punished him/her and after that encourage them with the word of God and show love to them also. Thus, I chastise them and relate with them like my children. If I correct the students, I let them know that I love them. A child that is loved by his or father he chastises or reprimands. As an adage will say " ti a ba fi owo otun ba omo wi a tun fi osi faamora".meaning If we use the right hand to berate a child, we draw him closer with the left hand. Sometimes the notorious ones open up to confess their atrocities and when there is confession out of remorse, I think the problem is solved already. Therefore, I counsel them, monitor them, and follow-up so that they do not go back to their "vomit" (Mrs Danke, the teacher).*

Deborah the Head girl concurred that the word of admonishing helps in maintaining discipline. She said:

*The school Vice-Principals and teachers are always there to admonish us on manners and discipline and particularly on self- development (Deborah).*

David, the Head boy agrees that:

*Ever since we have been admonished on diligence, since then I and my friends have been diligent in our studies (David).*

On the other hand, Mr Dayo the PTA Chairman declared a slightly different view that parents were constantly involved in the discussion on issues of indiscipline manifested by learners in school and particularly when the learner is fined as a means of punishment in school. However, the parent and learners were counseled as well. This is how he put it:

*Sometimes, parents are invited in some cases in which fines are levied on the certain offense committed like jumping over the fence and such learners are asked to bring some blocks. Nevertheless, we still counsel them (Mr Dayo).*

The quotes from the participants express a belief that dialogue and effective communication among the teachers, learners and parents go a long way in establishing mutual relationship and improving the behaviour of the learners. Learners feel honoured when they are given the opportunity to express their view and needs. As such, they reciprocate by being ready to be subjected to the control of the adults and they also become proactive. The experience of Mrs Danke indicated that learners need to be chastised with love and respect and by working with the proverb “If we use the right hand to berate a child, we draw him closer with the left hand”, enables the notorious learners get remorse and willingly stop their misbehaviour. It is quite admirable to learn about the extra efforts that the teachers put in counselling and following up on the learners to transform such children from bad behaviours. Lastly, parental involvement, coupled with counselling the learners on discipline related issues played a paramount role in DHS.

#### **7.7.6 Social clubs**

Social clubs phenomenon was one type of a forum where the learners met to talk or debate on issues of concern to them and society. Through this medium of gathering (social clubs), learners were well developed physically, morally, socially, emotionally, spiritually and intellectually. Mrs Doctor, the Principal explicated:

*Every Thursday, students are engaged in literary and debate programmes not only that, resource people are invited to the school to talk on career development. The counselors also*

*organise programmes for them on values so that they can be positively directed (Mrs Doctor).*

Mrs. Desmond, the traditional leader elaborated on learner development through social club. She said:

*Also in the school system, we organised some programmes and we have days that have been set apart for one thing or the other in the school. For instance, we have menstrual day and tree planting day (Mrs. Desmond).*

Mrs Danke, a teacher, shared a similar view on the development of learner as means of promoting positive behaviour in school. She said:

*Integrity club is integrated into the lives of the student and we also have social gathering in which students gathered on the assembly ground every Thursday morning. During this gathering, we encourage the students. Also, the Chaplin of the school comes around to preach the word of God to the pupils. Lastly, sports activities are carried out as well. These activities serve as a means of impacting discipline in the learner and some of them are developing positive behaviour (Mrs Danke).*

Taking learning outside the main curricular environment to an atmosphere where learners can share common interest, interact with one another by harnessing their talents, developing lifelong skill and careers, particularly on the development of their moral values were prioritised in DHS. As such, the findings from these participants showed that many activities such as menstrual day, tree planting, sport were inculcated during the social club gathering. Also, resource people were invited to give moral and academic talk to boost the learners' achievement and being positively directed.

#### **7.7.7 Safety and security: The path to sustainability of learner discipline in the school**

Safety and security emerged as a strong mechanism that was put in place for the sustainability of learner discipline in the school. In fact, the participants affirmed that the guards were paid by the SBMC since the government was slow in responding to the payment of guards' salaries. Most of

the participants talked about the importance of a well secured environment that foster and promote positive behaviour in the school. For instance, Mrs. Doctor, the Principal believed that the safety and security of the learner needed to be ensured to enable learners to be well disciplined. Therefore, she orientated the learners to be cautious of security both in and out of school. She explained:

*We make sure that the school is well fenced and the school gates are always close and monitored by security man. Also, we orientate the students on security measures. Some of the security measures we orientate them are; the student must not follow strangers and also friends to anywhere, especially places they are not familiar with (Mrs. Doctor).*

Mr Dayo, the PTA Chairman who is an ex-military officer was curious about proper safety and security of the learner because he believed that indiscipline and lack of self-control leads to insecurity. This is what he said:

*If the foundation is rotten, then other things will lose their origin, so indiscipline leads to insecurity. Those that are robbers, terrorists, and violent perpetrators in the society, gender violence, bandits, kidnappers, and all other corruption perpetrated by people in the society is as a result of indiscipline and lack of self-control. Thus, this is injected into society which leads to insecurity. What led to insecurity is idleness, lack of job opportunities. Nevertheless, coming to security in the school and particularly to keep the learners in check, we employ a security guard for which government doesn't pay for and we cannot wait for the government before putting things in place so we raise funds to pay them (Mr Dayo).*

Mrs Danke, a teacher, had a slightly different take about how to tackle the issues of safety and security. For her, the environment within the school had to be secured and secluded from the other environment outside, and to achieve this feat, the school fence should be upgraded in order to be fully secured. This is what she said:

*A conducive environment encourages teachers to work harder and enables learners to work cooperatively with their teachers. However, the facilities provided by Government are not enough particularly on the aspect of building and the school fence needs to be upgraded (Mrs Danke).*

This quote strengthened the activities of Mr Dayo, the PTA Chairman in training learners on issues related to safety and security. It can be said that involving learners in the security issues, they must be given constant training and to assist them in enhancing positive discipline and conducive teaching and learning environment. This is what he said:

*We invite people from the headquarters to train some learners for boys' scout and girls guide. Learners are trained for security purposes and particularly to be able to arrest situations or intervene in school crises. Also, for instance, the red cross comes around whenever they see a wound and they immediately help people through the use of first aid box (Mr Dayo).*

The SBMC in Diamond High School were very cautious about safety and security of the school and acknowledged the significance of it in maintaining and sustaining discipline among the learner. Therefore, they willingly raised fund for the payment of the guards' salaries. This occurred against the backdrop of the State Government's failures to take such a responsibility. The participants noted the repercussion of inappropriate security, and therefore, they gave the learners orientation on security measure both at home and school. The participants, especially Mr Dayo, the PTA Chairman who is an ex-military officer, trained some learners for boys' scouts and girls guides to maintain orderliness and arrest situation during crises. However, Mrs Danke, argued for the upgrading of the fence and improvement on the infrastructure to enhance the smooth running of academic activities and teachers to learner relationship.

## **7.8 Conclusion**

The presentation of Chapter Seven unveiled some of the practices of the SchoolBased Management Committee in the sustainability of learner discipline at Diamond High School. The

participants regarded the use of systematical approach and the importance of the sustainability of learner discipline to be paramount in the sustainability of learners' discipline in the school. What has also come up clearly, is that, when it comes to issues of safety and security, divergence of views about how this could be realised emerged. However, the need for a safe and secured environment was appreciated by all the participants. The next section chapter provides a second level analysis and discussion of findings where the literature will be infused to enhance the discussion.

## **CHAPTER EIGHT**

### **EXPLORATION OF SCHOOL-BASED MANAGEMENT COMMITTEE IN THE SUSTAINABILITY OF LEARNER DISCIPLINE: ACROSS SITES ANALYSIS**

#### **8.1 Introduction**

In the previous three chapters (Chapter Five, Chapter Six and Chapter Seven), the findings from the three participating schools were made presented. The analyses of the data were based on the three research questions that underpinned this study. Such research questions are: (1) What are the understandings and experiences of School-Based Management Committees concerning sustaining learner discipline? Therefore, the exploration of the study is mainly on, how the role of School-Based Management Committees can sustain learner discipline; (2) Why do School-Based Management Committees play roles in sustaining learner discipline the way they do? The assumption is that the understanding of the SBMCs' role influences their commitment towards the sustainability of learner discipline. Most importantly, the SBMC has been very effective in school improvement crosswise. On the other hand, it is important to comprehend the mechanism behind the interventions of the SBMC towards promoting and sustaining learner discipline in other to avoid disruptive behaviour. In doing the across sites analysis in Chapter Eight, I begin by identifying the differences and similarities across the threes school under investigation. Afterwards during the discussion, I incorporate both the literature and the conceptual framework that whose review was made in Chapter Two and Chapter Three respectively. Subsequently, the emerging patterns and themes highlighted from the findings are critically discussed based on the expressions of the participants' understandings of the role of the School-Based Management Committees. In addition, data analysis includes the description of profiles for Goldland, Silverma and Diamond schools, as well as the participants represented in the study were discussed.

#### **8.2 Similarities among the participating schools (Goldland, Silverma and Diamond)**

The three schools that participated in this study are both in the same town and local government in the Ekiti State, but not located in the same axis. They however, have some common features they share and the differences as well. These three schools that participated in this study were located in the disadvantaged area characterised by low socio-economic environment. The three schools share the same ideology of school-based religion. For instance, while Goldland was underpinned by Islamic tenets, Silverma and Diamond schools, on the other hand, were Catholic and Anglican in character, respectively. Both denominations belong to the Christian religion. The most interesting aim of these religions is common in both schools; they are aimed at moral training both the learners and teaching staff, drawing from the guidance and principles of their belief system. Ultimately, these religions were recognised by the SBMC as they play their role in the sustainability of learner discipline in the school. It was observed that in all three schools, the SBMC members collaboratively worked with the Alumni and Government to provide infrastructure such as laboratory apparatus, entrepreneurship equipment, water, renovation and construction of buildings, and fences, as well as teaching and learner materials. These provisions eased and enhanced teaching and learning, as well as destabilised the notorious ones in the school. However, they all argued for more provisions from the government.

The SBMC in the three schools took the issue of remunerating school guards upon themselves when there was a slow response from the government. All three schools patronage various clubs and societies such as Human rights clubs, integrity clubs, quizzes and debates that enhance teamwork and tolerance among learners. Also, all these three schools do not have adequate electrification and particularly in the classroom except those that were developed for teaching and learning. They also invited volunteer paramilitary officers such as Man O' War, cadets and the Red Cross in training learners for security purposes and to control learners' behaviour. They all have a prospectus which guides the learners on the code of conduct. The outcry of these three schools was that the majority of the learners were from broken homes and lacked basic needs. However, the SBMC supported them in several ways to make them overcome some of the emotional disturbance and, to ascertain degree, succeeded in improving these learners' academic performance. These schools have common achievements in their pass rate in the year 2017; 2020; 2021 and 2022. Especially, in year 2020 that they all achieved an average of 85%.

### 8.3 Differences among Schools (Goldland, Silverma and Diamond)

Despite the numerous similarities between the three schools studied, the schools still have some share some differences. The three researched schools have divergences in some areas and slight points concerning the commonality. For instance, during my visit to these schools, some practical examples were shown about the involvement of the SBMC in the sustenance of learner discipline. For instance, at Silverma Secondary School, all the SBMC members, including the Head girl representing the learner had a meeting in which I was invited by the Principal to address members on the purpose of my visit. It was quite interesting to witness the forum of the SBMC's meeting. At one of my visits to Godland Secondary School, they had a campaign on "HUMAN RIGHT". Some of the SBMC members participated in enlightening and educating learners about what the issue of human rights is all about. According to them, it entails knowing their rights and freedom from gender-based violence and learners were so excited. On the part of Diamond High School, the very first day I visited the school was when some of the SBMC members were around to meet the Principal on the issue of renovating certain dilapidated classrooms that needed to be fixed. Silverma School is more funded than Goldland and Damond schools. The SSS and DHS had a successful pass rate of 93.8% and 76% respectively, on average, while GSS had 100% for the year 2021. Also, GSS and SSS had an achievement of 75% and 84.6 respectively while DHS had 100% for the year 2022. Table 8.1 below is the summary expression of the pass rate for the three schools under investigation in this study.

<b>Year</b>	<b>Goldland S. School</b>	<b>Diamond High School</b>	<b>Silverma S. School</b>
2017	62	77	73.4
2018	82	46.6	46.3
2019	11	62	46.1
2020	85	85	85
2021	100	76	93.8
2022	75	100	84.6

Table 7: Table showing the total pass rate for the Goldland, Diamond and Silverma schools

Comparability of the WAEC graph for learners with credit and above encompassing English and Mathematics across the three explored schools from 2017 to 2022 format

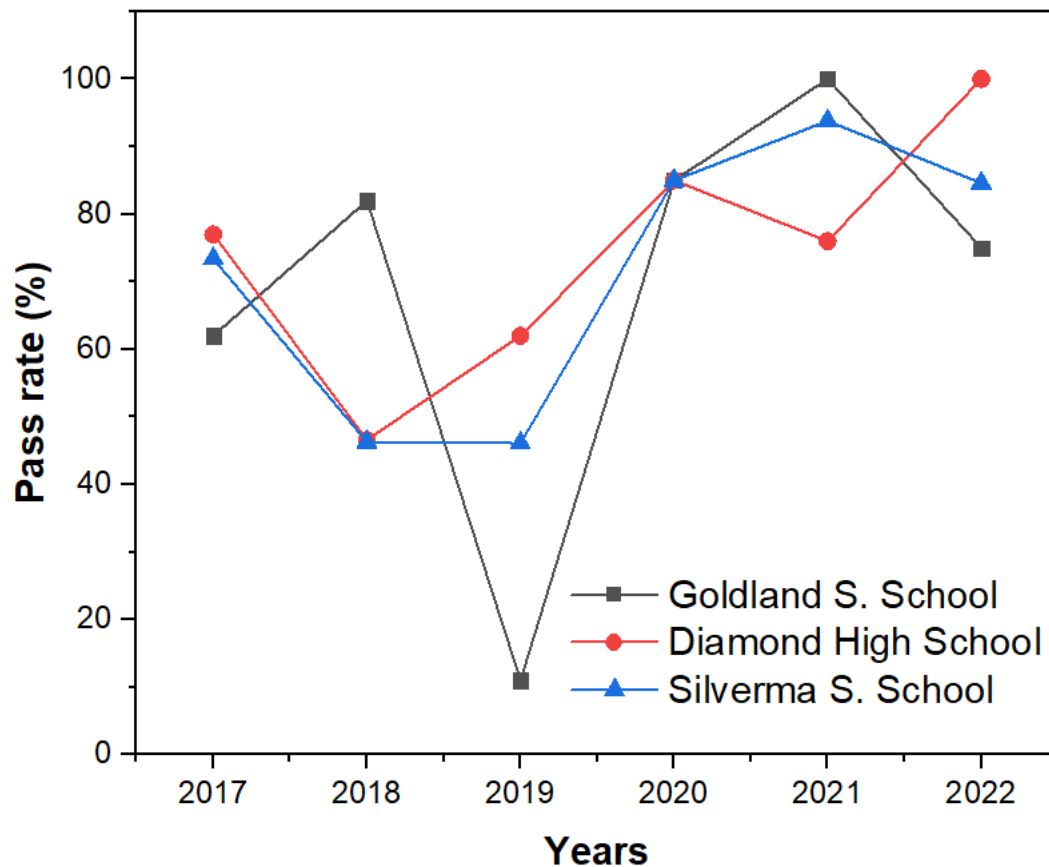


Table 8: Comparability of the WAEC graph for learners with the credit and above encompassing English and Mathematics across the three explored schools from 2017 to 2022

#### 8.4 Similarities and Differences in collective participants' profile for the three schools

Table 9 below showcases the participants' profiles on the three schools namely, Principals, teachers, PTA Chairpersons, traditional leaders and learners for the three schools (Goldland, Silverma and Diamond). All the participants' similarities and differences shall be analysed accordingly as arranged in Table 10.

Goldland Secondary School)					Silverma Secondary School				Diamond High. School			
Position	Age range	Gender	Highest Qualification	Years of experience in SBMC in the current school	Age range	Gender	Highest Qualification	Years of experience in SBMC in the current school	Age range	Gender	Highest Qualification	Years of experience in SBMC in the current school
Principal	50s	M	BSc	4	50s	F	BA PGDE	2	50s	F	BEd	2
Teacher	50s	M	BA	5	40s	F	BEd	5	30s	F	BEd	1
Traditional leader	50s	M	BA	7	70s	M	MSc	10	50s	F	BSc	2
PTA Chairperson	60s	M	SSCE	10	70s	M	BEd	10	60s	M	HND	3
Learner1 Head boy	15s	M	SS3	1	X	x	X	x	15s	M	SS3	1
Learner2 Head girl	15s	F	SS3	1	15s	F	SS3	1	15s	F	SS3	1

**Table 9 : Cumulative participants' profile for the three researched schools**

Table 10 outlines of a collective participants' profile and their impacts on the sustainability of the SBMC structure and learner discipline. Seventeen participants were interviewed in this study from three schools. The group encompassed six participants from Goldland School, five participants from Silverma Secondary School and six participants from Diamond High School.

#### 8.4.1 Principals' profile: similarities and differences in their impacts on the sustainability of Learner discipline

All the principals of the three schools had their first degree at University but in different disciplines and the three principals are in their 50 years of age. The Principal of SSS has the highest qualification of a degree with a postgraduate diploma, including (PGDE), while the Principal of GSS and DHS holds only the first degree. In the quest to understand whether the SBMC functions or not in the school as indicated by the study of Ayeni and Ibukun (2013), various responses from Principals as the Chief Administrators of the schools were critically examined and the findings from them identified certain skills that enabled the sustainability of learner discipline and the structure of the SBMC. Some of the skills displayed by the principals were itemised as follows: (a) Leading by example; (b) Humility and patience, as well as (c) Dialogue and communication. As such, Mr Goal, the Principals of GSS emphasised the significance of leading by example, which according to him, has helped them in having an effective rapport with members of the SBMC. This also has an impact on maintaining and sustaining discipline and structure in schools. This is how Mr Goal the principal of GSS put it:

*Leading by example is so helpful because when the leaders are up and doing, then followers or external leaders have no option but to follow the example and this has helped us to sustain positive discipline in school. Also, this is evidenced in the performance of the SBMC in school (Mr Goal, the principal of GSS).*

Mrs Doctor, the Principal of DHS also indicated that she leads by example, and she valued the benefit of dialogue and communication in strengthening the relationship between her and the SBMC members. These skills enable peoples' viewpoints to be understood and this gives room for active listening and critical thinking to provide a solution to challenges in school. To this end, Mrs Doctor said:

*Dialogue and communication skills are paramount to me and we the school Administrators also lead by example* (Mrs Doctor, the Principal of DHS).

Viewing from a similar perspective on an effective skill that aids the sustainability of the structural SBMC in school, Mrs Sunday, the Principal of Silverma Secondary School affirms the importance of being humble and tolerant in coordinating members of the SBMC. This is what she said:

*The leadership skill that has helped me is humility and patience. I give due respect to both old and young in SBMC.* (Mrs Sunday, the Principal of SSS).

Therefore, the principal realised the significance of certain skills in keeping the structure fit and learner discipline maintained. As such, this serves as the drive and insight that enhances the quality of their personality. This is the attribute that they need to possess for the expected outcome and can indirectly influence the sustainability of learners' positive behaviours. What the principals are expecting from others is manifested in their behaviours. The Principals of GSS and DHS have the same conviction that leading by example is the best way of making people get things done in the right way. The Principal of SSS perceives that humility, patience and respect is an effective weapon in coordinating and managing people to achieve organisational goals. She also had the conviction that leading by example enables both learners and teachers to be punctual and wellcoordinated in the school and to crown it all, she received an award in this regard. The Principal of GHS also shared a belief that dialogue and communication is a proactive means of carrying people along with a vision of the school. This was also supported by the SBMC Manual that indicated the attributes of an effective SBMC which all members must be able to communicate effectively with the community and the school. Strong dialogue and communication reveal crucial information that aids the development of man's approach and manner of maintaining co-existence.

#### **8.4.2 Teachers' profile: similarities and differences in their impacts on the sustainability of learner's discipline**

The three teachers that participated in this study were graduates. The teachers from SSS and DHS were female, as well as the school counsellor, with their ages in the 40s and 30s range, respectively, while a teacher from GSS was a male, teaching technical drawing and he is in his 50s. According to Ekiti State School Based Management Committee Manual, the tenure of the SBMC member in serving school is for three years, after which, they can be re-elected for another term of three years subject to satisfactory performance. Teachers from GSS and SSS had the same five years of experience in the SBMC of their school. However, the teacher from DHS has only one year because she was newly posted to the school. Nevertheless, she was as productive as the others within the few years she had spent with the learners. The teacher from GSS was part of the SBMC in his former school and perhaps, this did motivate him to join the structure when he assumed duties at his present school. This possibly, encouraged him to motivate other colleagues to go the extra mile in sustaining discipline among learners in the school. The teachers from SSS and DHS were both counsellors which gave them more privilege to get closer to the learners and have a fruitful relationship with the learners as a result of the training they received in their career on better the way of relating with various categories of learners.

#### **8.4.3 Traditional Leaders' Profile: similarities and differences in their impact on the Sustainability of learner discipline**

The traditional leader representatives (TLR) were quite well-educated. The traditional leader representative of SSS is the oldest and has the highest qualification (MSc), as well as years of experience in the SBMC among the three traditional leader representatives. His age range is (70s) with a highly admirable profile and work experience. Some of his work experience included the followings: An official in environmental management, leprosy control and supervision of public health in rural areas. The traditional leader representatives of GSS and DHS, respectively, were in their 50s and both were graduates with seven and two years of experience in the SBMC. The traditional leader representative (TLR) in DHS was the only female member among the traditional leaders, but she had a good rapport with community members and had a good record in terms of being able to disband the notorious gang of youngsters who were misbehaving and troublesome in the community. This is highly

commendable. On the other hand, the traditional leader representative of GSS was successful in sustaining discipline in school because he believes that parents of these learners are found in different categories of a group such as a church, mosque and other groups in the society. He was convinced that these parents were obedient to their leaders so, he and other SBMC members, worked with the religious leaders and community members to influence the parents in the society to wage war against indiscipline among learners. On the part of the traditional leader representative at SSS, he also was humble to receive the charge in bringing the goals and plan of the SBMC into realisation. He achieved some of these objectives through his work experience and believed in the use of stories and proverbial words in convincing parents to do what is needed in achieving sustainable learner discipline in school.

#### **8.4.4 The PTA Chairpersons' profile: Similarities and differences in their impacts on the sustainability of learner discipline.**

The three PTA Chairpersons in this study were males. The PTA Chairperson of SSS is a retired principal and the oldest member. He was, well-educated as well as educationist among them, with his age range in 70s. Fortunately, he was the Principal to the present principal in SSS. He is a graduate with a Bed degree and had served for 10 years in the SBMC. I believe that he was reelected in the position several times as a result of his satisfactory performance and hard work, proficiency, as well as prominence in the state. He is influential and had gained many opportunities for SSS. His wealth of experience in the school enabled him to build high morals and a culture of respect for learners, particularly through story telling. The PTA Chairperson in DHS is also a graduate of HND. He is in his late 60s and has been in the SBMC for the past three years. He has also retired from active official duty as a military officer just like Mr Sweet, the PTA Chairman in SSS. His work experience made it easier for him to train the learner on the maintenance of security, and orderliness and to promote positive behaviour in school. He has a passion for helping and developing the young ones as he said:

*We invite people from headquarters to come and train some learners for boys' scout and girls guide (Mr Sweet).*

His conviction about leadership, is that an effective leader is a slave and must be a good listener as well as generous. This conviction strengthened his commitment and visitation to school

regularly and his words are proverb-based, as well as storytelling just like the PTA Chairperson at GSS and SSS in sustaining learner discipline. He believes in a collaborative method and particularly in cooperating well with a principal in promoting appropriate manners among learners in school.

The PTA Chairperson of GSS is just a secondary school certificate holder (Matric) who is not as learned as other PTA Chairpersons of DSS and DHS, but his spoken English was quite appreciated and commendable. He responded in the English language during the interview but was fond of supporting his ideas with proverbs. He is a man of 63 years old. He is one of the pioneer members of the SBMC at GSS since ten years ago. He is a man of integrity and very regular in the SBMC's meetings. He believes that learners need constant monitoring, mentoring and counselling for the sustainability of positive behaviour in school and this made him be regular in school to check up with both teachers and learners in school. Therefore, he visits the school often to encourage teachers to work harder and for learners to be well behaved. He also valued the diligence of the principal and made references to parents' appreciation of the principal's impact on promoting positive discipline among learners in school. He emphasised that the SBMC is stronger than the PTA and it is under the SBMC in the hierarchy of the organogram chart of school. He stressed his passion and commitment toward the development of the school particularly in being available for the progress of school and specifically on learners' issues.

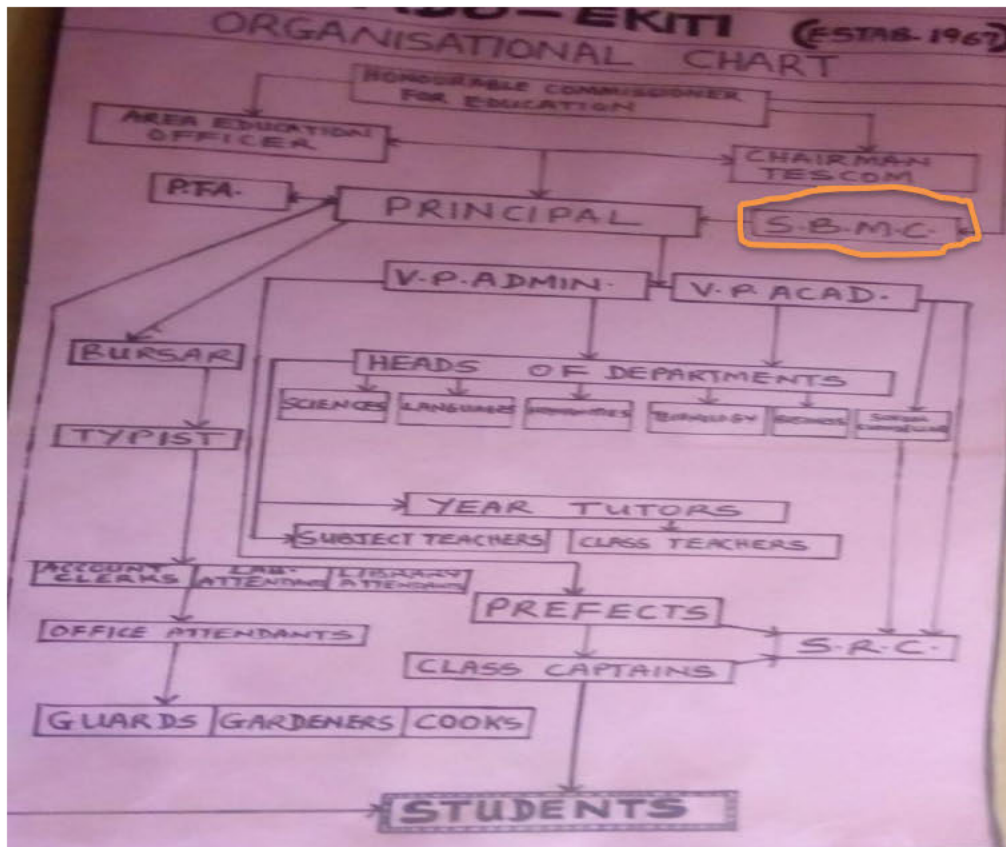


Figure 3: Snapped organogram of the school and SBMC (Akinola’s computation, 2023)

#### 8.4.5 Learners’ profile: similarities and differences in their impact on the sustainability of Learner discipline

The learners in the three schools are all in senior secondary school (final or certificate class) and they are the school heads. GSS and DHS are mixed schools; therefore, they have school heads for both boys and girls while SSS is a single-female school having only a school head of girl representing learners in the SBMC. This was also spelt out in the SBMC Manual that the Head boy and the Head girl must be part of the composition of the interested group. The age of the learners range between 16 and 17 and they all supported and testified to the effectiveness of the SBMC, particularly, their efforts in promoting positive behaviour among learners in the three schools. Likewise, learners in DHS confirmed that the SBMCs’ encouragement kept them obeying the school rules and regulations, and their hospitality, love and leading by example,

were quite admirable. David, the School senior prefect Boy for DHS stressed the importance of prayer as a means of sustaining acceptable behaviour among learners. Learners in GSS view patience and friendliness as an effective weapons in making other learners have listening ears such that they can turn from their bad behaviour. In the context of SSS, learners believed that they needed to be self-disciplined so that discipline can be inculcated on other learners, and by this, positive behaviour can be achieved in other learners in the school. The sections that follows, focuses on themes and patterns emerging from the findings, based on the relationships and comparisons of the participants' responses in the three researched schools.

## **8.5 Themes and patterns that emerged from the findings**

This aspect entails the discussion of the themes and patterns that developed from the analysis of the findings. The data discloses that there are noticeable dissimilarities and commonalities. This aspect centres on three sections, that is: The participants' understandings and perceptions of the SBMC in the sustenance of learner discipline in the schools; The School-Based Management Committee as an input holder in the school system; The availability of the School-Based Management Committee to proffer solution to the learners' needs.

### **8.5.1 The participants' understandings and perceptions of the SBMC in the sustenance of learner discipline in the schools**

The understandings of participants in the sustenance of learner discipline strengthened their commitment and conviction in playing a proactive role and practicable decision in accomplishing the vision and mission of the school that leads to promoting positive behaviour among the students. The emerging portrait is that many participants had a similar understanding of the importance of learner discipline as the bedrock of academic attainment and producing good citizens. For instance, Mr. Gani, the Traditional leader of GSS passionately expressed *that learners lived with what we planted in them* as well as Mr Sweet, the PTA Chairman of SSS believed that learners grow in discipline that is embedded in them. Thus, Mr Goldland of GSS concluded that *Discipline is kept by the core values and training students to obey rules and regulations of the school*. In other words, they also viewed their role as inevitable in the

sustenance of learner discipline in their respective schools. As such, many of the participants believed that the schools located in their community were part of their property, and all learners were viewed as their biological children that needed to be consistently well trained by everyone in order to form part of responsible fellows in society. Few others believed that the achievement of sustainability of learner discipline depended on the reception of external SBMC by the internal SBMC. That is, when the external SBMC were heartily welcome in the school, it enables them to thrive well in eradicating some actions of misconduct among learners in schools. This is similar to the views expressed by other scholars that learner discipline and performance are achieved through the use of combined efforts (Ugochukwu & Goodhope, 2023). As such, this view is consistent the policy and legal framework of the Child's Right Act 2003 (CRA, 2003). The commonality among these participants is that they regarded their responsibility to supporting the school in various means in sustaining discipline among learners.

The organogram of SBMC gotten from SSS supports this assertion. Also, a detailed discussion of this aspect can be found in Section 5.3.1 of Chapter Five. Section 6.3.1 of Chapter Six highlights this point that school leaders should not be intimidated by challenges around the sustainability of learner discipline but to submit oneself in promoting positive behaviour in school at all cost. This is consistent with Sustainable Leadership theory as articulated by Gummerson (2015) who argues sustainable leaders must develop teachers and learners such that they are able to handle difficulties, and promote positive behaviour.

### **8.5 .2 The School-Based Management Committee as an input holder in the school system**

The perceptions of the participants with regards to the sustenance of learner discipline comes up with the ideology of persistence in keeping the core value and train learners to exhibit appropriate and acceptable behaviour which serves as the bedrock of academic excellence and a peaceful society. Nurturing learners to act appropriately is deeply understood by the SBMC as to be their responsibility. They sincerely got it right that they are the fundamental future builder of learners. This corroborates the findings by Maina (2020) that SBMCs were efficient in promoting and improving the achievement of learning outcomes.

Furthermore, the participants believed that learners grow with what is embedded in them and which will be of help in every facet of their life. In that regard, the study of Ugochukwu and Goodhope (2023) revealed that the SBMCs are very critical in their role on the improvement of secondary schools and learners in Rivers State, Nigeria. The study further confirmed that the SBMC ensured that the curriculum emphasises the cultural and social values of the school environment so as to improve the school and learning outcome. In other words, the school is an open system which relates to its external environments (Chinelo & Ogbah, 2013). This external environment includes the community within which the school operates. The two entities are inextricably connected and depended on each other. For instance, the external environment provides inputs and consumes the output (Sun & Zhou , 2023; Morenike,2019). Hence, the quality of the output depends on the quality of input integrated into it. Therefore, the effective involvement of the SBMC (as input) in learner discipline, yields sustainable positive behaviour among the learners (Chinelo & Ogbah, 2013). Thus, the School-Based Management committee serves as a life wire for the input of the commitment-holders in education (Morenike, 2019). The participants' participation in the SBMC is voluntary and they take charge with the full interest to offer their best in the school's improvement and effectiveness. On this ground, they made themselves available for any issue of concern and particularly, on learner discipline in the participating schools. For example, Mr Sweet the PTA Chairman of SSS and Mr Dayo the PTA Chairman of said respectively, *“We invite the religious leaders to speak the word of God to them; For example, we are actively involved in the disciplinary committee and take the school's challenge upon me to provide a solution to it just like today there was a complaint about building and some classrooms to be renovated”*; *“Thus, the promise was made that I should visit SUBEB, they will come and inspect the class and assist in putting things in place”* They make sure that positive behaviour is promoted among the learners. The collective view among them was that the sustenance of learner discipline was quite essential in the smooth running of the school system, and specifically, in the aspect of academic achievement of the learner. They viewed the school as part of their properties and the issue of maintenance and sustenance of learner discipline required hard work that must not be left to the principal alone.

### **8.5. 3 The availability of the School-Based Management Committee to proffer solutions to the learners' needs**

The SBMC understood that learners came from different backgrounds and with diverse mentalities. As such, some learners displayed certain characteristics associated with their feelings and their quest for basic things which required intervention. Therefore, all the participants' opinion was that meeting the needs of learners tamed them. Specifically, Mr Sweet, the PTA Chairman of SSS said "a hungry man is an angry man" and meeting their needs calms them. Invariably, learners were able to respect the SBMC's words of caution and advice. Therefore, the learners regularly willingly obeyed the rules and regulations without any form of coercion. As a result, the SBMC shoulders some obligations and some of their meetings centred on the provision of water, infrastructures, teaching and learning materials, as well as emotional support. This is also consistent with the findings of a study by Maina et al. (2020) that the SBMCs are regularly engaged with maintenance of physical facilities, repair of broken, dwindling facilities, as well as augmenting the shortfall in the funding from the government. Some participants regarded the sustainability of learner discipline as consistent with chastisement and reprimanding the learners for their misbehaviour so that others can learn from such actions. Therefore, parents and religious leaders were involved in the nurturing of learners. In supporting this, Mills and Niesche (2014) argue that learners are to be persuaded to have deep thought about quality of life and good success. Therefore, counselling and persistence persuasion from leadership enhances positive exhibition of acceptable behaviour. Moreover, it was agreed by the participants that '*charity begins at home*', and therefore, learners are expected to be given the expected moral teaching at home, while some participants contradicted this, arguing that discipline is intentional and needs to start from oneself.

The findings also suggested that learners needed to be immune from indiscipline such as social vices and societal harsh circumstances that manipulate learners' attitudes wrongly (Jong, 2013). Consequently, learners were exposed to constant differentiated training and orientation to enable them to adopt appropriate lifestyle. In other words, the solution to learner discipline lies on the shoulder of the SBMC. Therefore, they collaborated with other stakeholders in the provision of the learners' needs. Mr Gani, the traditional leader in GSS affirmed that: *learners lived with what*

*we planted in them and that is why discipline must be sustained among learners.* The SBMC's establishment and operation is based on the statutory government policy. This enables and gives them the mandate to use their wealth of experience to go to any length in providing mechanisms as a solution to challenges of learners as well as schools. To corroborate this, the minute held in SSS on 26<sup>th</sup> January, 2021, the team leader of Adolescent Girls Initiative for learning and Empowerment commended SBMC members for their commitment to the school and they were appointed to handle the project of assisting and improving adolescent girls. Olaseni (2022) also affirm that SBMC are to be recognised as an important structure in the school to enhance the connection between school and community as well as to address sectoral issues such as access to basic education, learner retention and quality education.

### **8.6 Mechanism used by the SBMCs to sustain learner discipline**

Learner discipline is an age-long issue and several conventional strategies have not helped the matter (Asiyai, 2012). However, the establishment of the SBMC strengthened the involvement of community member to swing in their wealth of experience and their influences in society to prevent the occurrence of indiscipline among the learners, knowing fully that disruptive behaviour can destroy properties, cause injury, loss of life and mass failure (Ali et al. 2014). Some of the SBMCs members that participated in the study argued that indiscipline among the learners, both in and out of school, hampered society negatively and ruined the economics of a nation. In that regard, Morgan and Sideridis (2013), as well as Brackett and Rivers (2014), posit that the demonstration of negative or disruptive behaviours mostly hinders the achievement of educational goals and school leadership. As such, the SBMC gave full support and collaborated with the school to develop mechanisms to prevent and eradicate indiscipline in the participating schools. The discussion on the mechanism used by the SBMC to sustain learner discipline indicates three dimensions; namely, Entrepreneurship education as a means of sustaining learner discipline; Social Skills as a preventive measure to indiscipline among learners; Character development through the use of proverbs and storytelling.

#### **8.6.1 Entrepreneurship education as a means of sustaining learner discipline**

The School-Based Management Committee represented in this study conclusively disheartens the ideas of idleness and perceive it to be the major factor of indiscipline among learner. The participants view “an idleness hand to be a workshop of the devil” as such, they made provision for moral, financial and physical support to schools in snubbing idleness among learners. Therefore, the common emerging pattern among the participants in the three schools under this study is that they all embrace and inculcate entrepreneurship education to prevent disruptive behaviour in school. Entrepreneurship education is part of co-curricular programmes operating in schools and it is understood by the participants that engaging learners with Entrepreneurial activities of learners’ interest prepare them with purposeful knowledge and develop a skill that enhances their vision, as well as both character and attitude development. In addition, entrepreneurial culture gives a push to critical thinking and innovative ideas leading to future benefits. Valerio et al. (2014) argue that Entrepreneurship education is about inspiring creative thinking, and innovation, and enhancing empowerment as well as self-worth and efficacy. Even though Entrepreneurship education is all about wealth creation, however, the SBMC explored it for the prevention of disruptive behaviour.

Mwasalwiba (2012) views Entrepreneurship education as an avenue for youth to enhance their attitude and gain skills for solving a problem. Consequently, the participants testified that ill-discipline and disruptive learners get back to their feet when they have engaged in Entrepreneurship activities such as tie and dye; poultry farm; farming and sewing; data processing and marketing, and catering work at school. The learner also practiced those skills acquired in entrepreneurship education at home and that added economic value to them instead of being occupied with misbehaviour deeds and actions. The SBMC provided some materials and equipment such as a sewing machine and some other needed materials for practical work for the Entrepreneurship section in the school to train learners because of the benefit in it and particularly in calming down learners and redirecting them from idleness and misbehaviour. Mr Gift the teacher of GSS summarised how he practically taught learners some skills in tie and die to promote positive behaviour in school. He said

*For example, I taught them how to make tie and die for the entrepreneurship course. Therefore, when they get the material in town*

*and do such jobs later on their own at home. You get to know that these students are serious and these kept them busy instead of being occupied with unprofitable acts .*

The principal of SSS, Mrs Sunday confirm the positive role of *entrepreneurship activities* in promoting positive behaviour among learners in school, Mrs Sunday said, “*during their free period's students go for practical on each vocation such as garment making, animal husbandry, and catering work. These entrepreneurship activities keep them from occupying their time from irrelevant activities that lead to indiscipline acts*” .

I equally observe that some of these equipment such as tie and die, sewing machine were available in school to confirm the positive impact of entrepreneurship activities in enhancing morals in school. Valerio et al. (2014) claim that Entrepreneurship functions as an agent of change and a multifaceted phenomenon. Therefore, through the Entrepreneurship activities learners were able to discover their potential, understand where they can fit in, leverage and network for an opportunity as well as be skillful and unlock character mastery. This invariably prevented indiscipline among learners in school.

### **8.6.2 Social skills as a preventive measure to indiscipline among learners**

The second aspect of learner engagement is through social skills as a preventive measure to disruptive behaviour among learners. It was noted that the participants in all the researched schools welcomed and organised teaching on certain topics such as character and personal development; career choice; gender-based violence, cultural group, right-based approach, gender mobile, human rights club, international visitor leadership program (IVLP ), integrity club, sex education; and literary and debate among others. The result of this study link with what other scholars say. For instance, Bear (2010) states that school are expected to create various opportunity for learners to adopt skills of social, ethical problem-solving as well as responsible behaviour. It was also observed during my visit to the school when the teachers were teaching learners about human rights and both learners and teachers had a campaign on human rights in the school. The participants affirmed that social skills are effective strategy in sustaining positive

behaviour in school because it enables a learner to have a better understanding of being responsible for their action and behaviour. This was also corroborated by studies of Sibanda (2018), that social skills strategy modifies learners' behaviour and this generated a safe teaching and learning environment. Accordingly, social skills activities reduced the high level of indiscipline in school. Mr Gift and Gen of GSS claimed that sports activities and clubs such as Man O' War as well as Cadet and Scout were the prominent media of inculcating positive behaviour in learners and safeguarding the school as well. For instance , during my visit to SSS I observe some learners with white uniform different from other students known as girls guide were at the gate as well as on the assembly ground in the morning guiding and monitoring learners to obey school rule and regulation in school. Also, I met some paramilitary officers with few learners at training center of GSS. These learners were receiving training on how to strategically place themselves in school to maintain peace and order. This is also consistent with what Ben, the head boy and Gen the head girl of GSS said respectively:

*We have Man O' war, Cadet and Scout, boys and birdcage and Red cross. The club is for the security purpose and to maintain discipline in school. Students are also members of these clubs. Sometimes these volunteer officers may not be around and since we have been trained on security purpose and to maintain discipline among learners so we takeover to be in charge of the school (Ben)*

*More so, there is another club in the school known as integrity club. This club gave us insight to a lot of information such as, being trustworthy, honest and loyal to the country; There are some other association and clubs in this school, for example 'Human Right club' in which the students were included in this club so that we can know our right. In fact, we are being exposed to the advantages of being a good student and we received encouragement and intelligence words. This helps us to broaden our vision to be good ambassador of tomorrow and we really appreciated the facilitators(Gen)*

To corroborate what Gen said with regards to 'Human Right club', During one of my visit to GSS, I met the learners and some teachers campaigning against gender based violence and teachers

taught them about human rights. In addition, the principal of DHS and head girl of SSS added respectively that :

*We organise programs and social clubs in which notable people are invited from the society, for example, the gender group, people from the ministry of Justice to have talk with the learners (Mrs Doctor the principal of DHS)*

*Indeed, the paramilitary force trained us and brought a lot of activities like "Man O War" and when we join this club, there were changes specifically, when we are on the assembly they check those making noise and the student that put on anything different from the school uniform as well as anyone disobeying the rules and regulations and such will be taken to the counselors for correction. In addition, their group called "War against indiscipline in the school" they work in the area like late coming to school (punctuality). So, in the morning they stay at the school gate and even if their friend sees them they make haste to school so as not to be late. These efforts brought a positive impact on our personal life (Set, the head girl of SSS).*

The head boy of GSS said:“wise talk” from the SBMC to the learners made them have a rethink and keep to the maintenance of positive behaviour”

Deborah the Head girl concurred that the word of admonishing helps in maintaining discipline. She said:

*The school Vice-Principals and teachers are always there to admonish us on manners and discipline and particularly on self-development” (Deborah).*

David, the Head boy agrees that:

*Ever since we have been admonished on diligence, since then I and my friends have been diligent in our studies. Also, every Thursday, students are engaged in literary and debate programmes not only that, resource people are invited to the school to talk on career*

*development. In addition, the counselors organise programmes for them on values so that they can be positively directed” (David).*

The participants invited the relevant set of people in the society such as paramilitary officers, to engage learners with motivational talk that inspire the learner to cultivate a positive habits. For instance, the programme of IVLP Alumni is a mentoring programme for learners (mentees) and the mentors are the Alumni Association in Nigeria. This provided learners with specific skills, talents and knowledge to improve their personal skills and school performance. As such, this IVLP is established to promote good leadership, conflict resolution and peaceful-co existence (Igwubor, 2020). Varieties of activities during social skills captivated and motivated learners to enrol on these clubs and they were positively directed in their mannerisms (Shongwe, 2022). As indicated by the participants in DHS, days such as menstrual day, and tree planting day were set aside to heighten the social and moral life of the learners. These activities of learner engagement contributed to the sustainability of learner discipline which enhanced the conduciveness teaching and learning environment.

Shongwe (2022) concurs that learners are taught social skills to ensure that they acquire the essential skills necessary to be a responsible individual in society. The SBMC’s proactive response to promoting positive behaviour is very crucial to shut down the gate of indiscipline and throwing wide open to the honesty and positive discipline which enables learners to admit their errors and promote orderliness in school. Also, social cohesions among learners assist them to gain a sense of unity and this also transfers to society at large. Human rights offer freedom and reject bullying among learners (Abreh, 2017). Further, positive discipline, loyalty and integrity among learners in school create a safe environment for people as well as the property of the school and learners grow to become law-abiding as well an increase in learner performance. Next section discusses on the influence of Indigenous African philosophies in enabling learner to exhibit positive behaviour.

### **8.6.3 Character development through the use of proverbs and story telling**

This section entails the character development of learners through the use of indigenous African philosophies of proverbs and storytelling. The African proverbs and stories provides insights into

customs and way of life that offers advice, teach, reinforce morals and aid understanding such that learners' behaviour is modified and well groomed (Dei, 2014).

### **8.6.3.1 African indigenous proverbs and stories telling**

Ademowo and Balogun (2014) assert that contemporary philosophers in Africa are effective in social reconstruction mostly, when they acknowledge the significance of the indigenous language. For instance, countries such as China's development, is driven by taking cognisance of language, culture and tradition (Dei, 2013). As such, some of the participants such as a PTA Chairmen and traditional leader representatives laced their words with a proverb to pass a message across to people. Therefore, they infer the ideology of sustaining positive behaviour among learners in school through the use of proverbs and stories told. Consequently, Schwartz (2022) argues that indigenous philosophy enables administrators and teachers to promote a healthy, inclusive and sustainable learning space for learners to develop a sense of connectedness and responsibilities to their communities. In other words, these participants took the perspective that children like riddles, cultural stories as well as folktales and they give listening ear to elders or cultural custodians. Moreover, children are very inquisitive and love to ask questions. Therefore, moral lessons are drawn from their proverbs and stories enumerated to the learner. In this study, it is evident that the participants understood this element and exploited it to enhance learners' disciplined behaviours. Mrs Desmond, the traditional leaders of DHS affirm that:

*I advised the students and particularly the unruly, lazy, disobedient and failures among them. I told them some stories of successful heroes in our community and about my secondary life as well and particularly where I had failed when I was like them. This is to show them how to be diligent and shun bad friends and all forms of bad behavior. In the process, some of them asked me question and I answered them. Today, some of these learners are calm, regular in class, keep away from examination malpractices and dutiful in school. Therefore, they are doing well in their studies (Mrs Desmond).*

This is corroborated with Mr Strongman that: *I started the discussion with the PTA by telling stories to convince them and I supported it with proverb (omo ti a o ba ko la gbe ile ti a kota)*

*Meaning: {the child not built in character by the father will sell out those houses built by the father} and they embraced it*

Ben the head boy of GSS also share the same sentiment *that Most of the time when the SBMC come to our school they have some lectures and proverbial talks with the students and this gives the student more opportunity for them to think about why they are in the school (Ben).*

The participants presented similarities in the aspect of the African value schemes that are entrenched in proverbs and story telling. For example, Mr Gani in GSS viewed the use of proverb as inculcating the expected attitude in both teachers and learner and the senior prefect boy stresses the positive impact of these stories and proverbs on learners by saying “*wise talk*”*from the SBMC to the learners made them have a rethink and keep to the maintenance of positive behaviour*”. Mr strongman, the traditional leader representative of SSS used proverbs to motivate parents to get committed to their obligation in the school. Also, Mr Sweet of SSS emphasised the aspect of renewing the mind of learners towards morality in school by constantly telling the stories of heroes and heroines in society. Likewise, Mrs Desmond, the traditional representative of DHS narrated the story of her personal life and learners asked her questions, relating to her story and their personal contexts. The findings of this study was confirmed by Lewi (1999) who examines the power of stories as therapeutic to the mind and body such that the relationship is being honoured. The authors further opined that stories could be from one or other people's past experiences as they relate to one or others to make meaning for its constructive usage. Interestingly, Mrs Desmond, the traditional representative of DHS attested to the positive impact of storytelling to redirect learner behaviour aright. Accordingly, learners learnt a lot from stories about the heroes and heroines in society to act appropriately.

The proverb is a vehicle of expression of morality, truth and religion as well as replicating in day to-day activities which shed light on the subject matter and drive points and meaning home (Dei, 2013). This study considers the value of African indigenous philosophy in sustaining learner discipline in school. Invariably, proverbs are used in this study to understand how it is unfolded in the sustenance of learner discipline in secondary school (Lewi, 1999). Further, it emboldens an interpolation and extrapolation of the connotation that promote positive behaviour as a wider

purpose for conducive teaching and learning environment and academic performance (Grey & Kuokkanen, 2020). Dei (2014) argues that African indigenous proverb is an effective medium to inspire youth to behave well often and to be careful to whom they relate with one. The author further emphasises that proverbs teach the learner about social responsibility, community belonging, moral conduct and self-discipline for the enhancement of personhood and positive character. As a result, the use of proverbs and stories telling in sustaining positive behaviour were quite effective in the researched school.

### **8.6.3.2 The panorama culture of respect in sustaining positive discipline**

Most of the SBMCs members represented in this study affirmed the importance of inculcating respect among this learner in order to promote positive behaviour in school. Specifically, in Silverma Secondary School, the principal indicated that she was a former student of the school and the culture and tradition of respect enhances their moral behaviour. In her word:

*The school tradition, culture of respect and hard work has really promoted discipline among learners in this particular school. For example, being an old student of this school, the discipline and moral standard we had then that assisted us to be successful is what we are trying to inculcate in the learners. In fact, it is a common phenomenon to hear the junior ones being attached to their seniors in higher class and tolerant is pronounce among them (Mrs Sunday )*

The findings of this study confirms what Leape et al. (2012) argue that, creating the culture of respect entails action on educating learners on appropriate behaviour, modeling respectful manner, providing counselling and training when needed; supporting frontline changes that increases the sense of fairness, transparency and individual responsibility. Therefore, she inculcated the culture of respect between teachers and learners as well as learner to learner. As such, when stakeholders listen and respect learners, it aids the development of self-esteem of learners and gives them experiences of achievement in schools and reach for greater levels of cooperation and social behaviour (Mugabe &

Maposa, 2013). Most importantly, the School Senior Prefect affirmed that the culture of respect instilled among learner drastically reduces indiscipline in school. On this point Set said:

*The culture of respect was created among the senior and junior students and the form of disrespect has reduced drastically such that any student that wants to enter senior class must first greet before they enter (Set)*

Creating a culture of respect in the sustainability of learner discipline is inevitable to maintain a productive and safe teaching and learning environment (Leape et al., 2012). Du Preez and Roux (2010) assert that to promote and sustain positive discipline in school environment need the infusion of human rights and cultural values. Therefore, school environment requires inter-relationship that have sense of consideration for one another and to treat everyone with special care. Leape et al. (2012) argue that culture of respect requires institution to develop effective approaches for responding to issues and preventing disrespectful behaviour. Thus, everyone is eligible to be treated with dignity, respect, courtesy and decency. It was also observed that, the effective respectful relationship between teachers and learners was quite appreciated. Holloman and Yates (2013) state that creating rules to promote the climate of mutual respect using the right word at the right time as a language of practice enables learners to achieve long term academic and social success. This was evident that the inculcation of respect among learners worked in the context Silverma Secondary School. Learners feel respected and reach their potentials when they are addressed with high honour. Therefore, respectful rapport between teachers and learners as well as among students reinforce effective participation in classroom and sustainability of positive behaviour is actualised.

Generally, people reverence the traditional leaders in the community. Traditional leaders are respected as the custodians wisdom of people, tradition and culture in the society (Igwubor, 2020). Traditional leaders are held in high esteem and respected in the society and they have positive impact on the people in the community (Koenane, 2018). As such, when serious matters arise either between school and community or parents, they are the last resort to bring matter to rest because of the respect people have for them (Igwubor, 2020). Consequently, they use their influence to ensure discipline is maintained and sustained in the school (Igwubor, 2020). Thus, traditional leaders play a vital role in promoting orderliness and positive discipline in school

(Koenane, 2018). The words of these external SBMC member are seen as wise talk and taken with all seriousness and abide by it, both parents and learners as well. Learners have more respect for the traditional representative and a PTA whom they are not really familiar with like teachers in school (Michalopoulos & Papaionnou, 2015). For instance, Mr Gift the teacher of Goldland Secondary school asserted that behavioural learning from external stakeholders enhanced moral standard of learners. This is supported by Ruirie (2018) who said that, a positive approach to discipline which involves treating learners with respect and as adults who must provide the solution to problems can elicit positive performance from them more easily and gratefully than punishment. Moreover, traditional leaders are the grassroots leaders who reside among the community members. Thus, they know every nooks and crannies of the community and have power to secure live and property of the school safe (Igwubor, 2020). The participants of this study emphasised the effective security of in and out of the school both day and night as well. This, according to them, eventually fostered learners 'retention and enrolment in school. In other words, the enrolment rate of the researched were evidently high.

### **8.7 Promoting and sustaining learner discipline: Intervention role of the SBMC**

The SBMC has a responsible role to use its collective knowledge, talent, skills and experience to assist the school in maintaining and sustaining discipline among learners (Kwashabawa, 2017). The SBMC policy stated that they are expected to share information with the prominent people in the community, government, organisations and other relevant stakeholders in achieving the aims and objectives of the school and particularly in promoting positive behaviour among learners (FME, 2015). As such, the key findings generated from data analysis on the role played by the SBMC in sustaining learner discipline in schools are discussed as follows. Capacity building for teachers, learners and parents in sustaining learner discipline; promoting the synergy between the SBMC and other prominent stakeholders (alumni, paramilitary, NGO) in the sustenance of learner discipline; imputation of morals through respect, counselling and suspension.

### **8.7.1 Capacity building of teacher, learner and parents in sustaining learner discipline**

All the participants indicated the level of their effort in involving prominent stakeholders in supporting and developing learners, teachers as well as parents to ensure the sustainability of positive discipline in school. In other words, capacity building was considered by the participants as an important role to be played in developing and strengthening the skills and abilities of the learners, teachers and parents in the sustenance of learner discipline. Jacobson (2011) asserts that building the capacity of stakeholders is the creation of opportunity, circumstance, as well as experience for collectiveness in achieving a desired change and goal attainment. As such, the SBMC invited various groups in the society such as religious leaders, NGOs and paramilitary officers to conscientise the learners in keeping to positive behaviour, the religious leaders, principals and teachers pray and teach the learners the word of God on repentance from bad behaviour, and the consequences for their actions, and this minimises some immoral behaviour. This result is consistent with the findings of Osei-Owusu and Sam (2012); Valdebenito et al. (2018) that the SBMCs' interventions are profitable in dropping behavioural problems among learners in school.

#### Capacity building for the learners

Also, some of these learners lacked certain basic needs from home because of their poverty level and sometimes, this has led many learners to steal in schools. However, the intervention of governments, NGOs and the SBMC members by providing some needs has reduced some antisocial behaviour in schools in this study. This is consistent with School-Wide Positive Behavioural Support (SWPBS) Model stresses the importance of collaborative effort in reducing indiscipline among learners. The learners also were empowered with entrepreneurial activities which serve as income to some learners that reproduce these skills at home. On this regard Mrs Sunday the principal of SSS said:

*For instance, the government supplied the school with teaching and learning materials and particularly during this COVID-19, there was the provision of a nose mask for the students. The old student called alumni also made the*

*provision of sewing machine for fashion designing on the aspect of entrepreneurship. So, the school is very lucky. As we can see, the problem of truancy, noise making and other indiscipline acts were reduced (Mrs Sunday).*

Mr Gift, the teacher from GSS, also confirmed that some notorious learners were interested in these skills and make an enquiry from a teacher on how they can access the materials at home. The effort of paramilitary officers was noticeable in the improvement of learner discipline in many aspects. For instance, they train learners in the area of safety and security as well as personal development such as punctuality, conflict resolution and peacemaking among learners. This enhances respect for human rights and the protection of learners improved. Many of the learners were interested to be integrated into these social clubs that enables the prevention of bullying and other unruly act which keeps them maintaining discipline. This finding is consistent with the assertion of intervention practices indicated in primary prevention that learner benefit intervention programs of school-wide systems (Simeon & Nnaa, 2020).

To crown it all, free education to all learners promoted all-inclusiveness (Orowale, 2023). As such, learners received high-quality education regardless of their socio-economic status, culture, gender and disability. This invariably, made learners to be controllable for teachers and roaming about the street for school fees was eradicated. In addition, some of the SBMC members stand in the gap of the absence of certain teachers in school. For instance, in SSS, the SBMC members volunteer to take up certain classes for some time when they lack teachers in certain subjects. The learners were also enabled with a culture of respect and house chores that some learners were not brought up with at home. The teachers embedded morals, culture and tradition of keeping themselves sanctity as suggested by a lady in SSS. They were taught some virtues expected from ladies and some parents acknowledged and appreciated improvement in morals in the life of their wards. Moreover, the SBMC invited some renowned people in the society such as Governor's wife, female commissioners and an executive in Ekiti State, to give moral talks and expose learners to training against some immoral acts such as pre-marital sex. Mrs Danke in DHS confirmed that this effort reduced early pregnancy among learners in schools. In her words: *In fact, we really felt the impact of these seminars on the learner because the rate of adolescent pregnancy has reduced unlike before students of JSS 1 (Grade 8.) were raising babies Mrs*

Danke in DHS also claimed that the orientation programme organised for the new students reduces indiscipline because of the tenderness of their hearts as new students and they were able to keep the rules and regulations of the schools.

#### Capacity building amongst the teachers

Teachers in SSS, the novice teachers were orientated on the right way of handling the learners such that discipline can be maintained among them. The SBMC made the novice teachers understand the vision and mission of the school. On this fact Mrs Stella, the teacher of SSS said: *“In sustaining learner discipline in school, what we do when we have new teachers and particularly the novice one is to equip them with certain skills that have been working for us.”* They are to be role models for the learners and use the approach of respect beget respect. This finding is supported by Bawany(2015) who says school leaders are expected to be vision and mission-driven in their leadership such that their leading is purposeful and centres on the achievement of school’s goals and objectives. The government organised seminars and workshops to empower teachers’ capability to promote positive discipline among learners. This enables teachers to work on the sustainability of learner discipline and the PTA Chairman in DHS acknowledged the positive impact of teachers in reducing indiscipline among learners in school.

#### Capacity building amongst the parents

Capacity building amongst the parents is also important. In this regard, Mr strongman, the traditional leader in SSS, claimed that parents were conscientious with proverbial words to make them realise the need to support the school financially to meet the demand of the school and parents responded positively. This was achieved because the SBMC delegated leadership assignment role to traditional leader in SSS to empower parents with word of wisdom at PTA meeting such that they can fulfill their obligatory in school by saying:

*For example, in playing their roles, the SBMC came to school last month to hold the regular SBMC meeting, and three of us were assigned to meet the PTA and discuss with them, advise them on their role in supporting the*

*progress of the school,I also sang about three songs along with the discussion to encourage and let them get the focus of my message. It was indeed a profitable achievement(Mr Sweet)*

This is consistent with the theory of share leadership (SL) as a dynamic nature that enables an active interactive influences process among members of a particular group for which the focus is on the attainment of the organisational goal (Pearce et al., 2008). Also, the counsellor who is the teacher representative of SSS was given to counselling parents on what their responsibility is on their wards, as well as educating them on the best method of addressing certain challenges around their ward. They educate parents about self-development so that they can be role models to their wards. Mumbi (2014) concludes that the operational role and function of leadership can be passed on to those not in formal leadership. The SBMC members in GSS, invited the religious leaders in the community to come to schools and admonish parents to caution their wards from disorderliness and waywardness in society. This proactive method was commendable because there was a great change in behaviour and performance improved. The SBMC members also invited NGOs to talk to parents during PTA meetings with respect to promoting positive behaviour among learners in school.

### **8.7.2 Collaborative leadership practices of the School-Based Management Committees in Sustaining learner discipline**

The relationship between the schools and the SBMC was that of effective and steady interaction that can be characterised underpinned by values of collaborative leadership. This relationship was embedded in voluntary intention to support the growth of the schools. This was stressed by Mr Sweet the PTA Chairperson of SSS that: *“For instance, some three weeks ago some members of the SBMC came to teach the learners Physics when there was a shortage of teachers. We make sure that teachers obey and cooperate effectively with the Principals”* Deborah the head girl of DHS attest to the supportive role of SBMC by saying:

*SBMC supports the learners in assisting us to engage in activities to sustain discipline in school. For instance, social skills, gender mobile, and some*

*leadership seminars that shapes our mind, behaviour, and learning in a proper way were introduced to the school (Deborah).*

*On this point Mrs Stella, the teacher said: for instance, the building we are standing on right now they are the one that builds it to ease the government because Government alone cannot do it. Mr Sweet also have the same sentiment in this regard by saying that: as a member of the disciplinary committee, when cases of indiscipline arise among learners, all of us collaboratively fight against it and apply the right measure to correct it.*

*Mrr Dayo the PTA Chairman of DHS added that*

*This support from the school management depends on our relationship between principals, for instance, we have a Vice-Principal (VP) who is in charge of the academic and those in charge of administration matters. Therefore, the understanding between the principal and the VPs as well as other members of the staff helps us to have a good relationship with the school management and this leads to progress in school(Mr Dayo)*

Mr Gani, the traditional leaders of GSS confirmed by saying *The SBMCs member work together as one* In the three researched school, the SBMC had an understanding that schools in their community are owned by them and they addressed them as personal property that needed to be taken care of. When an invitation was made to the SBMCs on issues regarding the school, they did not hesitate, but acted promptly. The term ‘collaborative’ is based on their commitment and teamwork for the improvement of the schools. The SBMCs’ passion and motivation foster their responsibility and expediency in promoting positive behaviour among the learners seemed to be based on this fundamental belief and conception of collaboration. These collaborations are extended to other relevant stakeholders and community members in achieving the goals and aims of the schools. According to Wanna (2008), collaboration formation is differentiated by the level of passion and motivation in achieving the goals. The level of reception of external leaders shows whether collaboration is effective or not (Tuti & Mufidayati, 2018). Even though the SBMCs sacrifices their time on school activities, they enjoyed the cooperation of the internal school leaders (Rubin, 2009). Mr Sunday the principal of SSS claims that: This is the mindset of Mr Dayo the PTA Chairman of DHS who said:

*the support from school management depends on our relationship between principals, for instance, we have a Vice-Principal (VP) who is in charge of the academic and those in charge of administration matters. Therefore, the understanding between the principal and the VPs as well as other members of the staff helps us to have a good relationship with the school management and this leads to progress in school (Mr Dayo)*

Archer and Camron (2012) argue that sharing of control and responsibility is workable, as well as fruitful where effective collaboration exists. Sciullo (2016) specifies that collaboration indicate co-labour, this implies that individual needs to work together. Collaboration in this context involves internal SBMC (Principal, teacher and learner) and external SBMC (traditional leader, a PTA Chairperson and some relevant stakeholders) who work collectively to sustain learner discipline in the schools. Sciullo (2016) asserts that it is imperative for an individual to be acquainted and knowledgeable about collaborative practices to enable them to effectively work together. As such, the SBMCs member were involved in the disciplinary committee, as well as in the development of discipline strategies for maintaining discipline in school. This also concurred in DHS when the PTA Chairman stated that the warm reception of the internal SBMC leaders was appreciated and made it easier to flow with the school in sustaining positive behaviour among learner schools. Although, detention and expulsion were not common phenomena in the researched schools, most of the participants indicated and particularly, in GSS that both internal and external suspension work well in reducing indiscipline in school because learners are scared of suspension. Mr Goal the principal of GSS said:

*Suspension is effective because learner don't want to be disgraced. Once they hear the sound of an emergency bell that shows somebody will be suspended today. Therefore, some learners will be crying for them. Teachers as well do wonder about the learner's soberness and remorse. Moreover, suspension is announced on the assembly and is a public disgrace which some of them don't like. If you fight you are going home and with this it makes them concentrate in the school In other words, the SBMCs, as part of disciplinary committees, invited parents on the issue of external suspension(Mr Goal).*

Zwikael et al. (2012) argues that stakeholders play the role of ensuring the achievement of goals in an organisation they are responsible for. In addition, collaborative governance theory affirms

that in any organisation, decision-making process to provide a lasting solution to problems is not single handedly handled. Therefore, relevant stakeholders strategise with the collective use of their talent, as well as a wealth of experience to solve problems and these efforts have helped in maintaining and sustaining discipline in school. The synergy between the school and other prominent stakeholders has been an effective medium for developing mechanisms for sustaining discipline among learners and accomplishing good performance academically in school. The world is highly complex, and one leader cannot single-handedly control all activities without help (Fullan, 2001).

### **8.8 The relevance of the SBMC as an important structure in the sustenance of learner discipline in school**

All the participants of the three researched school attested to the importance of establishing the SBMC structure in schools. In GSS, Mr Goal the Principal states that the *“SBMC is the forum where the management of the school and community members works hand in hand to support the progress of the school”*. Therefore, voluntary members of the SBMCs emerged from the community and learners are at the centre of the community and schools. As such, the SBMC intervenes in issues that arise between the community and the school, safeguarding the people and school property and most importantly helps in promoting effective discipline in school. The SBMC members that participated in this study believed that learners epitomised families within the community where schools are located. For instance, Mr Gani from GSS school argued that moral standard among learners must be sustained because without it, it will be like *“a farmer who has the plantation and tools but has no land”*. Thus, the participants believed that in order to produce good citizen, discipline among learner must be taken with all seriousness, and that is why they are winning in promoting positive behaviour. The SBMC is a statutory structure that was created at the 52<sup>nd</sup> National Council on Education (NCE) meeting, to enhance the participation of communities in school management (Oko et al.,2022). On this note, Mr Gabriel, the the PTA Chairman said: *The SBMC is the highest organ or body to formulate opinion to ways and means to make progress in school. The SBMC is more effective, recognised, and stronger than PTA. Set, the School Prefect affirm this debate saying;*

*The SBMC is a structure that is organised within the school and one of their main function is that they inculcate discipline in the school. They help in developing the school by providing necessary materials such as the renovation of the school for proper learning and they also help in creating some awareness about discipline in school (Set).*

*Deborah the head girl of of DHS added that*

*The SBMC also supports the learners in assisting us to engage in activities to sustain discipline in school. For instance, social skills, gender mobile, and some leadership seminars that shapes our mind, behaviour, and learning in a proper way were introduced to the school (Deborah).*

*This same sentiment is also shared by Mrs Sunday the principal of SSS that:*

*For instance, we have various people from various groups in the society that have the interest of the school at heart. Examples of such groups include the religious leaders, alumni, political people, market women, and some staff of the school just to mention a few. Recently now, some representatives of the Federal Government came with regards to the SBMC for funding in Ekiti and our school is one of the schools recommended for pace center notable for having viable and functioning the SBMC. Consequently, those representatives from the Federal Government had a meeting with the SBMC members of our school (Mrs Sunday)*

Further, the SBMCs are purposely established by the government to strengthen citizen involvement and act as a link between schools and the communities they serve (Eziamaka et al., 2021). This section focuses on the relevance and features of School-Based Management Committees in the sustenance of learner discipline in disadvantaged schools. The relevance of this structure illuminates this context and provides a better understanding of learner discipline and how the SBMC members played their role in sustaining discipline among learners in schools. In other words, in sustaining learner discipline in schools, the significance of the SBMC appeared in some aspects such as building relationship with other stakeholders; a sense of ownership and responsibility; the centrality of effective teaching, learning, discipline as well as safety and security of the school.

### **8.8.1 Relationship building with other stakeholders in sustaining learner discipline**

The participants in this study believed that the maintenance and sustenance of learner discipline cannot be handled by someone (Foncha et al., 2017). Therefore, they have to collaborate with wider stakeholders to support in promoting acceptable behaviour in schools. The traditional leaders in GSS claimed that power and authority have been devolved to the SBMC and they form the highest organ or structure to move the school forward. Therefore, the SBMC works with wider stakeholders to achieve the goal of the school particularly, in the sustenance of learners' discipline. This is consistent with Mestry and Khumalo (2013, p. 51) that school leaders must build an effective relationship with community and creating networks outside the school. Therefore, the SBMC must have sense of direction for their school and support learners towards the sustainability of positive discipline.

In the course of overseeing the functionality in every ramification of the school, the participants in the three researched schools indicated that they built a mutual relationship with relevant stakeholders in the society such as paramilitary officers, notable men and women, philanthropist NGOs and the government to ensure lasting solutions are provided to challenges facing the school. This is asserted by Mr Gani, the traditional leader of GSS that:

*the SBMC oversees things that are supposed to be put in place and is free to go to a round table with the government on behalf of our teachers and students to present their needs. So, they are partly pressured by the group to fight for some rights from outside and to maintain execution inside and this makes it workable and easy (Mr Gani).*

The SBMC members were involved in the disciplinary committee of the school and when there are cases of indiscipline among learner or staff particularly, when it required suspension, the SBMC took the lead to declare the right punishment and the parents of the learner in question is invited as well. Although, the SBMC does not support corporal punishment in disciplining learners, but uses its wealth of experience to deal with that situation or learners appropriately and counsel the parents and with proper follow-up on the learner for effective change. On this point Mr Sweet the PTA Chairman of SSS argues that:

*Corporal punishment does not solve the problem of indiscipline but rather the aspect of constant and unrelenting dialogue with them one on one and as a group alongside with counseling them yield expected result because you can know the cause of alarm and provide a solution to their needs. "ebi o kii wonu ki oromii wo". Meaning a hungry person is an angry person. So, sometimes we support the school with provision of material such as wearing school materials and food for the needy This enable us to be successful in maintaining discipline among learner in SSS (Mr Sweet).*

This is consistent with various models of instructional leadership, which argue that school leaders are expected to influence performance and are goal oriented (Hallinger, 2005). In support of this view, Lindberg and Vanyushyn (2013) claim that school leaders are expected to promote a positive learning climate such as programmes that enhance personal development, provision of incentives for teachers for learning and to maintain high visibility and protecting instructional time. Set, the School Prefect of SSS and Deborah the head girl of DHS respectively said:

*SMBC They organise debates like social gatherings for the students to know the importance of discipline and to give them some enlightenment on how to abide by the rules and regulations (Set);*

*The SBMC also supports the learners in assisting us to engage in activities to sustain discipline in school. For instance, social skills, gender mobile, and some leadership seminars that shapes our mind, behaviour, and learning in a proper way were introduced to the school (Deborah)*

Consequently, the SBMC of the researched school believed in person-to-a person interface; as such, they constantly intervened on issues between learners and teachers, as well as learner and learner. Gen, school head girl shared the same sentiment that:

*The SBMC serves as an intermediary between the students and the teachers as well as government (Gen)*

Accordingly, teachers have the phone number of parents and for any slight misbehaviour of learners, parents are constantly involved. Therefore, school leaders are always on the neck of the parents to support a school in inculcating discipline in the learners. In sustaining discipline among learners, the SBMC does not wait for the government before mobilising itself in raising help for

schools. Also, they encourage improved attendance from parents by rewarding learners that are well-behaved at the end of the term and other learner-centre activities such as entrepreneurship activities that are displayed during the PTA meetings. Also, seminars were arranged for parents particularly in DHS and SSS during the PTA meetings to boost more participation of parents.

### **8.8.2 The School-Based Management Committee' sense of ownership and responsibility to school in sustainability of learner discipline**

The participants in SSS demonstrated a sense of ownership of the school and this made them to be committed to the functionality of the SBMC-structure and sustainability of learner discipline. The sense of ownership and responsibility of the SBMC strengthened its commitment towards the advancement of school and this made them to always avail themselves on issues about learners because they believe that the nature and atmosphere of school depend on the learners' behaviour in school. This corroborates the theory of collaborative governance (2007) that the degree of collaboration measures the school leaders' commitment and teamwork to provide solution to problem in school (Wanna, 2008). The senior prefect girl of DHS pointed out that learners' indiscipline is a result of a failure of parents' homework on learners and poor parenting. Mrs Stella the teacher of SSS attest to it that :

*When we discover a learner lacks home training in a certain aspect, we call the attention of their parents. For instance, in the area of early awaken and doing house chores before leaving for school because cleaning is part of discipline and some of our learners have improved on that. We inculcate culture and tradition in sustaining discipline in school, for instance, you as a woman or girl there is a way to seat down properly at home and in the public or classroom that is not to open leg but to cross legs while sitting (Mrs Stella)*

Therefore, the SBMC viewed all learners as their biological children, and therefore, that they must work on their behaviour. This becomes obligatory for the SBMC to provide for learners' needs to maintain and sustain discipline among them. Mr Sweet attested to it that learners are obedient and well-behaved because their needs are met. Mrs Sunday, complemented this

achievement when she mentioned the fortune SSS received from the Federal Government for the effectiveness of the SBMCs.

School leaders must be conversant with their roles and responsibility as instructional leaders (Naido & Petersen, 2015) The findings of this research revealed that the participants of the three schools in this study were committed to the progress of their respective schools. Also, they have the ideology of I can-do attitude and this enables them to thrive in the challenges facing school particularly, in sustaining discipline among learners. Mr Gift the teacher of GSS summarily affirms that

*For example, a parent came to our school that she is the mother of that learner but the student refuse to acknowledge the woman as her mother because the mother abandoned her at a tender age. In fact, the scenario was hostile in school. We eventually calmed the learner and encouraged her. We are only trying and would continue to try and achieve a good percentage of discipline in school because without discipline no education, no learning*  
(Mr Gift)

Mrs Sunday the principal of SSS said:

*Despite the challenges I faced in the maintenance of learner discipline, God is still helping me to be productive. For instance, some parents are not helping the matter when they are supporting and justifying bad attitudes of students and most time, the SBMC are invited to handle such complex cases*  
(Mrs Sunday)

Moradi et al. (2012) stress that a strong SBMC often heightens school leaders' sense of responsibility to learners and promote learning outcome. The participant attest to the level of the SBMCs' commitment to employing paramilitary officers to maintain peace in schools; proactively raising funds to provide learners basic needs and partnership with other stakeholders to procure essential resources, as well as inviting experts to give talks such that positive behaviour is attained among learners in school. Most importantly, the practice of the SBMCs in the sustenance of learner discipline was demonstrated through their willingness and preparedness.

#### **8.8.4 Centrality of effective teaching, learning and discipline**

The participants of two schools (SSS and GSS) out of the three schools showed their concern for smooth running of teaching and learning in school because they believed that idleness leads to indiscipline in schools. Mr Goal the principal of GSS indicated that:

*I make sure teachers are always in the class because the idleness of teachers lead to idleness of learners. Thus, when these learners are idle, they will be making noise and misbehaving (Mr Goal)*

Also, Mr Sweet the PTA Chairman affirm that:

*an idle hand is a workshop for the devil. When the learners are engaged with profitable activities aside from their school curriculum, it has a way to prevent them from unnecessary hangout and unruly behaviour but rather be more focused and well disciplined (Mr Sweet)*

Therefore, they made certain provision for teachers in terms of what should happen when there is no teacher to engage with learners in class. In the context of DHS, teacher provide alternative to instructional materials when the government fails to provide them. The SBMCs are highly concerned about the academic achievement of learners; as such, sometimes, they take the tutoring role in school. For instance, in the case of SSS where one of the SBMCs was teaching physical science when there were no teachers. Also, the Principal of GSS who studied Botany teaches Chemistry or Biology in the classroom. Sometimes, DHS improvised the teaching aid for effective teaching and learning to take place.

The central aim of the SBMC is for learners to be productive in their academic performance, and disciplined at all-time both at home, school and in society. This is supported by the argument of instructional leadership theory that there is a strong relationship between academic success and positive behaviour (Lindberg & Vanyushyn, 2013). Moreover, there is a good rapport between internal and external SBMC, as such, the principal acquitted members of the SBMC with the school mission and vision and they all key into it. This invariably, created a purpose-driven attitude and warm reception from school leaders to wider stakeholders in upholding positive discipline in school. This is consistent with the theory of visionary leadership that school leaders are expected to be vision and mission driven in their leadership such that their leading is

purposeful, valuable, meaningful, and focus on the attainment of the goal and objective of the school (Bawany, 2015). In addition, the SBMC mobilised the alumni and other relevant stakeholders to provide logistics for the school and some classrooms were built to reduce class congestions that promote indiscipline in school. This is supported by sustainable leadership that, school leaders need to involve district officials, community members, parents, and educators in the decision process for the improvement of school by providing the need learners and school to avoid indiscipline.

### **8.8.5 The safety and security of the schools**

The participants in the three researched school echoed the significance of safety and security in sustaining discipline among learners in school. Specifically, the aspect of safety and security is paramount to members of the School-Based Management Committees and they view it as the bedrock for discipline to thrive well in school. This is in line with Abreh (2017) who states that the SBMC must work with community to ensure safety and security for learners, teachers, and school property. Mr Sweet the PTA Chairman asserts that:

*We see the school being well fenced and sometimes we visit the school in the night to make sure the school environment is well secured. Occasionally I call the security in the night to check up with a security alert that the guard is not sleeping (Mr Sweet)*

This assertion confirms what Biyela (2018) noted, that school–community collaboration is essential for keeping the school safe from vandalism and to detect the hidden place of the notorious learners. Kelly (2013) argues that schools need to obtain adequate support from educational department in terms of funding, monitoring, allocating well-trained security guard firms to school. The establishment of a sustainable learner discipline requires adequate and proper functioning safety and security at different level such as professional service and Education Conditional Grants (Biyela, 2018). In other words, they employed guards when the government does not urgently respond to their request in this regard. Therefore, for the school environment to be safe and be able to foster effective discipline in school, the participants in SSS

and GSS invited the paramilitary officers to boost the security strategy in school and some learners were also trained and got involved in the security of school by maintaining peace and order among learners in school.

Gonzalez (2012) claims that an approach to sustainability of learner discipline requires all parties including learners, parents, families, schools and communities to promote academic achievement, positive behaviour and school safety. In DHS, the PTA Chairman used the influence of his experience as an ex-military officer to invite some experts to train the learner on the aspect of the red cross where learners are trained to rescue learners that sustained an injury in school. In his word: *We invite people from the headquarters to train some learners for boys scout and girls guide. Learners are trained for security purposes and particularly to be able to arrest situations or intervene in school crises* These efforts are quite productive in maintaining peace and order in schools. Mlalazi (2015) claims that an approach to sustainability of learner discipline requires all parties including learners, parents, families, schools and communities to promote academic achievement, positive behaviour and school safety.

### **8.9 Sustainable learners discipline: Challenges to the sustainability of learner discipline and workable resolutions**

In this particular section, all the participant expressed their views about how they were overwhelmed by n numerous challenges which militated against the sustainability of learner discipline efforts and how they worked to resolve them. Consequently, discussion will be made briefly on how the SBMC made a huge difference to learner discipline by bringing many relevant stakeholders together to overcome the challenges in sustaining learner discipline in school. This acheivement further illuminates more about the policy guiding the operation and role function of the SBMC in the schools. In order to express the principles of SBMCs' approaches to leadership practices in the sustenance of learner discipline in schools, I will discuss concisely on the bodies that oversees the operations and performances of the SBMCs. Therefore, according to the policy on the SBMC, they are expected to share information with the relevant people in the community, government and other partner organisations such as NGOs. Also, they have to collaborate with community in sensitising and mobilising parents on increase attendance, enrolment and retention

of their wards in school. Invariably, the SBMC is accountable to the State Ministry of Education, (SMoE), Local Government Educational Areas (LGEAs) and school universal basic education board (SUBEB). Hence, these bodies are to act as overseers, monitor and guide the SBMCs in performing efficiently and effectively, particularly, in the sustainability of learner discipline and academic achievements in schools. Another important role of the SBMC, is accountability; they give feedback or report to the wider community on the development of the school especially, on learner discipline in schools. Usually, the Principal and members of the SBMC, reaches consensus on the involvement of different stakeholders that will contribute to the promotion and sustainability of positive behaviour among learners in school, hence, this leads to a better society at large.

Thereafter, I discuss throughout Chapter Five, Chapter Six and Chapter Seven on the challenges and workable approaches that the participants adopted to overcome the difficult tasks such that effective discipline is maintained and sustained in the schools. The fact is that, the SBMCs' understandings of their role and that of other stakeholders has assisted immeasurably, in overcoming indiscipline and prioritising learners' needs, rights and academic achievements. Further, the SBMCs' experiences, knowledge, skills and guidance, help in maintaining and sustaining positive discipline in schools. Therefore, the SBMC with the wider stakeholders draws up a list of priorities with a focus on what is achievable in the sustainability of acceptable behaviour among learners. As such, the involvement of an ad hoc list of activities and parents in school development helps them to understand and maintain discipline in school. The whole school community must be well informed about the discipline and security of the school and this is enhanced through the keeping up of levels of involvement to the sustainability of learner discipline in school. In other words, the SBMCs talk to a wide range of people in and out of the school community, as well as learners because they are involved in discipline and parents are invited on disciplinary issues. Therefore, the challenges overcome by the SBMC, include funding; poor family background and environmental factor of learner turnaround for positive discipline; government policy on early pregnancy.

### **8.9.1 Challenges of inadequate funding addressed by the School-Based Management Committees**

All the participants in this study expressed the view that some of the financial challenges contributed negatively to their effort in sustaining learner discipline in schools. Although, these participants testified that the government came to their aid but they all claimed that it was not sufficient. The process of sustaining discipline among learners is quite challenging in the absence of adequate funding. This is supported by Ige (2023) that ample funding is crucial to the accomplishment of any organisation. As such, the policy of the Ekiti State Government on no child should be levied on money for anything, made some demands to remain unmet timeously, yet, the lack of money impedes the development in the schools. For instance, the teacher from SSS pointed out that when the fence collapsed as a result of the damp fall of rain, they could not levy the learners for a quick repair. In addition, it was noted that the government was subsidising the school with funds and some teaching and learning materials Mrs Sunday the Principal of SSS ascertain that, *the government supplied the school with teaching and learning materials and particularly during this COVID-19, there was the provision of a nose mask for the students.* However, this was hugely inadequate for the schools' basic operational needs. On this point Mrs Danke the teacher of DHS said:

*However, the facilities provided by Government are not enough particularly on the aspect of building and the school fence needs to be upgrade in view of this Mrs Doctor the principal of DHS claim that: The materials used in the laboratory and library are been provided by the Government and more are still expected. We also encourage our teachers to improvise where necessary*  
(Mrs Danke)

Mrs Sunday attest to it by saying:

*the old student called alumni also made the provision of sowing machine for fashion designing on the aspect of entrepreneurship* (Mrs Sunday).

A study by Ige (2023) and Amaechina (2020) on principals perception on challenges of the SBMC in management of public secondary school revealed that disinterest set in when the financial expectations on the development of school are not achieved. Nonetheless, the findings

of this study suggest that the SBMCs came up with strategies of conscientising the parents, Alumni and philanthropists to raise funds for purposes of providing the needs of the learners such as safety and security, equipment and infrastructure. Not only that, the alumni who are part of the SBMC, also assisted in building school halls and renovated some of the classrooms to reduce overcrowding of learners in the classroom, and class control became more effective.

*Set the head girl of SSS confirm this that: Before, the classes are too small for the large population in class so instead of 20 learners being in a class they are now having 40 or 60 students and as a result, the class is becoming uncontrolled and unbearable for both teachers and learners. Sometimes, the teacher can spend like 20-30 minutes correcting the students. However, the SBMC now tries to build more classrooms and now teachers can easily see everyone at a time and the level of indiscipline has seriously been reduced and the fence around the school Set)*

Mrs Stella the teacher of SSS confirm this by saying:

*Looking at the structure of the school, the school Alumni (SBMC) have tried their best in restructuring the school. The dilapidated building in the school are been restructured to standard, laboratories, and libraries are well equipped with materials. We have conducive learning environment that can facilitate good learning and teaching process and reduces misbehaviour among learner (Mrs Stella)*

In addition, Deborah said argued that:

*Learners get more industrious and disciplined when they have adequate learning facilities (Deborah).*

This corroborates the findings of Khadijat et al. (2017) that the SBMCs raise funds in both cash and kinds to meet the school expenditures. The sustainability of learner discipline requires financial input to cater for the needs of the learners and to provide a secure and conducive environment for effective teaching and learning such that learners were put under control and to prevent some unruly behaviour among them. An effective school requires much financial need to provide some basic needs; however, the Principal of GSS said that the government did not allow schools to levy the learners. Interestingly, the participants in three researched schools sourced

funding to address some challenges that obstruct the sustainability of learner discipline in school. It was observed that some learners in SSS and DHS stole food in school because of hunger. However, Mrs Danke the teacher from DHS claimed that they rendered financial support for the needy among learners and also pointed out that some learners were given materials things just to promote and keep the learner positive discipline. As such, it is a notable part of the role of SBMC to raise funds for the needy and development of the school and particularly to be able to realise the expected behaviour of learners in school. In addition, the Principal of SSS indicated that the SBMC raised funds to purchase some entrepreneurship equipment for the learner to stabilise the notorious ones. Other members indicated that the SBMC raised funds to support various initiatives such as paying salaries for the security guards.

This findings resonates with other findings in the literature. For instance, ASG (2010) pointed out that the SBMCs are expected to raise or source funds to meet certain needs of learners. Thus, the SBMC sources fund from State or Local government and this could be information on capital allowance or grants. Eziamaka et al. (2013) assert that the SBMC's policy on financial management stipulates the role of the Principal and members of the SBMC to source funds for the management of the school and give an account of the utilisation of funds in the school. On this points, the SBMCs define workable strategies in involving prominent stakeholders and community member in raising funds for the schools. The SBMC raise funds for instance, for the supply of clean drinkable water to the school and the repair of broken school furniture. The purchase of sporting facilities, support for educational excursions, the provision of additional security for the school, and supporting the ability of children with special needs to come to school and learn, also fall within the mandate and practices of the SBMCs.

### **8.9.2 Poor family background and environmental factor of learner turnaround for positive discipline**

Participants in all the three schools highlighted high level of the low socio-economic background of learners' parents and that many learners are from broken homes living with their grandmothers, as contributing negatively to the maintenance of learner discipline. This was stressed by Mrs Danke the teacher of DHS that, *these set of students are not left behind but they*

*assisted in meeting some of their needs and sometimes they are being counseled by the SBMC.* In addition, some of these guardians are illiterates and do not have ideas about what schooling entails and expected from them as well as the children. Specifically, a teacher from SSS indicated that some learners were misbehaving because they lacked home training. Also, she affirmed that parents were the main challenge they are facing because some parents did not allow teachers to discipline their wards. This finding is supported by Ruirie (2018) who states that indiscipline among learners in schools was a reflection of what is happening in the family, and particularly, many learners from broken home were not well trained. The teacher from SSS also pointed out that sometimes, learners were being molested by their guardian and this led to depression and emotional swings, which ultimately, resulted in absentmindedness and absenteeism in school as well as poor performance. On this point Mrs Stella said: .

*A case in point was a learner that opened up to me that she was being molested by her relative and the case was arrested in time. We have so many cases like that which the learner revealed to us either the issue of their personal life or their friend. They opened up to us because we are friendly with these learners and give them listening hear so they confide in us(Mrs Stella).*

Moreover, the teacher from GSS argued that some learners were staying with their single parents who did not have much time with their children, to take care of their wards and this led to some learners having early pregnancy, and sometimes, abortion attempts occurred. In the same view, the teacher from DHS noted some that learners who come from poor background lacked some basic needs and early pregnancy among girls was also prevalent. In her words: *the rate of adolescent pregnancy has reduced unlike before students of JSS 1 (Grade 8.) were raising babies* The study of Mangovo et al., (2011) and Ruirie (2018) also affirmed that learners get involved in indiscipline acts in the name of meeting their needs. In support of this, the theory of Glasser (1993) and Glasser and Dotson (1998) argues that behaviour is displayed because of a particular needs and school leaders should create an environment that provides for their needs, leading them to avoid disruptions.

The poor family background of learners sometimes reflects on their emotional display as well as the type of indiscipline they exhibit in school. The participants confirmed that the major

challenge is that their schools are located in an indigenous community whereby the majority of students live with their grandparents while some come from broken homes. The participants, indicated that some techniques were adopted to rescue learners from the negative effects of being raised in poor background environments. For instance, the teacher from SSS shared her encounters with some learners from problematic home backgrounds at a female school. She said that when she noted that such learners were moody, sleeping all the time, feeling unhappy or cheerful, and were always sad. Therefore, as a school counsellor, she is very cautious of the emotional display of learners in the school and she shows love and concern as well as makes close friendship with such learners so that they can confide in her to share their experiences. In other words, teachers receive much information about learners and their counterparts' sensitive issues. The sensitive issues were disclosed to other SBMCs for intervention purposes, and parents were usually invited to a school for counselling and orientating them to address such problems as well. The result of study by Mugabe and Maposa (2013) shows that guidance and counselling was one of the most common method adopted by teachers and school heads in curbing and preventing misbehaviour without causing both physical and psychological damage to the deviant. This is contrary to the findings of Segalo (2020) that learners falling pregnant were advised or coerced to stay at home because school environment is not lenient to them. Such illegal practices are against the State Government policy and learners' human rights.

The teachers of SSS attested to a positive result that one of the parents appreciated her that her ward was behaving well and that she had improved in house chores. At GSS, the teacher reconciled a learner that had been abandoned by her mother right from the cradle. It was noted that serious indiscipline is more prevalent in GSS and DHS as a mixed school, and this was associated with bad influence at home. Many participants concluded that the issues of a forbidden cane on the learners had made some learners "grown wings" and out of control for teachers to discipline. This falls outside the scope of this study, and I will not delve much on it. Nevertheless, the findings of the current study indicate that the SBMCs adopted the various strategies that did not involve violence such as the use of corporal punishment. They used for instance, constant fines for damage to property by the learners. Also, constant invitations of parents or guardians to school to write an undertaken letter for not repeating such bad behaviour were used as consequences for deviant learners. This is consistent with the findings of Ruirie

(2018) who states that learners are required to write indicating the effects of misbehaviour or to apologise for the error as a means of correction to deviant behaviours. In addition, internal and external suspension were adopted to address learners' misbehaviour. In view of this, Adams (2020) and Nelson (2020) affirm that suspensions help reduce indiscipline in schools. However, there are also divergent views about the use of suspensions. For instance, Brit (2015) and Ryan and Goodram (2013), Manamel (2021) argue that suspensions are not a true means of enforcing discipline among the learners. On the other hand, the principals of the three schools noted that suspension was very effective because the learner does not want to be publicly disgraced nor cause their guardians or parents to come to school for the issue of suspension. Therefore, it is not common for learners to be suspended more than once.

### **8.9.3 The government policy on early pregnancy and School-Based Management Committee's positive responses**

The SBMC members in this study believed that the new policy that allows pregnant learners to continue with their learning has contributed to an increase in incidents of early pregnancy and low academic achievement among female learners in schools. In this regard, the Principal of SSS and a teacher from the same school, as well as a teacher from DHS pointed out that this policy has made the process of discipline difficult and teachers were handicapped in exercising their authority to discipline the learners for their wrongdoing. For instance, Mrs Stella the teacher from SSS said, *“The new policy encourages adolescent pregnancy but I felt it gives more room for pre-marital sex which is a distraction to learning and leads to poor performance”*. Implied in this view is the notion that by falling pregnant, female learners were engaging in wrong activities. It appears that they were committing a criminal offence. Such a finding is consistent with the findings of Ramalepa et al. (2021), whose study also found that teachers viewed learner pregnancy as a threat to the teachers and other learner in school environment simply because they did not have knowledge of dealing with pregnancy related problem. In fact, the study by Segalo (2020) found that teachers did not support the idea of learners who have fallen pregnant being allowed to stay at school during pregnancy. Such a finding seemed to ignore the fact that

the policy allows them to stay at school, and also that teachers should be supportive to their needs.

However, in SSS, the prefects and class captains represented schools that participated in seminars organised by the Ekiti State Governor's wife and the report of such seminar talks were shared with other learners during the assembly ground upon their arrival to educate other learners on morals. What also seems to dominate the conversation in the literature is more about prevention of learner pregnancy through guidance and counseling services. For instance, Mugabe and Maposa (2013) claim that guidance and counselling curbs and prevents misbehaviour among learners without causing any psychological and physical harm to the deviant learners such as those who fall pregnant. Most importantly, the relentless counselling to both the parents and the learners, as well as the teachers by the SBMC, seemed to be productive and learners are well-behaved most of the times. This is consistent with the findings of Ruirie (2018) who stated that learners are required to write indicating the effects of misbehaviour or to apologise for the error as a means of correcting deviance. Darling-Hammond and DePaoli (2020); Manamel (2021); argue that restorative approach enables relational based discipline, respect, communication, psychotherapy, modification, communication, and community structure as a substitute rather than using a punitive approach to address discipline issues.

Teachers from both SSS and DHS stated that sometimes, the noble female in the society such as female commissioners and female executives in the Ekiti State were often invited to enlighten learners about the dangers of premarital sex and how to avoid it. Echoing similar sentiments advocating abstinence, Deborah the senior prefect girl of DHS explained that NGOs named “Yielding Heart Foundation Global and Gideon Gender Mobile” organised programmes in their school aimed at assisting to prevent early pregnancy among the teenagers. The girls were taught to be courteous and respect themselves, as well as to protect themselves from molestation and keep to menstrual hygiene. Boys were also taught to maintain their dignity as well. The NGO educated learners on human rights and help learners to understand their rights, especially the female child. They also submitted their number to report cases students' rights violations. Likewise, the Goldland Secondary School campaigns against gender-based violence, taught learners about human rights and to prevent sexual molestation. Deborah the head girl of DHS

asserted that, *“They also gave us their number in case students' rights are violated. In fact, we are more confident on our safety and security”*. In addition, Mrs. Danke a teacher from DHS concluded that teachers were also capacitated by the State Government with seminars on Family life and HIV Education to teach students about the effects of pre-marital sex that can lead to sexual transmitted diseases such as Gonorrhoea, Syphilis, HIV/Aids. Finally, the school environment was littered with slogan charts on “Say No to Sex”, and “Say no to drugs” and these measures drastically reduced adolescent pregnancy. Finally, the 6<sup>th</sup> edition of the National Policy on Education (2013) illuminated the responsibilities of educational stakeholders that they should effectively and efficiently use strategies to provide services that can enhance the quality of education, particularly, in the sustenance of positive behaviour among learners in the schools.

## **8.10 Conclusion**

This chapter has presented a comprehensive discussion of the pattern that emerged across the three research schools. An attempt was made to expatiate what the data depicted about how the School Based Management Committee played its role in the sustenance of learner discipline in the disadvantaged schools in the study. The chapter has pointed to some mechanisms that enable the SBMC to sustain positive behaviours among the learners in the participating schools. Although, the chapter as well reveals some challenges that emerged in the process of maintaining learners' discipline, interestingly various workable resolutions have made positive discipline to be sustainable among learners in the schools. The next chapter concludes this thesis by presenting conclusions, implications, and recommendations.

## **CHAPTER NINE**

### **ROLE OF SCHOOL-BASED MANAGEMENT COMMITTEES IN SUSTAINING LEARNER DISCIPLINE: SYNTHESIS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS**

#### **9.1 Introduction**

The preceding chapter, presented a combined analysis of emerging themes of the study's three case studies (Goldland Secondary School, Silverma Secondary School and Diamond High School) with emphasis on the role played by School-Based Management Committee in the sustenance of learner discipline. Chapter nine presents conclusions and making recommendations. However, before conclusions are presented, I begin by presenting a synthesis of the thesis.

#### **9.2 The synthesis of the study**

This study was undertaken to explore the role of School-Based Management Committees in the sustenance of learner discipline in disadvantage schools. Numerous scholars have outlined some effectiveness of School-Based Management Committees in school improvement and specifically on the maintenance of learner discipline. However, the ill-discipline among the learners continues to be the cry of school leaders and this could suggest that the intervention of the SBMC could not be sustained for a long period of time. As such, this is still a missing link between the SBMC and school improvement. Consequently, the aim of this study is to understand the role played by school-based management committees in sustaining discipline among learners in disadvantage school.

In starting this research journey, I began by introducing the problem of the study and this orientated the reader about the stance of the research work. The problem was contextualised with a global, African and local perspectives. The significance of the study was highlighted as part of the background. Also, the main concepts represented in this study were defined for the

understanding of the key issues of the study. The logical process from introducing the study is generally, to scan the environment to identify current debates on the phenomenon. In line with that logic, I engaged in an extensive review of literature, which spanned all three spheres, namely, local studies conducted in Nigeria, those conducted elsewhere in Africa and thirdly, in other continents as well. Conceptual framework is presented and this entails a discussion of various theories, concepts and models. All these were discussed in the third chapter. Methodological issues are presented, comprehensively in the fourth chapter, while the findings are presented per research site, across three chapters. Chapter Eight brings together the analysis from each of the three chapters, and this particular chapter broadens the discussion by relating the findings to current scholarship. The last chapters present the conclusions derived from the findings that are presented in the three chapters (Chapter Five, Chapter Six and Chapter Seven). Recommendations are therefore, made based on the conclusions.

### **9.3 Presentation of conclusions the thesis**

In presenting and discussing conclusion, I draw from the findings presented in the previous four chapters. The conclusions presented in this chapter will also indicates the extent to which the research questions that underpinned this study were sufficiently addressed. Therefore, it is important that the research questions are re-stated as follows:

- What are the understandings and experiences of school-based management committees with regards to sustaining learner discipline in selected secondary schools in Ekiti, Nigeria?
- How can the role of school-based management committees sustain learner discipline in selected secondary schools in Ekiti, Nigeria?
- Why do school-based management committees play roles in sustaining learner discipline the way they do in selected secondary schools in Ekiti, Nigeria?

### **9.3.1 Research Question One: What are the understandings and experiences of School-Based Management Committees with regards to sustaining learner discipline in selected secondary schools in Ekiti, Nigeria?**

The study sought to understand how members of the School-Based Management Committee that participated in the research sustained learner discipline by drawing from their narrated experiences and understandings of this concept. Three conclusions were drawn, and these are listed below; (a) The prioritisation and profitability of sustaining learner discipline; (b) The involvement of School Based Management Committee in the sustenance of learner discipline school; (c) The SBMC's experiences and undertakings in the sustenance of learner discipline in schools.

#### **9.3.1.1 The prioritisation and profitability of sustaining learner discipline**

All the participants in the research sites ranked the sustainability of learners' discipline as the most important aspect of school activities, and they argued that all other areas of success, and specifically, the academic performance revolves round it. This is also articulated by scholars such as Manamela (2021) that sustainability of learner discipline is the only bedrock for a peaceful learning environment. Some participants defined and viewed sustainability of discipline from various perspectives such as persistence righteousness, being holistic, constant orderliness in all things; intentional way of acting right, as well as complying with school code of conduct at all-time without coercion; the ability to control actions adequately; it is in and out of school self-discipline modification of learners behavior regularly; teaching and learning devoid of violating human right and continuous process of chastisement of learners.

The Principals and teachers of both Goldland and Silverma Secondary School concluded that in sustaining discipline in schools, it requires collective effort of relevant stakeholders such that learners are always chastised in any little misbehaviour in uncondemnable manner and this serves as a means of checkmating them, as well as being a deterrent to other learner to prevent a reoccurring of such wrong attitude. The SBMCs viewed positive discipline as a priority for both

internal and external school stakeholders to continuously work on learner with the right measure to maintain and sustain acceptable behaviour among them. Therefore, the SBMCs assumed the responsibility of keeping learners in good behaviour at all time is on their neck because schools is viewed as their own property including learners and which must be taken care of. This is as well noted by Carr-Hill et al. (2016) and Manamela (2021) that since the decentralisation of power and authority to the SBMCs, they have been effective in the maintenance and sustenance of learner discipline in school.

The participants see some learners that lack home training that needed to be capacitated and guided aright so that all learners are well behaved in school always. Most importantly, Mr Gani the

Traditional leader of GSS claimed “learner *lived with what we planted in them*” in other words, they believed that nature of society is the product of output (learner) in school and their expectation is to have responsible and integrity citizen. In addition, Mr Strongman perceived sustainability of discipline as unrelenting counseling in bringing out the best in learners and becoming a good fellow citizen and most importantly to have rest of mind and peace in the society. Mr Sweet a PTA Chairperson in SSS also concurred that discipline embedded in learners will assist them to be productive in all ramification of life and specifically in formative year, circular work or trade and business. Further, Mrs Stella in SSS adopted what the name of school connotes (integrity, humility and purity) to regularly inculcate discipline in learner. Some participants such as The PTA Chairman of DHS viewed that learners are from different background and mentality, thus, it entails hard work and diligence in sustaining learner discipline in schools. As such, the sustainability of discipline among learner must start from cradle and specifically from home because children learn moral from cradle. Therefore, Mrs Danke, the Principals of DHS stated that sustainability of learner discipline enables smooth running of the school and learners are well directed to achieve their academic goals in order to fit well in the society. Therefore, it can be concluded that the participants understood the importance of discipline that is long lasting rather than an imposed conditions whose effects are of short duration; hence, their investments on sustainability.

### **9.3.1.2 The involvement of School-Based Management Committee in the sustenance of learner discipline in schools**

The participants in the three schools agreed that involvement of the SBMC in the sustainability of learners' discipline is not negotiable because of its significance in the schools. As such, their participation was voluntary and their commitment was intentional and that is why their contributions were not with coercion but discharging their best in it. They are part of disciplinary committees and participants pointed out that their words are respected and valued as a result of the calibre of people that make up the structure in school. They believed that "two hands can only wash neatly" thus, the collaboration of school and community member is the way out for learner to maintain discipline in school and particularly to enable teaching and learning to be fruitful in a peaceful environment. This is also pointed out by National Policy on Safety, Security, and Violence-Free Schools (2021) that the SBMC must be involved in child's safety issues within and around the school. The participants emphasised that resources (human and material) in achieving a desirable discipline, and productivity in learners as well as conducive atmosphere for learners can only be attained with assistance of wider stakeholders' wealth of experience and other forms of contribution. Consequently, the synergy between the SBMCs and other prominent stakeholders in the community and beyond enables school to provide solution to the challenges that pose learner in becoming uncontrollable for school leaders to curtail. However, this is contrary to the findings of Abreh's (2017) study in Ghana on which the involvement of the SBMC in school were not adequately coordinated and collaboration was not effective with the school. On the other hand, some researchers argued that schools work well when school leaders are in partnership with its community leaders (Blimpo et al., 2011; Manamela, 2021; Ogunode & Chijindu, 2022). Perhaps, these challenges would not have been arrested if it was left in the hand of the principals alone and school system become deteriorating more and more.

It was noted that the SBMCs were strong structure in school that proactively improved the progress of school as such. They acted beyond their capability in meeting the demand of school' infrastructures, teaching and learning material, emotional and physical needs of learner such that positive behaviour and learning outcome is promoted in schools. It was perceived that the

SBMCs found it easier to influence positive behaviour among learners in school because of their constructive impact in meeting the needs of learners in school. Also, the external SBMC serve as “watch dog” to internal school leaders such that execution of projects were carried out in orderly and this has brought an immense progress to school development. Mrs Sunday , the Principal of SSS indicated that her school was acclaimed as pace center in Ekiti State for Federal Government officials due to the effectiveness and efficiency of the SBMC and this brought fortune to their school. Mr Strongman, the traditional leaders of SSS pointed out that the strong cooperation between the SBMC and the PTA enables parents to contribute immensely to the development of school. Moreover, Mrs Stella affirmed that the establishment of the SBMC reduces indiscipline such as roaming around the street and lateness to school to minimal. The prefects in DHS asserted that the seminars and workshop organised by them helped in shaping their mind, characters and enhance their learning outcome. In DHS, participants affirmed that the SBMCs’ intervention to learner from broken home and orphans through effective counseling and provision of materials needs, storytelling and bible verses has redirected their behaviour positively.

Mrs Doctor, the Principal indicated that some of the members of the SBMC are artisans, pastors, retired military officers and they have come to their aids at different levels. All the participants emphasised that the SBMCs have contribute greatly to the provision of material and machines for effective entrepreneurial activities in school. The SBMC serves as a link between the school and community as well as between the government and school. They usually assist school to meet their need achieved in time by approaching the government and community themselves on behalf of schools. David the school head in DHS stress that the SBMC are overall planner and decision makers in enabling learners to achieve academic success. The teachers of DHS affirmed that the seminars has reduce the cases of adolescent pregnancy to nothing and some learners willingly indicated that they want the way out of bad behaviour such as stealing, idleness and laziness. School-community partnership is a strong driving force that sustains quality education, assists teachers to improve the school experience, and enhances positive behaviour (Hanna, 2015).

### **9.3.1.3 The SBMCs' experiences and undertakings in the sustenance of learner discipline in schools**

The School-Based Management Committees represented in this study highlighted the high rate of indiscipline among learners before the inception of the SBMC and this affected the development of school and poor academic performance of learners. However, as the SBMC assumed their leadership role in school, they determined that they must not compromise with the standard of maintaining discipline among learners and not to relax nor quit for any challenges encountered in the process of sustaining discipline among learners in school. Although, corporal punishment was not encouraged by the SBMC, nevertheless some of the issues regarding indiscipline and challenges around it were trashed out thoroughly and systematically. A case in point was the issue of some notorious learners including the son of community leader, their hide out was discovered and dissolved through collaboration with paramilitary officers, community members and teachers in school. However, some of them were suspended and including the son of the community leader. Nonetheless, much counseling was given to learners and parents before restoring the learner back to their normal activities and sometimes fines are paid to damages made by learners. Also, paramilitary officers were employed to constantly monitor the movement of learners and this enables them to stay more in schools.

Warm reception by the internal SBMC to community members enhance the effective participation of the external SBMC in sustain learner discipline in the schools. As such, they were able to collaboratively counsel, orientate and capacitated parents and learners with indiscipline act to redirect their behaviour aright. Also, this strengthen the SBMCs' conviction and interest in strategising to meet the needs of both learners and school. For example, the traditional leaders in DHS pointed out that they carried out all the activities of the school and this made them to feel that they belong to the school, and gave their all for the safe of the schools' progress, particularly, with regards to the sustainability of learner discipline. The Principal and teacher of SSS pointed out that they gave a listening ear to the teachers and the learners and this made them to expose some serious issues that enabled the principal administration to run well particularly in sustaining positive behaviour in school.

The participants in all the three schools emphasised that the maintenance and sustenance of learner discipline cannot be achieved without the involvement of parents. Therefore, they have the contact number of the parents and when learners have issues of indiscipline, they are invited before giving suspension and at the arrival of learner back to school; they would sign an undertaken letter. Although, there are very few parents that are not cooperating well as indicated by Mrs Sunday the Principal of SSS and the SBMC intervened to address such parents. Further, seminars were organised for parents during the PTA meeting in capacitating them to train their wards appropriately. All these assisted greatly in reducing indiscipline among learners in school. Furthermore, in sustaining learner discipline, the SBMC in SSS rated the cultural development of learners very high particularly in relationship among learners by attaching seniors to name of learner in higher class and with the tone of respect. The Principal of SSS believe that the moral standard in term of respects among learners as well as respecting teaching enable them to maintain moral standard as old student of SSS and she has to inculcate this ideology to learners in school. Interestingly, this enhance courtesy among learners and junior learners approach seniors with respect.

Also, the role model portrayed by these participants reduced lateness, truancy and bully and examination malpractices in school. All the participants confirmed that learner discipline was sustained greatly in schools as a result of effective cooperation from government, productive participation of paramilitary officers, parental parley, community members and school leaders. In other words, they use their wealth of experience and resources supplied to promote self-discipline among learner, safety and security in school and overall development of school were given priority. Evidence of effectiveness of the SBMC in overcoming challenges in schools and particularly in promoting positive behaviour have been reported in Nigeria (Arar & Nasra, 2020 ; Oko et al., 2022).

### **9.3.2 Research Question Two: How can the role of School–Based Management Committees sustain learner discipline in selected secondary schools in Ekiti, Nigeria?**

Participants’ responses to this question foregrounded the practices of the SBMC in the sustenance of learner discipline in schools. This implies that the SBMCs created in synergy with

wider stakeholders as they perform the role/functions of promoting positive behaviour in school such that teaching and learning takes place in a conducive environment and consequently, learners' wellbeing is attained and academic performance are actualised in school. It was observed that the decentralised governance of management of school where the SBMC is viable, worked well with internal school leaders in maintaining and sustaining learner discipline effectively. The Principal discovered the release of power and authority, as well as decision-making through share leadership and this enables the SBMC to play their role in sustain learner discipline. This aspect explicates the operational role and functions of the SBMC in the sustenance of learner discipline in schools. The discussion of the conclusions is organised around the four themes as follows; (a) Call for prominent stakeholders; (b) Enabling teachers, learners and parents; (c) Infrastructural expansion; (d) Safety and security of school.

#### **9.3.2.1 Call for prominent stakeholders**

In all the three schools, the SBMCs emphasised the importance of inviting prominent stakeholders to address issues and foster positive behaviour in school. They believed that the sustenance of learner discipline was an all-encompassing work. As such, some NGOs, paramilitary officers, religious leaders and some other noticeable leaders in the society were invited by school principals or other SBMC members to motivate learners and raise their awareness about other important issues in society through their motivational talks. This findings is in line with the National Policy on Safety, Security, and Violence-free Schools (2021) which emphasises the role and responsibilities of stakeholders, working collaboratively with the SBMC. The participants indicated that familiarity, sometimes, brings contempt, thus, it is necessary for the learners to receive words of wisdom from people outside the school leaders. In other words, the SBMC are committed to inviting noble people in the society at regular intervals to give moral talks on the assembly because of the youthful challenges around the learners in schools. It was noted that various activities such as literary and debate, cultural day were incorporated to shape the social behaviour of learner in school. For instance, female learners were taught about comportment, proper way of sitting, menstrual hygiene, ways by which male learner are to

maintain their integrity, human right and so on. Most importantly, the paramilitary officers exposed learner to techniques of self-discipline and character development that promotes friendliness among learners in school. Also, the religious leaders encourage love and forgiveness among learners in school. Also, the participants, indicated that the paramilitary officers were invited to address certain issues on indiscipline and security. Paramilitary officers handled issues that are beyond the school leaders because learners fear the paramilitary officers and this calm the learners in school. In addition, the government intervened on free school fees and the provision of teaching and learning materials.

### **9.3.2.1 Enabling teachers, learners and parents**

In the three research sites, the SBMCs noted that empowering teacher, learners and parents goes a long way towards achieving sustainability of learner discipline in schools. For instance, in SSS, the teacher mentioned that novice teachers were enlightened on strategies for maintaining discipline among learners in the school. Also, the SBMCs constantly visited the school to encourage teachers and learners to behave well and they provided some teaching and learning materials in schools. They also gave awards to the teachers and the learners based on their efficiency and hard work. Likewise, parents are provided with seminars that would enable them to inculcate morals on their wards. The SBMCs believed that parents are expected to groom their wards into responsible and independent adult. Most importantly, the portrayed of role model demonstrated by the principals served as encouragement to teachers and learner in redirecting their way appropriately. It was prominent that the SBMCs gave attention to emotional support of learners and they were able to come out of the shell of discouragement and despondency. The participants, particularly in SSS, placed much value on cultural development of learners by inculcating the culture of respect. As such, the principal created the picture of respect in the minds of learners and worked towards it by their actions, as well as decision and demonstrated it in taking the lead in discipline and respect particularly to their SBMC counterparts. Ruirie (2018) supports this claim by saying that language that upholds respect particularlry, to learners boost their morale and they tend to behave well. The SBMC are intentional and proactive in preparing

learners to be good citizen in future in order to have peaceful society. Government made provision of seminars and workshop to promote positive discipline in school.

### **9.3.2.3 Infrastructural expansion**

The SBMCs painstakingly delved into the development of infrastructure of school as a means of curtailing the misbehaviour of learners. It was indicated that they mobilised the Alumni and philanthropist to construct and renovate classrooms in the schools. They dug boreholes or provided portable water to the school and some school, especially in order to satisfy my curiosity, I visited some area where the SBMCs have erected some structures, boreholes, school halls and some ongoing renovation of classrooms as well as equipment such as sewing machine and tie and dye for the efficiency and effectiveness of entrepreneurial activities in school and obviously, they have really done some good job in these schools. The State Government was in full support to renovate some classrooms, laboratory, library and other infrastructure in school. All the participants indicated that they needed more and the equipment needed to be upgraded and text books updated and I also noticed that the perimeter fence is not yet completed in school such as GSS. In actualising some of the infrastructural project in school, the SBMC took it upon themselves to supervise them for quality assurance and some of them that are skillful in some areas address them voluntarily as their contribution to the school development. This is supported Simeon and Nnaa (2020) who pointed out that the SBMCs are proactive in the maintenance of physical facilities such as provision and renovation of classrooms, laboratories, libraries, and field buildings, and ensure the effective and efficient use of facilities. What can be concluded here is that SBMCs in all three schools played in a critical role in upgrading and providing additional infrastructure in schools. What is noteworthy is that the SBMC did all they did voluntarily to assist their schools grow and help prevent discipline problems.

### **9.3.2.4 Safety and security of the schools**

The participants in this research work stressed that importance of effective safety and security in schools. They regarded safety and security as fundamental for positive discipline in schools, and the SBMCs intentionally and strategically took hold of this concept in all schools. They involved

learners in the process of security in school known as Cadets because the SBMC believed that they know their counterparts more and can also provide solution to some security threat in school. Therefore, paramilitary officers trained them about security alertness and safety of learners and school property. Sometimes, they went to an extent of contributing for the salary of security guards when government is delaying or not responding to their payment. This confirm the goals of National Policy on Safety, Security, and Violence-free Schools (2021) that school environment must be safe for teaching and learning. What can be concluded here is that the SBMCs viewed the existence of safe environment in the schools as fundamental for maintaining learner discipline in the schools.

### **9.3.3 Research Question Three: Why do School-Based Management Committees play roles in sustaining learner discipline the way they do in selected secondary schools in Ekiti, Nigeria?**

The reaction to this research question lay in the fact that the SBMCs were willing to do whatever it takes to make the sustainability of learner discipline assured in schools. In view of that, the fulcrum is related to mechanism that enabled a sustainable learner discipline in the research schools. Firstly, the Cambridge Dictionary (2019) describes a fulcrum as the main pivot needed to support something or to make it work or happen. According to the SBMCs' statutory plan, learners are to be guided and assisted in their moral development. The SBMCs was constituted because the task of maintaining and sustaining effective discipline cannot be a one-man or principal show, thus, the SBMCs were brought into the picture of school improvement so that the internal and external school leaders can combine their strength, experience, skills, creativity and intellect they have to make the school conducive environment that produces well behaved and intelligent learners. Building learner with high moral standard takes strong partnership between school and community members known as the SBMCs and the mechanism produced by them serves as fulcrum for supporting and sustaining learner discipline. As such, the participants in all the research schools understood that many facts are the root cause of learners' misbehaviour leading to weak learning outcome. Consequently, the SBMCs have a tremendous responsibility to raise balanced disciplined learners who are well-prepared for leaders' tomorrow. The findings

thus, indicate some mechanism adopted in the sustainability of learner discipline in schools namely; settling the needs of learners; occupying the space of learner and empowerment.

### **9.3.3.1 Settling the needs of learners**

The participants understood that learners were not immune to some challenges of life, thus, the understanding of learners' needs such as physically, emotionally and academically which serve as the root cause of misbehaviour among learners enables the SBMC to employ the best approach to combat it. For instance, the participants indicated that the needs of learners such as water, spacious classroom, material things, love and some other basic needs that constantly leads to indiscipline among learners were met. Most importantly, the PTA chairman of SSS noted that learners value their words of advices and instructions when their needs are provided. Therefore, the putting a round peg in a round hole by the SBMC reduces indiscipline in school. This type of understanding is believed to be workable in reducing indiscipline as expressed by Glasser (1996).

### **9.3.3.2 Occupying the space of learner**

Occupying the space of learner is an act of engaging learners with meaningful activities that promote discipline in school. Thus, learners testified that some of these engagements are profitable because entrepreneurial activities were practiced at home and get pocket money in the process. Most importantly, the co-curriculum activities enabled the learners to discover their talents and redirect their free period for something worthwhile instead of indiscipline acts. It also enhanced team spirit, promote leadership skill in them and they become more responsible. Also, finding revealed that the SBMCs occupied the space of learner by engaging them with co-curriculum activities specifically, social skills such as sports, literary, debates cultural group, discipline group and human right to engage the mind of learner in pushing, resisting and rejecting internal and external influences or actions that leads to indiscipline in and out of school.

### **9.3.3.3 Empowerment**

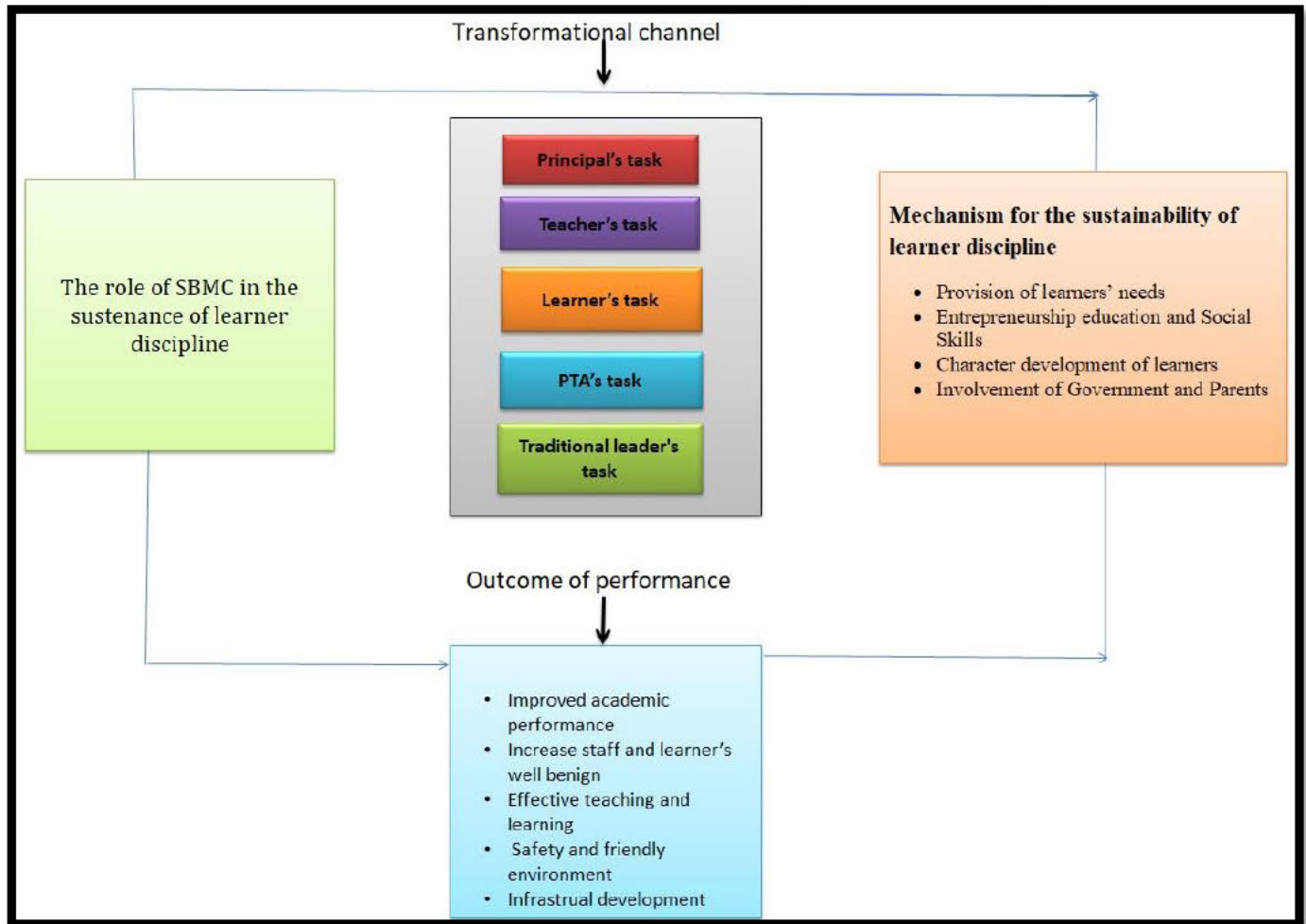
Regarding to empowerment, the participants emphasised that learners have their uniqueness and they are from different background, thus, some learners have poor upbringing as such, the use of proverbs, constant guidance and counselling and invitation of faith based organisation were invited to nurture their mind and their moral lives were improved. Specifically, the teacher of DHS confirmed that certain learners confessed that they did not want to be stealing again. Further, the findings showed that safety and security of both people and property in school were given serious attention. The participants therefore, pointed out those security guards were employed for both day and night. Subsequently, the paramilitary officers were engaged in schools to intervene or silence hooligan that may want to threat learners when they are going home. The participants further indicated that commander of civil defense were invited to give talk on danger of crime and common crime in the society. All these measures transformed difficult learners and promote effective discipline among learners in school. Similarly, the findings portrayed a positive side of suspension and expulsion approach in maintaining positive behaviour in schools. The SBMC that represented in this study stated that corporal punishment is not accepted in schools, however, discipline must be maintained and sustained in school. Therefore, when all measures have been applied to curtail learners proved ineffective, then, such a learner was given either internal or external suspension as the case may be. On the other hand, expulsion was used when certain learner's case is beyond control. This is consistent with what SWPBS (2002) argue that creating strong policies and practices that encourage positive rules for behaviour among learner in school.

### **9.4 Towards an emerging model on transformational outcome of sustainability of learner discipline in school**

Based on the findings of this study, mechanisms for sustaining learner discipline emerged in the selected secondary school. I propose a comprehensive model for the sustainability of learner

discipline from the perspective of school-based management committee. The below model in figure is a mixture of findings from evidential empirical investigation in the selected secondary

school of the current research work and literature discussed in chapter two of this study.



**Figure:4 A School-Based Management Committee model of learner discipline sustainability**

This aspect of the study proposed a model and present clarity of how school-based management committee sustain learn discipline in secondary schools. The model is expounded in the following various subsections below. The breakdown of concepts use in model are elucidated meaningfully. The phases of learner discipline sustainability is explicated for easier application. To kick off the process, is to pinpoint the school leaders that are responsible for the sustainability of learner discipline and to describe their task and performance. Then, collaborative approach used in sustaining learner discipline is disclosed and close with outcome of the application of the committee which results into effective sustainability of learner discipline.

#### **9.4.1 The roles of the SBMC in the sustenance of learner discipline**

The SBMCs are intentional leaders that have clear vision and mission of school and not leaving things to chance but employ all opportunities to achieve the school's goal and purpose. The role of School-Based Management Committee in the development and improvement of school is inevitable. The SBMCs' role function encompasses effective involvement in school planning and improvement, retention and completion of learners in school as well as encouraging partnership with local community members to ensure safety and security of people and property. Further, the SBMC is one of the prominent structures in school that ensure that positive behaviour is promoted in the school and indiscipline is reduced and eradicated among learners in school (see, Section 2.2.1). The SBMCs have been involved in the disciplinary issues in school and they are proactive in the maintenance of learner discipline. In this model, the SBMCs collaborate with other wider stakeholders to sustain positive discipline in school. This synergy is currently effective in the selected secondary school to provide the needs of learners such as infrastructural, teaching and learning materials as well as promoting and sustaining positive behaviour in school. The SBMCs counsel, empower and reinforce learners and staff in maintaining and sustaining learner discipline in order to achieve a conducive learning environment and effective academic performance. Bawany (2015) said that school leaders are expected to be vision and mission-driven in their leadership such that their leading is purposeful, valuable, meaningful, and focus on the attainment of the goal and objective of the school and these were evident in the SBMC.

#### **9.4.2 Transformational channel to sustainability of learner discipline**

The selected members of the SBMC were participants (principal, teachers, learners, PA chairperson and traditional leader) that partook in this current study. The sustainability of learners' discipline cannot be actualised by an individual but through the collaborative work of internal and external SBMCs.

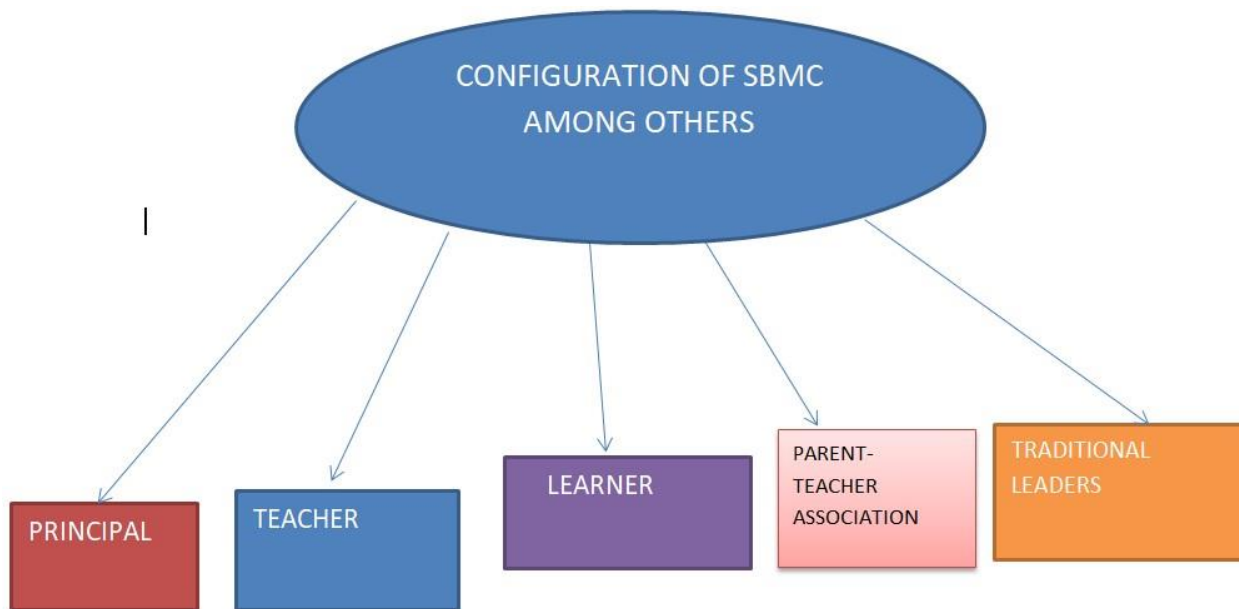


Figure 5: The configuration of the School-Based Management Committee

#### 9.4.2.1 The principals' task

The principal organise meeting at least, twice in a term and work efficiently with the SBMC through the exhibition of team spirit and effective interpersonal skills. The principals demonstrated a visionary leader by promoting positive learner discipline as such, they crafted their vision on discipline to learners, educators, parents and the SBMC. In order words, they orientate learners about school rules and regulation. The principal cultivated leadership in learners by allowing them to be engaged in discipline and security process in schools. They are instructional leaders who ensure teachers teach learners about social skills and entrepreneurial skills such as self-control, responsibility, self-reliance and self-development. The principals revealed themselves to learners as caring leaders by meeting their needs emotionally, socially, academically and physically. They organise seminars and sponsor teachers and learners for training and workshop that promote positive behaviour among learners in school. This is also noted by Lindberg and Vanyushyn (2013) that effective school leaders promote a positive learning climate through program that enhance personal development, provision of incentives for teachers for learning and to maintain high visibility and protectng instructional time. They invite religious leaders, NGO and prominent people in the society to give spoken words on moral.

They empower parents on appropriate parenting and particularly in promoting morals and to encourage their wards to obey rules and regulation of schools during the PTA meetings. Their ultimate goal is to ensure effective teaching and learning take place in school.

#### **9.4.2.2 The Teachers' task**

Teachers are closer to the learners in school and they know learner by names and have contact with their parents. They have direct link with learners for day to day activities in school. They also, organise co-curricular activities like sport, debates and clubs in school. They also involve learners in making class room rules and regulation. The participants pointed out that they constantly counsel the learners in school particularly the stubborn ones and those from broken homes. Teachers mostly have firsthand information about the learners' issues and these are reported to the principals. They support principals in promoting effective discipline in school by teaching learners about school code of conduct and orientating the new learners on the road to good behaviour as well as achieving academic excellence in school. They improvise for teaching and learning materials in order to avoid keeping the learners idle. They chastise learners' misconduct and monitor their behaviour in and out of school. They are the loco parents and serve as role model to learners. They also, guide the novice teachers in the appropriate way of maintaining and sustaining learner discipline in school. Therefore, learners confide in their teachers and open up issues with them.

Consequently, the sustainability of learner discipline was noticeable in the researched school.

#### **9.4.2.3 The learners' task**

The school climate tone is a reflection of moral standard of learners in school. Learners have intimate relationship with their counterparts and give the correct information of issues inquiry about students. They are the eagle eye and most central in the school. Thus, learners are actively involved in disciplinary committees in school. They are morally and academically developed in order to be a role model to the junior ones and lesson to their counterparts. To keep the school environment violent free, they were trained by paramilitary officers for security purpose. As such, they alert the school leaders on security issues around the school. The school prefect attend

out door seminars and workshop and at their arrival in school, they teach others what they have learnt and this promotes positive behaviour in school. This findings corroborate what Lukman and Hamadi (2014) said that peer groups have great influence on what the learners learn, know, value, eat, and wear.

#### **9.4.2 4 The PTA Chairmen's task**

The PTA Chairman creates an avenue for the effective partnership between parents and community members to responsibly participate in the development and maintaining discipline among learners. The PTA made efforts to contact parents whose children are wayward and counsel such parent and learner on best way of parenting. They also visit teachers to continue in their unrelenting effort to support learners in sustaining learner discipline in school. Their collaboration with the SBMC provide facility that encourage learners to stay in school such as water and classroom. They use the influence of discipline and experience to inculcate positive discipline and train the learners on the maintenance of both security and welfare of learners in school. They ensure that high moral standards and academic excellence is achieved among learners. They serve as the effective intermediary between home and school, they constantly visit the school leaders to confirm the challenges facing the school and approach government authorities to address such challenges.

They work with the SBMC to conscientise parents to raise the moral tone of school by checkmating unruly behaviour among learners and participating in the process of developing rules and regulation of school as well as fund raising for the maintenance of building and provision of entrepreneurial equipment and other essential amenities in school. They are involved in the disciplinary committee and they give advice to learners at their visit to school and counsel teachers not to relent in their effort to maintain discipline in school. Also, during PTA meeting they counsel parents on the appropriate way of parenting and liaising with school to curb antisocial behaviour. They provide, motivation and rewards for both teachers and learner accomplishment through the PTA purse. They invite religious leaders to preach to learners in order to maintain discipline in school. All these effort enables the sustainability of discipline among learners in school. This is similar to the report of Iremeka et al. (2021) that the PTA are

actively involved in the school's life and other activities to ensure that learners' welfare is cared for and protected. It is this positive climate and culture that sustain high disciplined schools.

#### **9.4.2.5 Traditional leaders' task**

The words of the traditional representative in the SBMC played a crucial role in communication between the school and community as such, the society respect and obey them. The traditional leaders see school in the community as their property that need to be protected and to thrive. They have demonstrated a mindset that learners will take over from them and thus, believe that to get a good society start from well discipline learners from school. Consequently, the traditional leaders that participated in this study are knowledgeable and often use stories and proverbs to counsel, the parents, teachers and learners to keep to rules and regulations of the school. Being part of the SBMC, they are involved in disciplinary committee and address some difficult parents and stubborn learners.

They intervene on issues arising between community and schools as well. They serve in conflict resolution on matters like land owned by school and warn the landlord to clear the bush or complete some incomplete structures that serve as hiding place for notorious learners. Through their proverbial words, they counsel parents to call their wards into order when cases of repeated misbehaviour is found on certain learners. They represent some educational meeting with the government to get the needs of learners as well as schools. As respected elders in the community, they sometime get involved to resolve issues that PTA Chairman could not address with parents in school. Correlations of conflict resolution as well as reduction in the prevalence of indiscipline among the learners within and outside the school community are noted by Koenane (2018). The participation of these traditional leaders in the research school has really improved a peaceful relationship between school and community. It has also enabled parents to watch more on their wards and enhance the respects between learners and teachers as well as mutual rapport among learners. Further, the government respect their age and pay quick attention to their request on behalf of schools. All these enhances the sustainability of learner discipline and academic achievement among learners.

### **9.4.3 The mechanism for the sustainability of learner discipline**

The combination of these performances by the SBMC members coupled with prominent wider stakeholders' effort enable a sustainable learner discipline in schools. The participants affirmed that the achievement of maintaining and sustaining effective discipline in school cannot be single handedly actualised. In other words, members of the committee come up with different ideas and wealth of experience because some of the SBMC members were retirees and they hold influential position in the society and this enables them to work well with school administrator to successfully apply mechanism to combat indiscipline and sustain positive behaviour among learners in school. Firstly, the understanding of the SBMC is that learners were in quest of certain things when they come up with misbehaviour as result of their adolescent age who could not apply the right approach to their request. Therefore, the SBMCs adopted the approach of getting learners needs, (physically, emotionally, academic and socially) at all cost to maintain peace in school. Secondly, the SBMC observed that idleness leads learners to indiscipline acts, thus social skills and entrepreneurial education was incorporated as well supported with provision of equipment to enable learners to be more focus and responsible. Thirdly, the SBMC moved beyond their scope of conscientising learners but develop their character by inviting some prominent leaders in the society such as religious leaders, noble men and women of the society, paramilitary officers, NGOs to give moral talks that renew the mind of learner and redirect their behaviour appropriately. Fourthly, they effectively involve government and parents to the affairs of learner in school such that discipline is sustained in school. In doing these heighten the sustainability of learner discipline in school.

### **9.4.4 Outcome of performance**

Great and numerous achievements were realised through these performances. To start with, conducive teaching and learning were actualised. Learners were encouraged to stay in school and that is why the researched schools were highly populated. Through the security arrangements in the schools, teachers and learners felt safe; as a result, learners were neither intimidated nor living in fear. Also, the well-being of the teachers and learners were quite appreciated because

there was good rapport. Learners were motivated to learn when most of their needs were met. The wise words helped enhance the moral tone of the schools and enabled the learners to redirect their ways to hard work and academic excellence which is reflected in their (SSCE) matric. The invitation and involvement of stakeholders outside the schools, such as the government, as philanthropists and others, helped enhance infrastructure development.

## **9.5 Recommendation**

This study was based on the role of School-Based Management Committee in the sustenance of learner discipline in disadvantaged schools. This body is constituted by various stakeholders, others are referred to as internal, simply because they are located within schools. Others have been referred as external because they are made up of those stakeholders that are clearly not part of the school community. Because of this reality, the recommendations will be directed at three different stakeholders. The first will be school principals and SBMC structure. The second will be parents and the third will be the research community.

### **9.5.1 Recommendations directed at school principals and SBMC members**

The findings from this study indicated that the SBMCs in some selected schools were proactive in sustaining discipline among learners as a result of their synergy with the wider stakeholders in the school community. It also emerged in the findings and conclusions that there are parents who demonstrated reluctance to get involved in the affairs of the school. This happens against the backdrop of the active participation of traditional leaders who command unimaginable respect in the communities. Therefore, a recommendation that can be made here is that there is a need for school principals and other members of the SBMC to maximise on this human and social capital to bring pressure to bear on those reluctant parent to get involved in the affairs of the schools.

In addition, the principals need to consider organising other programmes for parents on the effective way of promoting positive behaviour among learners. Therefore, principal with the SBMC need to design a plan to increase the attendance and involvement of parents in the school

activities and PTA meetings. It is hoped that such interventions might help enhance the voice of the parents on issues regarding school development and particularly in the sustainability of learner discipline.

### **9.5.2 Recommendations directed at parents**

Parents play an irreplaceable role and remain the most influential adult in the lives of learners. The relationship parents share with their wards is one that impacts on the learners throughout their lifetime. Therefore, the nurture and love of parents make learners develop physically, emotionally, intellectually, socially and spiritually. Therefore, it is crucial that parents create sufficient time dedicated to the development of their wards' sense of self-worth and learning effective ways of exercising personal control. Parents are among the strongest preventive measures that exist when it comes to keeping learners away from crime. Therefore, there is a need for parents to play an active role in influencing their wards choices that affect their entire lives, particularly, in term of friends and social platform. Thus, parents need to be sensitive to the needs and emotion of their wards. It is anticipated that, by doing this, they may enable their children to have a better social and communication skills.

In addition, parents need to be open to invitations that are aimed at establishing effective partnership between them and the schools. Once that parent-school partnership is created, it should be easier for them to constantly visit the schools to interact with staff and get to understand what they are going through, including challenges posed by the learners. In fact, a close relationship and collaboration between parents and the schools in an important factor that helps alleviate challenges of learner discipline problems.

### **9.5.3 Recommendations directed at the research community**

In the introduction and background, I have indicated that the concept of SBMC is new in the context of Nigeria, and also that it takes different forms throughout the world. In this study, only three schools participated, and the study was conducted in only one state. I strongly believe that there are important issues that can be assessed in different parts of the country, through the use

of a big study that is quantitative in nature. As researchers, we need to understand how the experiences shared by the SBMC in the study resonate with others in a national scale.

### **9.6 Implication of the findings for the SBMC and other school stakeholders**

Numerous divisions of the educational sector, including the SBMCs, school stakeholders, and the Ministry of Science and Technology may benefit from the result of this study. Thus, the findings of this study have the potential to assist educational leadership and management researchers and practitioners, getting an insiders' perspectives about how the SBMC experience playing a role in minimising learner discipline challenges, and help foster a sustainable disciplined learner cohort in schools afflicted by various contextual challenges. A case in point is the need to demonstrate care as part of instilling discipline. The temptation to revert back to the use of corporal punishment, as some participants highlighted in the findings, should be handled with care and avoided at all costs. Human and social capital has become visibly important in the constitution of the SBMC in Nigeria. This is an incredible strength of the SBMC that should be strengthened if challenges facing schools, in particular, learner discipline issues are to be successfully tackled.

### **9.7 Conclusion**

In concluding this thesis, I should highlight that the concept of the SBMC as applied in the Nigerian context appears to be effective in addressing numerous issues facing schools and communities, particularly, those in difficult living environments. This thesis has clearly shown that members of the SBMC in the participating schools adopted a proactive stance to handling challenges and other issues. This is a way to go whereby, schools and communities do not wait for the government officials to come and address their issues. We have seen how for instance, security guards were appointed and paid for by the SBMCs. State organs, more often than not, always move slower than people on the ground expect; therefore, it helps if people themselves take it upon themselves to address their issues. This is take home for me as a researcher who is also a Nigerian and can draw from the lessons from this study.

## 9.9 References list

- Abongdia, A. J. F., & Ngoqo, V. M. (2018). *Sustaining quality teaching and learning to instil good discipline and academic performance*. Cambridge Scholars Publishing.
- Abreh, M. K. (2017). Involvement of School Management Committees in School-Based Management: Experiences from Two Districts of Ghana. *Educational Planning*, 24(2), 61-75.
- Adams, G. E. (2020). *Urban middle school administrators' and teachers' perceptions of Black student behavior, suspension, and expulsion*. Lincoln Memorial University.
- Ademowo, A. J., & Balogun, N. O. (2014). Proverbs, values and the development question in contemporary Africa: A case study of Yoruba proverbs. *Antropologija*, 14(2), 149-161.
- Adeola, G. N. (2021). *AWARENESS AND PRACTICE OF CHILD'S RIGHT ACT 2003 AS CORRELATES OF STUDENT PERSONNEL SERVICES IN PUBLIC SECONDARY SCHOOLS IN SOUTHWESTERN NIGERIA* (Doctoral dissertation).
- Afridi, M., Anderson, S., & Mundy, K. (2014). Parent and community involvement in education: A rapid review of the literature. *Ontario Institute for Studies in Education University of Toronto. The Aga Khan Foundation Canada (AKFC)*.
- Ahmad, C. V. (2021). Causes of students' reluctance to participate in classroom discussions. *ASEAN Journal of Science and Engineering Education*, 1(1), 47-62.
- AL-Ghefeili, A. A. A., Hoque, K. E., & Othman, A. J. (2013). School-based management in Oman: Principals' views and understanding. *Development*, 2(2), 1-10.
- Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *Professional Educator*, 34(1), n1.
- Alexander, J.A., Comfort, M. E., Weiner, B. J. and Bogue, R. (2001) 'Leadership in collaborative Community Health Partnerships', *Nonprofit Management & Leadership*, Vol. 12 (2), 159-175
- Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of studies in Social Sciences*, 8(2)
- Al-Omari, A. A. (2020). Teacher leadership competencies in Omani schools. *The International Journal of Humanities Education*, 18(2), 1.
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English Linguistics Research*, 3(1), 39.

- Amahoah, G. (2018). *The role of the teacher in managing student's indiscipline, a case study in Prempeh College basic school-Kwadaso sub-metro of Kumasi Metropolis* (Doctoral dissertation, University of Education, Winneba.(UEW)).
- Amaechina, U. O., Obioha, J. O., & Obioha, K. C. (2020). Alternative Sources of Funding Secondary Education in Enugu Education Zone. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 1(1), 89-98.
- Amemiya, J., Fine, A., & Wang, M. T. (2020). Trust and discipline: Adolescents' institutional and teacher trust predict classroom behavioral engagement following teacher discipline. *Child development*, 91(2), 661-678.
- Amoah, S. A., Owusu-Mensah, F., Laryea, P., & Gyamera, A. (2015). Managing school discipline: The students' and teachers' perception on disciplinary strategies. *British Journal of Psychology Research*, 3(2), 1-11.
- Anney, V.N. 2014. Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 5(2), 272–281.
- Attardo-Maryott, J. (2015). *An exploration of the relationship between school dropout and the academic, emotional, and social experiences of incarcerated males*. Indiana University of Pennsylvania.
- Arar, K., & Nasra, M. A. (2020). Linking school-based management and school effectiveness: The influence of self-based management, motivation and effectiveness in the Arab education system in Israel. *Educational Management Administration & Leadership*, 48(1), 186-204.
- Archer, D., & Cameron, A. (2012). Collaborative leadership. *Training Journal*, 35.
- Arneson, S. 2015. Our leadership point of view: Declare your intentions. *Leadership Excellence Essentials*, 32(4): 46.
- Asiyai, R. I. (2012). Assessing school facilities in public secondary schools in Delta State, Nigeria. *African research review*, 6(2), 192-205.
- Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st century. *International Journal of Educational Planning & Administration*, 3(2), 159-172.
- Asiyai, R. I. (2015). Improving Quality Higher Education in Nigeria: The Roles of Stakeholders. *International Journal of Higher Education*, 4(1), 61-71.
- Asiyai, R. I. (2019). Deviant Behaviour in Secondary School and its Impact on Students' Learning. *Journal of Educational and Social Research*, 9(3), 170-177. Doi: 10.2478/jesr2019- 0034

- Asiwe, C. C., & Omiegbe, O. (2014). Legal and ethical issues of persons with special needs in Nigeria. *Educational Research and Reviews*, 9(15), 516.
- Attardo-Maryott, J. (2015). *An exploration of the relationship between school dropout and the academic, emotional, and social experiences of incarcerated males*. Indiana University of Pennsylvania.
- Audi, R. (2009). Moral virtue and reasons for action. *Philosophical Issues*, 19, 1-20.
- Ayeni, A. J., & Ibukun, W. O. (2013). A Conceptual Model for School-Based Management Operation and Quality Assurance in Nigerian Secondary Schools. *Journal of Education and Learning*, 2(2), 36-43
- Baines, E., & Blatchford, P. (2019). Full report-School break and lunch times and young people's social lives: a follow-up national study.
- Baker, L. (2006). Observation: A complex research method. *Library trends*, 55(1), 171-189.
- Bakwai, B. A. L. A. (2017). Community Participation in Decision-Making in North West Zone Basic Schools, Nigeria: The Need for Revitalizing School-Based Management Policies
- Bandur, A. (2009). The implementation of school-based management in Indonesia: Creating conflicts in regional levels. *Journal of NTT studies*, 1(1), 16-27.
- Bandura, A. (1988). Self-regulation of motivation and action through goal systems. In *Cognitive perspectives on emotion and motivation* (pp. 37-61). Dordrecht: Springer Netherlands.
- Barrett, S. B., Bradshaw, C. P., & Lewis-Palmer, T. (2008). Maryland statewide PBIS initiative: Systems, evaluation, and next steps. *Journal of Positive Behaviour Interventions*, 10(2), 105-114.
- Bawany, S. 2015b. Discovering your authentic leadership: How can you become and remain an authentic leader? *Leadership Excellence Essentials*, 32(3): 30.
- Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. Guilford Press.
- Berry, E. M., Dernini, S., Burlingame, B., Meybeck, A., & Conforti, P. (2015). Food security and sustainability: can one exist without the other?. *Public health nutrition*, 18(13), 2293-2302.
- Beebeejaun-Muslum, Z. N. 2014. Delinquent and antisocial behaviour in Mauritian secondary schools. *Research Journal of Social Science and Management*, 3(12), 124- 135
- Belle, L. J. (2016). The role of principals in maintaining effective discipline among learners in selected Mauritian state secondary schools: An education management model. *Unpublished Doctoral thesis. Pretoria: University of South Africa.*

- Bekink, M. (2009). Expulsion: an appropriate remedy to serious misconduct in public schools: regspraak. *Journal of South African Law/Tydskrif vir die Suid-Afrikaanse Reg*, 2009(4), 808-817.
- Bernard, H. R. (2012). Research methods in anthropology. *AltaMira*.
- Berkovich, I., & Eyal, O. (2015). Educational leaders and emotions: An international review of empirical evidence 1992–2012. *Review of Educational Research*, 85(1), 129-167.
- Berry, E. M., Dernini, S., Burlingame, B., Meybeck, A., & Conforti, P. (2015). Food security and sustainability: can one exist without the other?. *Public health nutrition*, 18(13), 2293-2302.
- Berson, Y., Halevy, N., Shamir, B. & Erez, M. 2015. Leading from different psychological distances: A construal-level perspective on vision communication, goal setting, and follower motivation. *The Leadership Quarterly*, 26: 143-155.
- Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*: Van Schaik Publishers.
- Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation criteria. *Journal of agribusiness*, 23(1), 75-91. DOI:10.22004/AG.ECON.59612
- Biyela, M. (2018). *The role of school safety and security committees in the welfare of learners in combined schools* (Doctoral dissertation).
- Blimpo, M. P., Evans, D. K., & Lahire, N. (2011). School-based management and educational outcomes: Lessons from a randomized field experiment. *Unpublished manuscript*
- Bouranta, N., Psomas, E., & Antony, J. (2020). Findings of quality management studies in primary and secondary education: a systematic literature review. *The TQM Journal*, 33(3), 729-769.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
- Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and emotional learning. In *International handbook of emotions in education* (pp. 368-388). Routledge.
- Brent, J. J., & Kraska, P. B. (2021). In-Depth Interviewing. *The Encyclopedia of research methods in criminology and criminal justice*, 1, 405-411.
- Britt, F. (2015). School Leaders' Perceptions of Students' Antisocial Behaviours.
- Brundrett, M., & Rhodes, C. (2013). Researching educational leadership and management: Methods and approaches.
- Burke, K. M. (2010) 'Distributed leadership and shared governance in post-secondary education', *Management in Education*, Vol. 24 (2), 51-54
- Bush, T. 2007. Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, 27: 391-406.

- Caldwell, B. J. (2005). *School-based management* (Vol. 3). Paris: International Institute for Educational Planning.
- Caldwell, B.J., & Spinks, J.M. (1998). *Beyond the Self-Managing Schools*. London: The Falmer Press
- Cambridge Dictionaries Online (Producer). (2019, 10/01/2015). Cambridge Dictionaries Online. Retrieved from <http://dictionary.cambridge.org/dictionary/english/discipline>.
- Carter, C. R., & Rogers, D. S. (2008). A framework of sustainable supply chain management: moving toward new theory. *International journal of physical distribution & logistics management*, 38(5), 360-387.
- Cartwright, D. (2013). Influence, Leadership, Control. In *Handbook of Organizations (RLE: Organizations)* (pp. 1-47). Routledge.
- Chafouleas, M. 2013. Effective school discipline policies and practices. NASP.
- Cheng, C., Jiang, D., Cheng, B., Riley, J. H. & Jen, C. 2015. When do subordinates commit to their supervisors? Different effects of perceived supervisor integrity and support on Chinese and American employees. *The Leadership Quarterly*, 26: 81-97.
- Chen, S., Lou, V. W., Leung, R., & Doris, S. F. (2024). Meaning-making of dementia caregiving: A systematic review of qualitative studies. *International Journal of Nursing Studies*, 104848.
- Chinelo, O. D., & Ogbah, R. (2013). The school climate: Challenges facing principals in secondary schools in Delta State of Nigeria. *Journal of emerging trends in educational research and policy studies*, 4(1), 53-63.
- Chinenye, T. C., & Victor, A. A. (2018). Improving Secondary Education in Ondo State: An Assessment of the Contributions of School-Based Management Committees (SBMCs). *Online Submission*, 4(8), 32-43. 3207732246
- Chowdhury, I. A. (2015). Issue of quality in a qualitative research: An overview. *Innovative Issues and Approaches in Social Sciences*, 8(1), 142-162.
- Cohen, L., Manion, L., & Morrison, K. (2011). Surveys, longitudinal, cross-sectional and trend studies. *Research Methods in Education, 7th edition*. Abingdon: Routledge, 261-264.
- Condeluci, A. (2019). Understanding paradigms. In *Interdependence* (pp. 40-84). Routledge.
- Costas, J. and Taheri, A. (2012) 'The Return of the Primal Father' in Postmodernity? A Lacanian Analysis of Authentic Leadership', *Organisation Studies*, Vol. 33 (9): 1195-1216

- Coughlan, T. (2020). The use of open data as a material for learning. *Educational Technology Research and Development*, 68(1), 383-411.
- Coulon, S. C., & Quaglia, R. (1989). A comparison between the behaviour of effective principals and effective teachers. *Education*, 110(1), 130-137.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*: SAGE Publications.
- Crossley, I. A., & Buckner, J. C. (2012). Maternal-related predictors of self-regulation among low-income youth. *Journal of child and family studies*, 21, 217-227.
- Darling-Hammond, L., & DePaoli, J. (2020). Why school climate matters and what can be done to improve it. *State Education Standard*, 20(2), 7.
- Davies, B. (2007). Developing sustainable leadership. *Management in Education*, 21(3), 4-9.
- De Grauwe, A. (2005). Improving the quality of education through school-based management: learning from international experiences. *International review of education*, 51(4), 269-287.
- Dei, G. J. S. (2014). African indigenous proverbs and the question of youth violence: Making the case for the use of the teachings of Akan proverbs for Canadian youth character and moral education. *Alberta Journal of Educational Research*, 59(3), 1-19.
- Dei, G. S. (2013). African Indigenous Proverbs and the Question of Youth Violence: Making the Case for the Use of the Teachings of Igbo of Nigeria and Kiambu of Kenya Proverbs for Youth Character and Moral Education. *Alberta Journal of Educational Research*, 59(3), 344-362.
- Denzin, N.K., & Lincoln, Y.S. (eds.) (2011). *The SAGE Handbook of Qualitative Research*. London: SAGE Publications.
- Dhlamini, J. P. (2016). Management of Learner Discipline in Secondary Schools: A Collaborative Effort. *International Journal of Educational Sciences*, 15(3), 474-484.
- Dictionary, C. (2019). Cambridge dictionary. English dictionary.
- Downe-Wamboldt, B. (1992). Content analysis: method, applications, and issues. *Health care for women international*, 13(3), 313-321.
- Duflo, E., Dupas, P., & Kremer, M. (2015). School governance, teacher incentives, and pupil teacher ratios: Experimental evidence from Kenyan primary schools. *Journal of Public Economics*, 123, 92-110.

- DuFour, R., & Eaker, R. (1998). Professional learning communities at work. Bloomington, IN: National Educational Service.
- Dunne, M., Akyeampong, K., & Humphreys, S. (2007). *School Processes, Local Governance and Community Participation: Understanding Access. Create Pathways to Access. Research Monograph No. 6.*
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82(1), 405-432.
- Du Preez, P., & Roux, C. (2010). Human rights values or cultural values? Pursuing values to maintain positive discipline in multicultural schools. *South African Journal of Education*, 30(1), 13-26.
- Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* (p. 128). Bloomsbury Academic.
- Ehiane, O. S. (2014). Discipline and academic performance (a study of selected secondary schools in Lagos, Nigeria). *International Journal of Academic Research in Progressive Education and Development*, 3(1), 181 – 194. Retrieved from [http://hrmars.com/hrmars\\_papers/Discipline\\_and\\_Academic\\_Performance.pdf](http://hrmars.com/hrmars_papers/Discipline_and_Academic_Performance.pdf)
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE open*, 4(1), 2158244014522633
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.
- .
- Eshetu , A. A. (2014).Indiscipline problems of high school students: The case of Ethio-Japan Hidasse Secondary School (Addis Ababa, Ethiopia) .*Journal of Education and Practice*, 5(37),23-28. Retrieved from <http://www.iiste.org>
- Evans, G., & Rose, P. (2012). Understanding education's influence on support for democracy in sub-Saharan Africa. *Journal of Development Studies*, 48(4), 498-515.
- Ezeanya-Esiobu, C. (2019). *Indigenous knowledge and education in Africa* (p. 115). Springer Nature.
- Ezenwaji, I. O., Otu, M. S., Ezegebe, B. N., Okide, C. C., & Eseadi, C. (2019). Community participation in quality assurance in secondary school management: the case of schoolbased management committee (SBMC). *Quality Assurance in Education*, 27(1), 24-40.

- Eziamaka, C. N., Onuora, H. C., & Omenyi, A. S. (2021). School-Based Management committee Involvement in the development plan and financial management of secondary schools in awka education zone. *Unizik Journal of Educational Research and Policy Studies*, 4, 101-116.
- Fajfer, L. (2013). Box 4.6 In focus–The experience of networks in Europe and Eurasia. *Global Corruption Report: Education*, 316.
- Federal Ministry of Education (FME) (2015). National School-Based Management Policy (NSBMP). Retrieved from <http://www.esspin.org/NationalSchool%20BasedManagement-Policy.pdf>
- Fiori, M., Endacott, R., & Latour, J. M. (2019). Exploring patients' and healthcare professionals' experiences of patient-witnessed resuscitation: A qualitative study protocol. *Journal of Advanced Nursing*, 75(1), 205-214.
- Foncha, J. W., Ngoqo, V. M., Mafumo, T. N., & Maruma, M. W. (2017). The relationship between discipline and academic performance: towards building sustainable teaching and learning behaviours in schools. *Gender and Behaviour*, 15(2), 9022-9029.
- Fox, J., Cong, T. & Attoh, P. 2015. The impact of principal as authentic leader on teacher trust in the K-12 educational context. *Journal of Leadership studies*, 8(4), 6-22.
- Freire, D. R (1996). *Pedagogy of the Oppressed*. New York: Continuum.
- Fuentes, A. (2013). *Lockdown high: When the schoolhouse becomes a jailhouse*. Verso Books.
- Fullan, M. (2001). *Leading in a culture of change*, San Francisco. *Jossey-Bass*. Fullarton, S.(2004). *Closing the gaps between schools: Accounting for variation in mathematics achievement in Australian schools using TIMSS*, 95, 16-31.
- Fullan, M. (2023). *The principal 2.0: Three keys to maximizing impact*. John Wiley & Sons.
- Gakure, R. W., Mukuria, P., & Kithae, P. P. (2013). An evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga District. *Educational Research and Reviews*, 8(13), 927- 937.
- Gardner, H. (2021). *Disciplined mind: What all students should understand*. Simon & Schuster.
- Genilloud, G., & Wegmann, A. (2000). Role is an, a Foundation for the Concept of Role. [http://www.academicjournals.org/article/article1379769520\\_Gakure%20et%20al.pdf](http://www.academicjournals.org/article/article1379769520_Gakure%20et%20al.pdf)

- George, H. P., & Kincaid, D. K. (2008). Building district-level capacity for positive behaviour support. *Journal of Positive Behavior Interventions*, 10(1), 20-32.
- Gephart, R. P. (2018). Qualitative research as interpretive social science. *The SAGE handbook of qualitative business and management research methods: History and traditions*, 33-53
- Gershberg, A. I. (1999). Education' Decentralization' Processes in Mexico and Nicaragua: Legislative versus ministry-led reform strategies. *Comparative Education*, 35(1), 63-80.
- Gilly, K. S. (2013). Community matters: Stakeholder engagement in the high school setting. *Graduate annual*, 1(1), 6.
- Gitome, J. W., Katola, M. T., & Nyabwari, B. G. (2013). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*, 1 (8), 1–10.
- Glasser, W. 1993. The quality school teacher – a companion volume to the quality school. New York: Harper Perennial.
- Glasser, W. (1996). Then and Now. The Theory of Choice. *Learning*, 25(3), 20-22.
- Glasser, W. & Dotson, K. 1998. Choice theory in the classroom. New York: Harper Collins.
- Glasser, W. (1999). Choice theory: A new psychology of personal freedom. Harper Perennial
- Govender, D. S., & Sookrajh, R. (2014). 'Being hit was normal': teachers'(un) changing perceptions of discipline and corporal punishment. *South African Journal of Education*, 34(2).
- Grey, S., & Kuokkanen, R. (2020). Indigenous governance of cultural heritage: searching for alternatives to co-management. *International Journal of Heritage Studies*, 26(10), 919-941.
- Guba, E. (1990). The Alternative Paradigm Dialog. In. EG Guba (ed.) The Paradigm Dialogue (p. 17-27): Newbury Park: Sage Publications
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Gumbi, E.B., & Nkoane, M.M. (2019). Sustaining a safe and secure learning environment: a case study of a selected school in Newcastle. *Gender and Behaviour*, 17(3), 13673-13691

- Gummerson, W. M. (2015). Augmenting sustainable leadership practices with complexity theory. *Literacy Information and Computer Education Journal*, 6(1), 1807-1815.s
- Gutuza, P., & Mapolisa, T. (2015). Prevalence of child abuse in five primary schools in Nyanga district. *Global Journal of Advanced Research*, 2(10), 1537-1544.
- Hammersley, M. (2012). *What is qualitative research?* (p. 144). Bloomsbury Academic.
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and policy in schools*, 4(3), 221-239.
- Hanna, O. Y. (2015). Best Practices for Maintaining Discipline in Secondary School for Effective Curriculum Delivery in Nigeria: The online journal of new horizons in education 2015 volume 5 issue 1
- Hannigan, J., & Hannigan, J. (2016). Comparison of traditional and innovative discipline beliefs in administrators. *Journal for Leadership, Equity, and Research*, 3(1).
- Hargreaves, A., & Fink, D. (2003). Sustaining leadership. *Phi Delta Kappan*, 84(9), 693-700.
- Hatch, J. A., & Barclay-McLaughlin, G. (2014). Qualitative research: Paradigms and possibilities. In *Handbook of research on the education of young children* (pp. 515-532). Routledge.
- Hesse-Biber, S. N. & Leavy, P. 2011. *The practice of qualitative research*. London: Sage Publications Ltd.
- Heyward-King, C. (2022). *The Impact of Out-of-School Suspension on the Academic Performance of African American Middle School Male Students* (Doctoral dissertation, Charleston Southern University).
- Hollins, E. R. (2015). *Rethinking field experiences in preservice teacher preparation*. New York, NY: Routledge.
- Holloman, H. & Yates, P. H. 2012. Cloudy with a chance of sarcasm or sunny with high expectations: Using best practice language to strengthen positive behaviour intervention and support efforts. *Journal of Positive Behaviour Interventions*, 124-127.
- Holloman, H., & Yates, P. H. (2013). Cloudy with a chance of sarcasm or sunny with high expectations: Using best practice language to strengthen positive behaviour intervention and support efforts. *Journal of Positive Behaviour Interventions*, 15(2), 124-127.
- Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behaviour support in elementary schools. *Journal of Positive Behaviour Interventions*, 11(3), 133-144.

- House, R. J. and Aditya, N. R. (1997) 'The Social Scientific Study of Leadership: Quo Vadis', *Journal of Management*, Vol. 23 (3), 409-473
- Hughes, W., & Pickeral, T. (2013). School climate and shared leadership. *School climate practices for implementation and sustainability*, 26.
- Hulvershorn, K., & Mulholland, S. (2018). Restorative practices and the integration of social emotional learning as a path to positive school climates. *Journal of Research in Innovative Teaching & Learning*, 11(1), 110-123.
- Hunt, C. (2011). *National strategy for higher education to 2030*. Department of Education and Skills.
- Ibukun, W. O., & Aboluwodi, A. (2010). Nigeria's national policy on education and the university curriculum in history: Implication for nation building. *Journal of education and practice*, 1(2), 9-17.
- Indulska, M., Hovorka, D. S., & Recker, J. (2012). Quantitative approaches to content analysis: Identifying conceptual drift across publication outlets. *European Journal of Information Systems*, 21(1), 49-69.
- IGE, A. M. (2023, May). TOWARDS ACHIEVING EFFECTIVE MANAGEMENT OF A SCHOOL THROUGH COMMITTEE APPROACH: A REFLECTION. In *1ST INTERNATIONAL POSITIVE SCHOOLS & WELL-BEING CONGRESS* (p. 56).
- Igwubor, J. I. (2020). Traditional institution and nation building: The role of traditional rulers in the maintenance of national security for sustainable development. *UJAH: Unizik Journal of Arts and Humanities*, 21(4), 201-214.
- Ihedioha, N. (2021). Influence of School Based Management Committees (SBMC) on School Administration of Senior Secondary Schools in Aba Education Zone, Abia State. Influence of School Based Management Committees (SBMC) on School Administration of Senior Secondary Schools in Aba Education Zone, Abia State (December 18, 2021).
- Indulska, M., Hovorka, D. S., & Recker, J. (2012). Quantitative approaches to content analysis: Identifying conceptual drift across publication outlets. *European Journal of Information Systems*, 21(1), 49-69.
- Iremeka, F. U., Ezenwaji, I. O., & Ezenwaji, C. O. (2021). Roles of parent-teacher association in the management of school library. *Library Philosophy and Practice*, 1-12.
- Jacobson, S. (2011). Leadership effects on student achievement and sustained school success. *International Journal of Educational Management*, 25(1), 33-44.
- Jinot, B. L. (2018). The Causes of a lack of discipline among secondary school learners in Mauritius. *Mediterranean Journal of Social Sciences*, 9(1), 35.

- Jinot, B. L., & Johannes, V. N. E. (2021). A Conceptual Learner Discipline Management Model for Secondary Schools in Mauritius. *International Journal of Evaluation and Research in Education*, 10(4), 1359-1365.
- JOLSELT, J. (2019). EFFECT OF COGNITIVE RESTRUCTURING ON TRUANCY REDUCTION AMONG SECONDARY SCHOOL STUDENTS IN EKITI STATE, NIGERIA. *JOURNAL OF LIBRARY, SCIENCE EDUCATION AND LEARNING TECHNOLOGY*, 1(2), 1-9.
- Jong, R. D. (2013). Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship. *Teacher Education*, 28, 948-956.
- Kayode, G. M., & Ayodele, J. B. (2015). Impacts of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. *International Journal of Secondary Education*, 3(1), 1-7.
- Kazeem, K., & Ige, O. (2010). Redressing the growing concern of the education sector in Nigeria. *Edo journal of counselling*, 3(1), 40-49.
- Keis, K. 2015. Deliberate leadership: What is your leadership style? *Leadership Excellence Essentials*, 32(1): 19-20.
- Kelly, B. (2013). 23: Policing and security. *The Cambridge Companion to Ancient Rome*, 410.
- Kennedy, O. (2018). Managing student discipline through student leadership in Kenyan secondary schools. *European Journal of Research and Reflection in Educational Sciences*, 6(2).
- Khadijat, M., Mulikat, A., and Isaac, O. (2017). Impact of SBMCs grants on girls' enrolment, completion and performance in Bauchi State Junior Secondary Schools. synthesis of Girl Education. Advocacy Research Network from Jigawa, Kano, Bauchi, Plateau, Niger and Zamara States.1, (22-42).
- Kielmann, K. (2012). Introduction to qualitative research methodology: a training manual.
- Kinzel, C. A. (2018). Experiences with Indigenous Education in College: Stories from the Early Childhood Education Classroom.
- Kirby, M. M. (2021). *How can Aboriginal Teachers use culturally enhanced approaches when teaching foundational skills for reading and writing in the early years?* (Doctoral dissertation).
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of higher education*, 6(5), 26-41.
- Koenane, M. L. J. (2018). The role and significance of traditional leadership in the governance of modern democratic South Africa. *Africa Review*, 10(1), 58-71.

- Kopnina, H., & Meijers, F. (2014). Education for sustainable development (ESD): Exploring theoretical and practical challenges. *International Journal of Sustainability in Higher Education*, 15(2), 188-207.
- Koren, C. (2023). A Complex Unit Interviews Analysis Approach in Qualitative Social Work Research. *The British Journal of Social Work*, 53(6), 3258-3276.
- Kotob, F. (2000). What is sustainability. *University of Wollongong, Faculty of Business*.
- Kvale, S. (1983). The Qualitative Research interview: A Phenomenological and Hermeneutical Mode of Understanding. *Journal of Psychology*, 14, 171-196.
- Kwashabawa, B. B. (2017). School-Based Management Committee Strategies, Community Participation and Effectiveness of Basic Schools in North-West Zone, Nigeria. *Community Participation and Effectiveness of Basic Schools in North-West Zone, Nigeria (October 14, 2017)*.
- Kyngäs, H. (2020). Inductive content analysis. *The application of content analysis in nursing science research*, 13-21.
- Lane, K. L., Jemma Robertson, E., & Amandla Leaura Graham-Bailey, M. (2006). An examination of school-wide interventions with primary level efforts conducted in secondary schools: Methodological considerations. *Applications of Research Methodology*, 157-199.
- Lane, K. L., Cook, B. G., & Tankersley, M. G. (2012). *based strategies for improving outcomes in behavior*. Pearson Higher Ed.
- Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2013). *Developing schoolwide programs to prevent and manage problem behaviours: A step-by-step approach*. Guilford Publications.
- Lane, L. K., Kalberg, J. R., & Edwards, C. 2008. An examination of school-wide interventions with primary level efforts conducted in elementary schools: Implications for 398 school psychologists. In D. H. Molina (Ed.), *School Psychology: 21st century issues and challenges* (pp. 253-278), Nova Science
- Lane, K. L., Menzies, H. M., Bruhn, A. L. & Crnabori, M. (2011). *Managing challenging behaviours in schools: Research-based strategies that work*. Guilford Press.
- Lapperts, D. M. (2012). *Forms of discipline practised at two rural schools* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

- Larson (2008) Larson, R. W., Richards, M.H., Moneta, G., & Holmbeck, G. 1996. Changes in adolescents' daily interactions with their families from ages 10 to 18: Disengagement and transformation. *Developmental Psychology*, 32, 744-754
- Leape, L. L., Shore, M. F., Dienstag, J. L., Mayer, R. J., Edgman-Levitan, S., Meyer, G. S., & Healy, G. B. (2012). Perspective: a culture of respect, part 2: creating a culture of respect. *Academic medicine*, 87(7), 853-858.
- Leclerc, M., Moreau, A. C., Dumouchel, C., & Sallafranque-St-Louis, F. 2012. Factors that promote progression in schools functioning as professional learning communities. *International Journal of Education Policy and Leadership*, 7(7), 1-7.
- Leithwood, K., Sun, J., & Pollock, K. (Eds.). (2017). *How school leaders contribute to student success: The four paths framework* (Vol. 23). Springer.
- Letuma, M. C. (2023). *Dynamics of managing learners' classroom disruptive behaviour: experiences of secondary school staff, South Africa* (Doctoral dissertation, University of the free state).
- Levačič, R. (1995). *Local Management of Schools, Analysis and Practice*, Buckingham-Philadelphia: Open University Press.
- .
- Levin, J., & Nolan, J. F. (1996). *Classroom Management. A Professional Decision-Making Model*.
- Levinson, M. (2020). Spaces of invisibility and marginalisation in schools. In *Sociology for Education Studies* (pp. 38-47). Routledge
- Lewis, L. C. (1999). *Towards an ethnography of voice in Amerafrican culture: an oral traditional register in four women's narratives*. University of Missouri-Columbia.
- Lewis, D., Kanji, N., & Themudo, N. S. (2020). *Non-governmental organizations and development*. Routledge.
- L'Huillier, B. M. (2008). The Hitchhikers Guide to Paradigms: Tripping on Methodology. In *12th th Annual Student Research Conference*.
- Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. *Naturalistic inquiry*, 289(331), 289 -327.
- Lindberg, E., & Vanyushyn, V. (2013). School-Based Management with or without Instructional Leadership: Experience from Sweden. *Journal of Education and Learning*, 2(3), 39-50.
- Losen, D. J., & Gillespie, J. (2012). Opportunities suspended: The disparate impact of disciplinary exclusion from school.

- Lukman, A. A., & Hamadi, A. A. (2014). Disciplinary Measures in Nigerian Senior Secondary Schools: Issues and Prospects. *IOSR Journal of Research and Method in Education*, 4(3), 11-1.
- Luna, N. A., & Martinez Ph D, M. (2013). A qualitative study using community cultural wealth to understand the educational experiences of Latino college students. *Journal of Praxis in Multicultural Education*, 7(1), 2.
- Madill, A., & Gough, B. (2016). Qualitative research and its place in psychological science.
- Maina, B., Mohammed, A., & Adeola, A. K. (2020). Influence of school-based management committee activities on the management of public senior secondary schools in Nigeria.
- Maki, P. L. (2023). *Assessing for learning: Building a sustainable commitment across the institution*. Routledge.  
*Alhikmah Journal of Educational Management and Counselling*, 2(1), 10-22.
- Makola, S., Ndlovu, M., & Schlebusch, G. (2022). Educators' Perceptions on positive learner discipline at Selected Public Secondary Schools in the Mpumalanga Province of South Africa. in *inted2022 proceedings* (pp. 8730-8739). iated.
- Maldonado, M. L. 2015. Higher vision, higher calling: people, strategy, culture, sustainability - it's all connected. *Leadership Excellence Essentials*, 32(2): 8-9.
- Manamela, M. G. (2021). *Collaborative leadership strategies to enhance learner discipline in secondary schools* (Doctoral dissertation, University of the Free State)
- Manguvo, A., Whitney, S., & Chareka, O. (2011). The crisis of student misbehaviour in Zimbabwean public schools: Teachers' perceptions on impact of macro socio-economic challenges. *The African Symposium*, 11(2), 155-162.
- Manning, M. L., & Bucher, K.T. (2013). *Classroom management: Models, applications and cases*. Upper Saddle River, NJ: Pearson Education Inc.
- Manz, C. C., Manz, K. P., Adams, S. B. and Shipper, F. (2010) 'Sustainable Performance with Values-Based Shared Leadership: A Case Study of a Virtuous Organization', *Canadian Journal of Administrative Sciences*, Published online in Wiley Online Library(wileyonlinelibrary.com) Accessed on 14th March 2011
- Marais, P., & Meier, C. (2010). Disruptive behaviour in the Foundation Phase of schooling. *South African Journal of Education*, 30(1).

- Maree, K. (2009). Career counselling in the 21st century: South African institutions of higher education at the crossroads. *South African Journal of Higher Education*, 23(3), 436-458.
- Martella, R. C., Nelson, J. N., Marchand-Martella, N. E., & O'Reilly, M. (2012). *Comprehensive behaviour management*. SAGE Publications.
- Matlou, M. H. (2021). *Factors influencing discipline in secondary school in Namakgale Circuit, Limpopo Province* (Doctoral dissertation).
- Maxwell, J. A. (2022). Interactive approaches to qualitative research design. *The Sage handbook of qualitative research design*, 41-54.
- Maynes, N., & Mottonen, A. L. (2017). Bullying in schools: Are pre-service teachers confident to address this?. *Alberta Journal of Educational Research*, 63(4), 396-411.
- Mazur, J. E. (2015). *Learning and behavior: Instructor's review copy*. Psychology Press.
- McCarthy, R. V., McCarthy, M. M., Ceccucci, W., McCarthy, R. V., McCarthy, M. M., & Ceccucci, W. (2022). Know Your Data: Data Preparation. *Applying Predictive Analytics: Finding Value in Data*, 27-54.
- McKenna, J. M., Martinez-Prather, K., & Bowman, S. W. (2016). The roles of school-based law enforcement officers and how these roles are established: A qualitative study. *Criminal justice policy review*, 27(4), 420-443.
- McLanahan, S., & Sandefur, G. D. (2009). *Growing up with a single parent: What hurts, what helps*. Harvard University Press.
- McIntosh, K., & Turri, M. G. (2014). Positive Behavior Support: Sustainability and Continuous Regeneration. *Grantee Submission*.
- McMeekin, C. C. (2013). *The quality of peace after Civil War: human rights and international interventions in post-conflict societies, 1981-2006* (Doctoral dissertation, University of Georgia).
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry, My Education Lab Series*. Pearson.
- Mehl-Madrona, L. (2010). *Healing the mind through the power of story: The promise of narrative psychiatry*. Simon and Schuster.
- Merriam, S.B. & Associates. 2002. *Qualitative research in practice: examples for discussion and analysis*. CA: Jossey-Bass.
- Messa, I. M. (2012). *Influence of administrators' treatment of prefects on students' discipline in schools, Nairobi County, Kenya* (Doctoral dissertation, University of Nairobi, Kenya).

- Mestry, R., & Khumalo, J. (2012). Governing bodies and learner discipline: managing rural schools in South Africa through a code of conduct. *South African Journal of Education*, 32(1), 97-110.
- Michalopoulos, S., & Papaioannou, E. (2015). On the ethnic origins of African development: Chiefs and precolonial political centralization. *Academy of Management Perspectives*, 29(1), 32-71.
- Mihelic, K. K., Lipicnik, B., & Tekavcic, M. (2010). Ethical leadership. *International Journal of Management & Information Systems (Online)*, 14(5).
- Miles, M. B., Huberman, A. M., Huberman, M. A., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*: sage.
- Mills, M., & Niesche, R. (2014). School reform and the emotional demands of principals: Lorna's story. *School Leadership & Management*, 34(2), 120-135.
- Ministry of Education and Human Resources, Tertiary Education and Scientific Resources. (2015). *The Student Behaviour Policy*. Phoenix: IVTB House.
- Mlalazi, L. (2015). *Implementantion of Strategies Used to Maintain Positive Discipline in Secondary Schools in Bulawayo Metropolitan Province, Zimbabwe: Towards a Holistic Positive Discipline Management Model* (Doctoral dissertation, University of Fort Hare).
- Mohapi, S. J. (2014). Views on school violence by stakeholders of four schools in Nkangala District of Education, South Africa. *Mediterranean Journal of Social Sciences*, 5(1), 263.
- Moradi, S., Hussin, S. B., & Barzegar, N. (2012). School-based management (SBM), opportunity or threat (education systems of Iran). *Procedia-Social and Behavioral Sciences*, 69, 21432150.
- Morenike, O. V. (2019). The Practice of School-Based Management in Ondo State Public Secondary Schools: Implication of School Location. *American International Journal of Social Science Research*, 4(2), 88-93.
- Morgan, D. L., Eliot, S., Lowe, R. A., & Gorman, P. (2016). Dyadic interviews as a tool for qualitative evaluation. *American Journal of Evaluation*, 37(1), 109-117
- Morgan, P. L., & Sideridis, G. D. (2013). Academic and behavioral difficulties at school: Introduction to the special issue. *Behavioral Disorders*, 38(4), 193-200.
- Morris, A. S. (2001). Measurement and instrumentation principles. *Measurement Science and Technology*, 12(10), 1743-1744.

- Moyo, G., Khewu, N. P., & Bayaga, A. (2014). Disciplinary practices in schools and principles of alternatives to corporal punishment strategies. *South African Journal of Education*, 34(1).
- Mugabe, M. J., & Maposa, A. D. (2013). Methods of curbing learner misconduct in Zimbabwean secondary schools. *International Journal on new Trends in Education and their Implications*, 4(4), 111-122.
- Mumbi, H. (2014). Shared Leadership: An Exploratory Study taking a Stakeholder Approach in Voluntary Organisations.
- Murray, D. W., & Rosanbalm, K. (2017). Promoting Self-Regulation in Adolescents and Young Adults: A Practice Brief. OPRE Report 2015-82. *Office of Planning, Research and Evaluation*.
- Musa, M., & Martha, A. A. (2020). School management mechanisms and control of discipline among pupils in primary schools: An analysis of discipline in upper primary level.
- Mutinda, K. P. (2013). Role of parents' teachers association in the management of public secondary school: Gatundu North, Kenya. *International Journal of Science and Research*, 1(1), 2012-2107.
- Mwasalwiba, E. S. (2012). University entrepreneurship education in Tanzania: teaching context, students profiles, expectations and outcomes.
- Naidoo, P., & Petersen, N. (2015). Towards a leadership programme for primary school principals as instructional leaders. *South African Journal of Childhood Education*, 5(3), 1-8.
- Nakpodia, E. D. (2010). Teachers' disciplinary approaches to students' discipline problems in Nigerian secondary schools. *International NGO Journal*, 5(6), 144-151.
- Nchare, K. (2021). On the Importance of Functioning School Based Management Committees (SBMCs): Evidence from Nigeria. 2021/033. <https://doi.org/10.35489/BSG-RISERI 2021/033>
- Netshitangani, T. (2014). The unprofessional conduct of educators in South African secondary schools and the escalation of violence. *Mediterranean Journal of Social Sciences*, 5(20), 1840.
- Nelson, J. (2020). *The impact of suspension on the academic performance of middle school students* (Doctoral dissertation, Arkansas Tech University).
- Neuman, W. L. (2006). Analysis of qualitative data. *Social research methods: Qualitative and quantitative approaches*, 17(2), 457-489.
- Ngwokabuenui, P. Y. (2015). Students' Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon. *Journal of Education and Practice*, 6(22), 64-

- Ngubane, L. P. (2018). *Perceptions and experiences of learners on the banning of corporal punishment in South African schools: a case study of four township schools in the Pinetown district of KwaZulu-Natal* (Doctoral dissertation).
- Niane, B. (2003, December). Improving the quality of education in sub-Saharan Africa by decentralizing and diversifying: involvement and empowerment for school citizenship. In *Biennial Meetings of the Association for the Development of Education in Africa (ADEA), Grand Baie, Mauritius, December* (pp. 3-6).
- Nieuwenhuis, J. (2011). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (pp. 70-92). Van Schaik Publisher.
- Njoroge, P. M., & Nyabuto, A. N. (2014). Discipline as a factor in academic performance in Kenya. *Journal of Education and Social Research*, 4(1), 289-307. <http://dx.doi.org/10.5901/jesr.2014.v4n1p289>
- Nkomo, S., & Buchanan-Clarke, S. (2020). Violent extremism in Africa.
- Nomishan, D. A. (2023). *Education in Nigeria: Reflections and Global Perspectives*. Xlibris Corporation.
- Nwanguma, T. K., & James, T. (2024). SCHOOL BASED MANAGEMENT COMMITTEE FOR ENHANCED GOVERNANCE OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE. *Advance Journal of Education and Social Sciences*, 9(4), 1-18.
- Nyimbili, F., & Nyimbili, L. (2024). Types of Purposive Sampling Techniques with Their Examples and Application in Qualitative Research Studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0419>
- Nzoka, J. T., & Orodho, J. A. (2014). School management and students' academic performance: How effective are strategies being employed by school managers in secondary schools in Embu North District, Embu County, Kenya. *International Journal of Humanities and social science*, 4(9), 86-99.
- Obi, Z. C. (2020). Management of public primary schools in a depressed economy: The roles of the head teachers. *Nnadiabube Journal of Education in Africa*, 5(1).
- Odebode, A. A. (2019, April). Causes of Indiscipline among Students as Viewed by Primary School Teachers in Nigeria. In *Elementary School Forum (Mimbar Sekolah Dasar)* (Vol. 6, No. 1, pp. 126-140). Indonesia University of Education. Jl. Mayor Abdurachman No. 211, Sumedang, Jawa Barat, 45322, Indonesia. Web site: <https://ejournal.upi.edu/index.php/mimbar/index>.

- O'Donoghue, T., & Dimmock, C. A. (1997). The principal's contribution to school restructuring initiatives aimed at improving teaching and learning: Exploring the potential of the edited topical life history research approach. *Educational Management & Administration*, 25(1), 35-49.
- Oduwaiye, R. (2017). *The Role School-Based Management Committee in the Improvement of Girl-Child Participation in Basic Education in North West Zone, Nigeria* (Doctoral dissertation, Department of Educational Foundations, Faculty of Education, University of Benin, Benin)
- Ogunode, N. J., & Chijindu, O. E. (2022). Implementation of School-Based Management Committee of Public Secondary Schools in Nigeria: Contribution, Challenges and Way Forward. *International Journal on Integrated Education*, 5(6), 185-193.
- Oko, O. F., Nguwasen, M. P., & Ebelechukwu, N. F. (2022). Extent of School-Based Management Committee Involvement in Public Secondary Schools Administration in Abuja, Nigeria. *Social Education*
- Olaseni, V. M. (2022). *Implementation of the national school-based management policy in public secondary schools in Ondo state, Nigeria* (Doctoral dissertation).
- Olley, R. I., Cohn, A. & Cowan, K. C. 2010. Promoting safe schools and academic success: Moving your school from punitive discipline to effective discipline. National Association of School Psychologists, 7-8.
- Olibie, E. I., Eziuzo, G. O., & Enueme, C. P. (2013). Inequalities in Nigerian education sector: some perspectives for improvement. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 3(6), 7-14.
- Omodan, B. I., Ekundayo, H. T., & Bamikole, O. I. (2018). Enhancing students' academic performance in secondary schools: The Vicissitude of Classroom Management Skills. *The International Journal of Business & Management*, 6(11), 106-112.
- Omona, J. (2013). Sampling in qualitative research: Improving the quality of research outcomes in higher education. *Makerere Journal of Higher Education*, 4(2), 169-185
- Onderi, H., & Makori, A. (2013). Training needs of BoG and PTA on school leadership and management in Kenya's secondary education: A study of a district in the Kisii County of Kenya.
- Onyango, P. A., Aloka, P. J., & Raburu, P. (2016). Effectiveness of Exclusion in the Management of Student Behaviour Problems in Public Secondary Schools in Kenya. *International Journal of Advanced and Multidisciplinary Social Science*, 2(2), 33-39. –

- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice: A guide for social science students and researchers*, 2(7), 52-55.
- Orowale, P. I. (2023). Counselling and other Support Services for Learners with Special Needs in Inclusive Schools in Nigeria. *Special Needs Education from the lens of Interdisciplinary Dialogue: a Festschrift in Honour of Prof. Emeka d. Qzaji*, 3.
- Osakwe, R. (2013). Principal's Management Techniques for resolving Disciplinary problems in Nigerian public Secondary schools. *Journal of Education and Practice* 4, 50-57. *Research*, 1-11.
- Osei-Owusu, B., & Sam, F. K. (2012). Assessing the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong municipal basic schools. *Journal of Emerging Trends in Educational Research and policy studies*, 3(5), 611-615.
- Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How can we improve school discipline?. *Educational Researcher*, 39(1), 48-58
- Osiesi, M. P., Taiwo Sanni, K., & Oluwatoyin, F. O. (2023). Investigating the forms, causes, effects, and solutions to challenging behaviours among public primary schools in Ibadan South West, Oyo State, Nigeria. *Education 3-13*, 51(4), 636-646.
- Ouma, M. O., Simatwa, E. W., & Serem, T. D. K. (2013). Management of pupil discipline in Kenya: A case study of Kisumu Municipality. *Educational Research*, 4(5), 374-386. Available at <http://www.interestjournals.org/ER>
- Pacho, T. (2015). Exploring participants' experiences using case study. *International Journal of Humanities and Social Science*, 5(4), 44-53.
- Papa, R., & Jackson, K. M. (Eds.). (2021). *Artificial Intelligence, Human Agency and the Educational Leader*. Springer Nature.
- Parsonson, B. S. (2012). Evidence-Based Classroom Behaviour Management Strategies. *Kairaranga*, 13(1), 16-23.
- Patrinos, H. A., & Kagia, R. (2007). Maximizing the performance of education systems. *The many faces of corruption*, 63.
- Patton, M. Q. (2015). *Qualitative research and methods: Integrating theory and practice*. Thousand Oaks, CA: SAGE Publications.

- Payne, R. (2015). Using rewards and sanctions in the classroom: Pupils' perceptions of their own responses to current behaviour management strategies. *Educational Review*, 67(4), 483-504.
- Pearce, C. L., Conger, J. A., & Locke, E. A. (2008). Shared leadership theory. *The Leadership Quarterly*, 19(5), 622-628.
- Pérez II, D. (2017). In pursuit of success: Latino male college students exercising academic determination and community cultural wealth. *Journal of College Student Development*, 58(2), 123-140.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In *Handbook of research on student engagement* (pp. 365-386). Boston, MA: Springer US.
- Pillay, R. M., & Shipalana, M. L. (2023). The Effects of School Infrastructure on Curriculum Policy Implementation. *International Journal of Social Science Research and Review*, 6(8), 167-182.
- Pinnock, H. (2012). Performance Analysis of School-Based Management Committees Supported by ESSPIN: findings from programme data 2010-2011. Abuja: ESSPIN
- Potgieter-Groot, L., Visser, M., & Lubbe-de Beer, C. (2012). Emotional and behavioural barriers to learning and development in the inclusive education classrooms in South Africa: Developing a training programme for teachers. *Journal of Child & Adolescent Mental Health*, 24(1), 59-71.
- Poulsen, H. (2017). *Community participation and the politics of schooling: School-Based Management Committees in Nigeria* (Doctoral dissertation, UCL (University College London)).
- Prior, J. (2016). The use of semi-structured interviews with young children. In *Practical research with children* (pp. 135-152). Routledge.
- Ramalepa, T. N., Ramukumba, T. S., & Masala-Chokwe, M. E. (2021). Teenage pregnancies in Bapong schools, Madibeng local municipality: Teachers' views. *South African Journal of Education*, 41(2)
- Rasooli, A., DeLuca, C., Cheng, L., & Mousavi, A. (2023). Classroom assessment fairness inventory: a new instrument to support perceived fairness in classroom assessment. *Assessment in Education: Principles, Policy & Practice*, 30(5-6), 372-395.
- Reece, K. M. (2022). *Pandemic Kinship* (Vol. 67). Cambridge University Press.
- Rickert, C. S. (2005). A Blueprint for Safe and Civil Schools. *Principal leadership*, 6(1), 44.
- Roegman, R. & Hatch, T., (2012). *Reflection on the Evolution of the New Jersey Network of Superintendent*. Columbia, NCREST

- Rubin, H. (2009). *Collaborative leadership: Developing effective partnerships for communities and schools*. Corwin Press
- Rubin, J. (2017). *A Qualitative Instrumental Multiple Case Study of Trends in Human Decisional Processes Preceding the Unsecure Use of Technology* (Doctoral dissertation, Northcentral University).
- Ruirie, K. P. (2018). *Efficacy of Alternative Methods of Enforcing Learners' Discipline in Primary Schools in Nyeri-Central Sub-County, Kenya* (Doctoral dissertation, Karatina University).
- Rule, P., & John, V. (2011). *Your guide to case study research*: Van Schaik Pretoria.
- Ryan, T. G., & Goodram, B. (2013). The Impact of Exclusionary Discipline on Students. *International Journal of Progressive Education*, 9(3).
- Sackney, L.E., & Dibski, D.J. 1994. School-Based Management: A Critical Perspective.
- Saldana, J. (2018). *Writing qualitatively: The selected works of Johnny Saldaña*. Routledge. *Educational Management and Administration*, 22,2,104-111
- Sayadmanesh, F. (2013). The role of school-based management in developing countries. *Centre for Quality*.
- Savin-Baden, M., & Major, C. (2023). *Qualitative research: The essential guide to theory and practice*. Routledge.
- Schwartz, L. (2022, May). Primum Non Nocere: Before working with Indigenous data, the ACL must confront ongoing colonialism. In *Proceedings of the 60th Annual Meeting of the Association for Computational Linguistics* (Vol. 2).
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5
- Schilling, M. A. (2009). Understanding the alliance data. *Strategic Management Journal*, 30(3), 233-260.
- Sciullo, J. R. (2016). *The role of the school leader in collaboration between regular and special education teachers*. Old Dominion University.
- Segalo, L. (2020). Learner pregnancy in secondary schools in South Africa: Have attitudes and perceptions of teachers changed? *Koers: Bulletin for Christian Scholarship= Koers: Bulletin vir Christelike Wetenskap*, 85(1), 1-9.

- Semali, L. M., & Vumilia, P. L. (2016). Challenges Facing Teachers' Attempts to Enhance Learners' Discipline in Tanzania's Secondary Schools. *World Journal of Education*, 6(1), 50-67.
- Shantal, K. M., Halttunen, L. & Pekka, K. 2014. Sources of principals' leadership practices and areas training should emphasize: Case Finland. *Journal of Leadership Education*, 13(2): 29-31.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Shongwe, T. M. (2022). The perceptions and attitudes of grade 10 life orientation teachers and school principals towards physical education in the Mankweng circuit of the Limpopo province of South Africa.
- Siddiqui, S. (2019). Research paradigms: Their assumptions and relevance. *International Journal of Research in Social Sciences*, 9(5), 254-265.
- Sibanda, L. (2018). Teaching social skills as a proactive discipline management strategy: experiences of selected secondary schools in Bulawayo Metropolitan Province, Zimbabwe. *American Journal of Educational Research*, 6(12), 1636-1645.
- Silberstein, J. (2023). Should Communities Be Managing, Governing or Supporting Schools? A Review Essay on the System Conditions under Which Different Forms of Community Voice Can Improve Student Learning.
- Silverman, D. (2013). What counts as qualitative research? Some cautionary comments. *Qualitative sociology review*, 9(2), 48-55.
- Simeon, W. E., & Nnaa, L. F. (2020). Impact of Discipline on Students' Academic Performance in Public Junior Secondary School in Rivers State.
- Simuforosa, M., & Rosemary, N. (2014). Factors contributing to child sexual abuse by teachers in schools: A study of Masvingo district secondary schools. *Journal of Social Science Research*, 8(1), 1520-1528.
- Smit, G. M. (2022). *School Management Team strategies for the enactment of teacher leadership in secondary schools* (Doctoral dissertation, North-West University (South Africa)).
- Spees, E. K. (2002). Therapeutic storytelling with children and adolescents. *Editors-in-Chief*.
- Stake, R. (1995). *Case study research*. thousand oaks, CA: Sage.
- Stronge, J. H., & Xu, X. (2021). *Qualities of effective principals*. ASCD.

- Sugai, G., & Horner, R. (2002). The Evolution of Discipline Practices: School-Wide Positive Behaviour Supports. *Child & Family Behaviour Therapy*, 24(1-2).
- Sugai, G., & Horner, R. R. (2006). A Promising Approach for Expanding and Sustaining School Wide Positive Behaviour Support. *School Psychology Review*, 35
- Sugai, G., & Horner, R. H. (2008). What we know and need to know about preventing problem behaviour in schools. *Exceptionality*, 16(2), 67-77.
- Suleiman, G & Bawa, M. (2009). National SBMC Guidelines Domestication: Consolidated Report of Adamawa, Kebbi, Zamfara, Sokoto, Kebbi, Oyo and Bauchi states. Report No. 426. September. Abuja: ESSPIN.
- Sulemana, M., Fuseini, M. N., & Shirazudeen, B. (2023). Access to complementary services under Ghana's livelihood empowerment against poverty programme in the Nadowli-Kaleo District. *Development in Practice*, 33(3), 240-254.
- Sun, J., & Zhou, T. (2023). Urban shrinkage and eco-efficiency: The mediating effects of industry, innovation and land-use. *Environmental Impact Assessment Review*, 98, 106921.
- Suyata, S. (2017, August). School-Based Management for Generating Improved Learning Outcomes of All Pupils by Improving Good Teaching and Learning Practices. In *2nd International Conference on Educational Management and Administration (CoEMA 2017)* (pp. 201-203). Atlantis Press
- Szulc, J., & King, N. (2022). The practice of dyadic interviewing: Strengths, limitations and key decisions. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 23, No. 2). DEU.
- Takyi, H., Anin, E. K., & Asuo, Y. K. (2014). The challenges of effective community participation in district education strategic planning and implementation process in the Salaga Town Council of Ghana. *International Journal of Business and Social Research*, 4(2), 40-49.
- Tatlah, I. A., Saeed, M., & Iqbal, M. Z. (2011). Organizational behaviour and proceduralinteractive justice in HRM: a secondary school level study. *Journal of Emerging Trends in Economics and Management Sciences*, 2(1), 14-17.
- Temitayo, O., Nayaya, M. A., & Lukman, A. A. (2013). Management of disciplinary problems in secondary schools: Jalingo Metropolis in focus. *Global Journal of Human Social Science, Linguistics and Education*, 13(14), 7-19.
- Teske, S. C., Huff, B., & Graves, C. (2013). Collaborative role of courts in promoting outcomes for students: The relationship between arrests, graduation rates, and school safety. *Family Court Review*, 51(3), 418-426.

- Thomson, C. (2024). *To share or not to share... That is the question. A hermeneutic review of students experience of Guidance Counsellors use of self-disclosure* (Doctoral dissertation, ResearchSpace@ Auckland)
- Thomas, G. (2022). How to do your research project: A guide for students. *How to do your research project*, 1-100.
- Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Houghton Mifflin Harcourt.
- Tuti, R. W., & Mufidayati, K. (2018, March). The Collaborative Governance Models On Educational Autonomy Implementation In Jakarta (Case Study In SMPN And SMAN, South Jakarta). In *2018 Annual Conference of Asian Association for Public Administration: "Reinventing Public Administration in a Globalized World: A NonWestern Perspective"(AAPA 2018)* (pp. 197-209). Atlantis Press.
- UNICEF (2011). *The State of the World's Children*. Hatteras Press. New York Universal Basic Education Commission (2011). *Developing School Based Management Committees: Trainers' Manual*.
- Ugochukwu, K., & Goodhope, I. G. W. E. (2023). THE ROLE OF SCHOOL MANAGEMENT COMMITTEES IN THE IMPROVEMENT OF SECONDARY SCHOOLS AND STUDENTS IN RURAL AREAS IN RIVERS STATE, NIGERIA. In *3rd International Conference on Institutional Leadership and Capacity Building in Africa* (p. 1007).
- Ugboko, F. E., & Adediwura, A. A. (2012). A study of principal supervisory strategies and secondary school discipline. *Journal of educational and social research*, 2(1), 41-49.
- Uloko, F. O., & Ada, J. E. (2022). Safe School Practices and Education Administrators: A Review of Borno State Conflict Context. *children*, 5(6).0055232163
- Uwakwe, C. U., Falaye, A. O., Emunemu, B. O., & Adelere, O. (2008). Impact of decentralisation and privatisation on the quality of education in sub-Saharan Africa: The Nigerian experience. *European Journal of social sciences*, 7(1), 160-170.
- Valdebenito, S., Eisner, M., Farrington, D. P., Ttofi, M. M., & Sutherland, A. (2018). Schoolbased interventions for reducing disciplinary school exclusion: A systematic review. *Campbell Systematic Reviews*, 14(1), i-216.
- Valerio, A., Parton, B., & Robb, A. (2014). Entrepreneurship education and training programs around the world: dimensions for succes.

- Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. *Open Access Library Journal*, 8(11), 1-15.
- Walakira, E., Ddumba-Nyanzi, I., Bukenya, B., Spitzer, H., Twikirize, J., & Wairire, G. (2014). NGOs and child-sensitive social protection programming in Uganda. *Professional social work in East Africa: Towards social development, poverty reduction and gender equality*, 298-314.
- Walcott, D. M., Grimm, K., & Konstan, E. (2012). Citywide standards of intervention and discipline measures. *City of New York, New York, USA*.
- Wanna, J. (2008). Collaborative government: meanings, dimensions, drivers and outcomes. *Collaborative governance: a new era of public policy in Australia*, 3-12.
- Webster-Stratton, C., Jamila Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the incredible years teacher and child training programs in high-risk schools. *Journal of child psychology and psychiatry*, 49(5), 471-488.
- Whisman, A., & Hammer, P. C. (2014). The Association between School Discipline and Mathematics Performance: A Case for Positive Discipline Approaches. *West Virginia Department of Education*.
- Williams-McBean, C. T. (2019). The value of a qualitative pilot study in a multi-phase mixed methods research. *The Qualitative Report*, 24(5), 1055-1064.
- Winett, R. A., Moore, J. F., & Anderson, E. S. (1991). Extending the concept of social validity: Behaviour analysis for disease prevention and health promotion. *Journal of Applied Behaviour Analysis*, 24(2), 215-230.
- Wong, P. W. F., Lau, J. K. P., Choy, B. N. K., Shih, K. C., Ng, A. L. K., Wong, I. Y. H., & Chan, J. C. H. (2020). Sociodemographic, behavioral, and medical risk factors associated with visual impairment among older adults: a community-based pilot survey in Southern District of Hong Kong. *BMC ophthalmology*, 20, 1-12.
- World Bank (2008) World Bank. 2002. World Bank Africa Database. Washington DC: World Bank.
- Wyatt, D. B. (2015). Successful leadership: Three keys. *Leadership Excellence Essentials*, 32(4),
- Yates, I., Holmes, G., & Priest, H. (2012). Recovery, place and community mental health services. *Journal of Mental Health*, 21(2), 104-113.

Yin, R. K. (2012). A (very) brief refresher on the case study method. *Applications of case study research*, 3-20.

58.

Zhang, Y., & Wildemuth, B. M. (2009). Qualitative analysis of content Applications of Social Research Methods to Questions. *Information and Library Science*.

Zhao, R., & Kuo, Y. L. (2015). The role of self-discipline in predicting achievement for 10th graders. *International Journal of Intelligent technologies and applied statistics*, 8(1), 61-70.

Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and selfregulation measures and their prediction of academic achievement. *Contemporary educational psychology*, 39(2), 145-155.

Zwikael, O., Elias, A. A., & Ahn, M. J. (2012). Stakeholder collaboration and engagement in virtual projects. *International Journal of Networking and Virtual Organisations*, 10(2), 117-136.

## APPENDIX A: REQUEST FOR CONSENT TO PARTICIPATE IN A RESEARCH STUDY



December 13, 2021

### **Informed Consent- participants**

**Dear Participant**

### **REQUEST FOR CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

My name is **Akinola Feyisayo Aina**, a PhD student from School of Education, Department of Educational Leadership Management and Policy, University of KwaZulu-Natal.

You have been invited to participate in a study that involves members of School-Based Management Committees. The aim and purpose of this research is to understand the mechanism or strategies adopted by School -Based Management Committees in Sustaining Learner (Students) in schools. It will involve the following procedures semi-structured interview, observations and document analysis. The duration of your participation if you choose to enroll and remain in the study is expected to be in the average of 45 minutes. Participation in this research is voluntary and you may choose to withdraw participation at any point.

I will use this data in a way that respects your dignity and privacy. Copies of your contributions will be securely stored and disposed of if no longer required for research purposes. Your name or any information that might identify you will not be used in any presentation or publication that might come out of the study. The study has the potential to benefit your school and society with information to improve positive behaviour among learners.

In the event of any problems or concerns/questions you may contact the researcher or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**My Supervisor**

Prof. Thamsanqa Thulani Bhengu

Senior Lecturer,  
Educational Leadership and  
Management Policy, Edgewood  
Campus,  
University of KwaZulu-Natal, South  
Africa.

[Bhengutt@ukzn.ac.za](mailto:Bhengutt@ukzn.ac.za)

Phone no [REDACTED]

Research Office

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

**Research Office, Westville Campus**

**Govan Mbeki Building**

Private Bag X 54001  
Durban  
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Researcher

Akinola Feyisayo Aina  
School of Education,  
Department of Educational  
Leadership and Management Policy,  
Edgewood Campus,  
University of KwaZulu-Natal,  
South Africa.

Email [feyiakin2016@gmail.com](mailto:feyiakin2016@gmail.com)

[REDACTED]  
Thank you for your assistance in this  
regard, Yours sincerely

# APPENDIX B: PERMISSION TO CONDUCT RESEARCH



MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY,  
**EKITI STATE OF NIGERIA**

PHASE IV, NEW SECRETARIAT, ADO-EKITI.  
SCHOOLS DEPARTMENT

Your Ref. No.....

All Communication should be addressed to  
The Permanent Secretary Quoting:  
EK/ED/SCHLS/1111/121

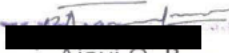
18<sup>th</sup> January, 2021

Akinola Feyisayo,  
University of Kwazulu – Natal,  
Edgewood Campus,  
Republic of South Africa.

## APPROVAL TO CONDUCT RESEARCH IN SELECTED PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

I am directed to inform you that your application to conduct research on 'The Role of School Based Management Committee in Sustaining Learner – Discipline' has been approved by the ministry.

2. Consequently, you are to liaise with Principals of selected schools for the research and ensure that the exercise does not interfere with planned academic programmes of the schools.
3. Thank you

  
Ajayi O. R.  
(Director of Schools)  
For: Permanent Secretary  
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
PHASE IV, NEW SECRETARIAT, ADO-EKITI

## APPENDIX C: PARTICIPANTS CONSENT LETTER

Address of the school

Date

I ..... have been informed about the study entitled “*The role of School-Based Management Committees in sustaining Learner (Student) Discipline in School*” by Akinola Feyisayo.

I understand the purpose and procedures of the study. I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that you usually are entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (School of Education , Department of Educational Leadership and Management Policy, Edgewood Campus, University of KwaZulu-Natal).

If I have any questions or concerns about my rights as a study participant, or if I have concerned about an aspect of the study or the researchers then I may contact:

### My Supervisor

Prof. Thamsanqa Thulani Bhengu  
Senior Lecturer,  
Educational Leadership and Management  
Policy,  
Edgewood Campus,  
University of KwaZulu-Natal, South  
Africa.  
[Bhengutt@ukzn.ac.za](mailto:Bhengutt@ukzn.ac.za)  
Phone no + [REDACTED]

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

**Research Office, Westville Campus**

**Govan Mbeki Building**

Private Bag X 54001  
Durban  
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / YES / NO

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date

(Where applicable)

Yours faithfully

.....

School Stamp

## **APPENDIX D: LETTER TO PARENTS OF MINORS SEEKING PERMISSION**

### **Informed Consent- Parents**

University of Kwazulu- Natal,

Edgewood Campus

South Africa.

17 March 2021

Dear Parent / Guardian

### **REQUEST FOR CONSENT TO ALLOW YOUR CHILD /WARD TO PARTICIPATE IN A RESEARCH STUDY**

My name is Akinola Feyisayo, a PhD student at the University of Kwazulu- Natal (Edgewood Campus). I am presently working on a research project titled: The role of School-Based Management Committees in sustaining learner discipline in some selected schools in Nigeria. I am humbly seeking your consent in allowing your child or ward to participate in this study. Further, I am requesting that you allow me to use audio device to record the interviews.

The aim and purpose of this research is to understand the mechanism or strategies adopted by School -Based Management Committees in Sustaining Learner (Students) in schools. The duration of his or her participation if you allow him or her to enrol and remain in the study is expected to be in the average of 45 minutes. Participation in this research is voluntary and he or she may choose to withdraw participation at any point without penalties.

Copies of his or her contributions will be securely stored and disposed of if no longer required for research purposes. Their names or any information that might identify them will not be used in any presentation or publication that might come out of the study. There will be no financial rewards for participating in this study. However, the study has the potential to benefit their school and society with information to improve positive behaviour among learners.

In the event of any problems or concerns/questions you may contact my supervisor Prof Thamsanqa Thulani Bhengu, a senior lecturer in the department of Educational Leadership and Management Policy Edgewood Campus, University of KwaZulu-Natal, South Africa.

Moreover, should you have any queries or questions please you can contact me through the contact details below:

Akinola Feyisayo

Cell Phone no. [REDACTED]

Email: [feyiakin2016@gmail.com](mailto:feyiakin2016@gmail.com)

If you give consent to your child in participating in this study, kindly return the completed, and signed declaration form below to me. Thanks.

-----  
Declaration

I------(Name of parents or Guardian) have been informed about the study entitled ***“The role of School-Based Management Committees in sustaining Learner (Student) Discipline in School”*** by Akinola Feyisayo. Also, I understand the purpose and procedures of the study. I declare and consent the participation of my child /ward in this study. I understand that the study is entirely voluntary and that my child /ward may withdraw at any time without affecting any of the benefits that he or she usually is entitled to. In addition, I give consent to recording of the interviews.

Signature of the parent/ guardian: -----

Date -----

## **APPENDIX E: INDIVIDUAL INTERVIEW QUESTION WITH THE PRINCIPALS**

### **Critical Question**

- 1) What are the experiences of School-Based Management Committees with regards to sustaining learner discipline in selected secondary schools in Ekiti, Nigeria?
- 2) How can the role of School-Based Management Committees sustain learner discipline in selected secondary schools in Ekiti, Nigeria?
- 3) Why do School-Based Management Committees play roles in sustaining learner discipline the way they do in selected secondary schools in Ekiti, Nigeria?
- 4) What can we learn about the role of School-Based Management Committees in sustaining learner discipline in selected secondary schools in Ekiti, Nigeria?

### **INDIVIDUAL INTERVIEW QUESTION WITH THE PRINCIPALS**

- 1) What is your understanding regarding a sustainable learner discipline in your school?
- 2) What is your opinion of SBMC supporting a sustainable discipline in your school?
- 3) What is your opinion regarding the importance of embracing SBMC in your school?
- 4) What is the extent at which you as principal experience support from PTA, Traditional and community member in sustaining learner discipline in school?
- 5) How do you promote a sustainable learner discipline in your school?
- 6) What discipline intervention mechanism aim at improving learner discipline are conducted and implemented in your school. Also, give your opinion of the success of these interventions
- 7) What form of effective discipline will bring about positive behaviour and sustain such positive behaviour?
- 8) What are the contextual factors that promote discipline among learners in school?
- 9) What can you as a principal do to ensure discipline is sustained in your school?
- 10) Which specific leadership responsibilities and initiatives do you believe have an impact on learner on discipline in your school at any time?

- 11)** What would you consider to be your major challenge as principal to improve learner discipline in your school?
- 12)** How would you describe the overall school climate in your school with respect to sustaining discipline in school?
- 13)** Why is it necessary to ensure that intervention on learner discipline take place systematically in your school?
- 14)** How would you describe the overall school climate in your school?
- 15)** How would you rate the teaching and environment in your school (school building, classrooms, and other facilities)?
- 16)** How would you rate the provision of (learning/teaching support) material at your school?

**INDIVIDUAL INTERVIEW QUESTION WITH THE**

**APPENDIX F:**

**TEACHERS**

- 1) What is your understanding regarding a sustainable learner discipline in your school?
- 2) What is your opinion with regarding SBMC and learner discipline at your school?
- 3) What element of SBMC support do you receive to empower you improve learner discipline in your class?
- 4) Do you as teacher feel empowered to promote effective discipline practice among learner at your school?
- 5) Rate the provision of teaching& learning support material that enhance discipline among learners at your school.
- 6) How would you rate teaching environment (school building, classroom, and other facilities) in promoting positive discipline among learners at your school?
- 7) How would you describe the overall school climate with respect to sustaining discipline in school?
- 8) Rate the extent to which you as a teacher experience support from SBMC in sustain discipline in your classroom.
- 9) Rate the extent to which you as a teacher experience support from colleagues, parent, principal, traditional leader, in promoting discipline in your school.
- 10) What can you as a teacher do to ensure learner discipline improve in your classroom?
- 11) How will you know the needs of learners in your classroom such that positive behaviour can be attained among them?
- 12) How are learners who need emotional support be identified in your classroom?
- 13) What discipline intervention mechanism aim at sustaining learner discipline are conducted and implemented at your school. Also, give your opinion of the success of these interventions?

## **INDIVIDUAL INTERVIEW QUESTION WITH THE**

**14) Which SBMC factors/roles do you believe have an impact on learner discipline at your school?**

### **APPENDIX G:**

#### **PARENTS TEACHER ASSOCIATION (PTA)**

- 1) What is your understanding with regards to sustainable Learner Discipline in your school?
- 2) What is your opinion about the SBMC and learner discipline in school?
- 3) How do you as a PTA chairman play a supportive role in sustaining discipline among learners?
- 4) What element of principal's support do you received to enable you improve Learner Discipline in your school?
- 5) What discipline intervention strategies aimed at improving learner discipline are conducted and implemented at your school. Also, give your opinion of the success of the intervention.
- 6) Which SBMC' roles do you believe have an impact on learner discipline at your school?
- 7) What measure do you need to put in place to ensure that learners assigned to discipline intervention reap the intended benefits of such intervention?
- 8) Why is it important for you as PTA chairman to consider disruptive learner as an opportunity to make improvement in the next planning phase of discipline?
- 9) How do you think leadership development and sustainable learner discipline can be optimised at your school?
- 10) How are teachers who need leadership development support to sustain learner discipline identified in your school?
- 11) How are learners who need positive behaviour support identified in school?
- 12) What can you as a PTA do to ensure leadership development is improved to sustain learner discipline in your school?

## **INDIVIDUAL INTERVIEW QUESTION WITH THE**

### **APPENDIX H: TRADITIONAL LEADER**

- 1) What is your understanding regarding a sustainable learner discipline in school?
- 2) What is your opinion of SBMC in supporting a sustainable learner discipline in school?
- 3) What is your opinion regarding the importance of embracing SBMC in school?
- 4) How do you promote a sustainable leadership development in your school?
- 5) Why is it necessary to ensure that learner discipline intervention take place systematically in your school?
- 6) What discipline intervention mechanism aim at improving learner discipline are conducted and implemented in your school. Also, give your opinion of the success of these interventions?
- 7) From your experience, what support do you receive from community member, PTA and other traditional leader?
- 8) What form of effective discipline will bring about positive behaviour and sustain such positive behaviour among learners?
- 9) What are the contextual factors and what can you as a traditional leader do to ensure that discipline is sustained in school?
- 10) Which specific leadership responsibilities and initiatives do you believe have an impact on learner discipline in school at any time?
- 11) What would you consider to be your major challenge as traditional leader to improve sustained learner discipline in school?
- 12) How would you describe the overall school climate in school?
- 13) How would you rate the teaching and environment in school (school building, classrooms, and other facilities)?
- 14) How would you rate the provision of (learning/teaching support) material at school?

**INDIVIDUAL INTERVIEW QUESTION WITH THE**

**APPENDIX I: INDIVIDUAL INTERVIEW QUESTION WITH LEARNER**

- 1) What is your understanding with regards to a sustainable learner discipline in school?
- 2) What is your opinion regarding the importance of embracing SBMC in school?
- 3) What is your opinion of SBMC supporting a sustainable learner discipline in school?
- 4) What are the main functions of SBMC with regards to promoting discipline among learners in school?
- 5) How do you see the role of SBMC in sustaining learner discipline in schools?
- 6) Has the SBMC influence positive discipline among learners in any way?
- 7) If yes, describe how they have influenced positive discipline among learners in schools.  
Probe: the involvement of traditional leaders, PTA chairman, teachers, and principal
- 8) What has been the relationship between this influence and learner discipline in school?
- 9) What discipline intervention mechanism aim at improving learner discipline are conducted and implemented in your school. Also, give your opinion of the success of these interventions.
- 10) What is the extent at which you as learner experience support of PTA, community member in improving positive discipline among learners in school?
- 11) What form of effective discipline will bring about positive behaviour and sustain such positive behaviour among learners?
- 12) What are the contextual factors and what can you as a learner do to ensure discipline is sustained in your school?
- 13) Which specific leadership responsibilities and initiatives do you believe have an impact on learner's discipline in your school at any time?
- 14) What would you consider to be your major challenge as learner to improve sustained learner discipline in your school?
- 15) How would you describe the overall school climate in your school?
- 16) How would you rate the teaching and environment in your school (school building, classrooms, and other facilities)?
- 17) How would you rate the provision of (learning/teaching support) material at your school?

## APPENDIX J: OBSERVATION SCHEDULE

### Leadership

- ✚ School-Based Management Committees' messages on sustenance of learner discipline at assemblies

- ✚ Meetings or forum where discussion is made to promote discipline among learners.

### General school culture and structure:

- ✚ Arrival time for teachers and learners

- ✚ The behaviour of learners at assemblies and interaction among learners and teachers to learners

- ✚ observe the physical (furniture and fixing at schools) and environmental serenity of the site.

# APPENDIX K: TURNITIN REPORT

The screenshot shows a Turnitin report for a document titled "Feysisayo Akinola First Draft". The report is displayed in a web browser window. The main heading is "Feysisayo Akinola First Draft" followed by "ORIGINALITY REPORT". Below this, four categories are listed with their respective similarity percentages: SIMILARITY INDEX (1%), INTERNET SOURCES (1%), PUBLICATIONS (0%), and STUDENT PAPERS (%). Under the "PRIMARY SOURCES" section, two sources are identified: "1 hdl.handle.net Internet Source" with a similarity of "<1%" and "2 www.esspin.org Internet Source" with a similarity of "<1%". The browser's address bar shows the file path: "file:///C:/Users/Bhengutt/Downloads/Feysisayo Akinola First Draft.pdf". The Windows taskbar at the bottom indicates the system time as 19:24 on 2023/06/10.

Category	Percentage
SIMILARITY INDEX	1%
INTERNET SOURCES	1%
PUBLICATIONS	0%
STUDENT PAPERS	%

Rank	Source	Similarity
1	hdl.handle.net Internet Source	<1%
2	www.esspin.org Internet Source	<1%