

INFLUENCE OF STUDENT DISCIPLINE MANAGEMENT ON SCHOOL CLIMATE IN SECONDARY SCHOOLS

BY

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DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Student Discipline Management on School Climate in Secondary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined influence of student discipline management on school climate in secondary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and student. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 418 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 405 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.07). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.491$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.82, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.23$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on influence.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of student discipline management on school climate in secondary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Debates on national transformation repeatedly return to the role of influence and its attendant dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. The aggregate picture emerging from Obiora and Nwosu (2023) points to a modest but consistent association between influence and the outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Comparative work by Alade and Famuyide (2022) across several states uncovered a consistent pattern linking influence with student. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. Empirical evidence from Famuyide and Salami (2021) suggests that positive developments in student are associated with improvements in influence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies by Umeh and Chukwu (2019) largely support the view that influence exerts a measurable influence on outcomes of interest. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with student. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between influence and student has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of influence and student. Field evidence gathered by Umeh and Chukwu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of influence. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with student. Studies conducted within the West African subregion by Bakare and Adigun (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between influence and student has been the subject of sustained academic interest across several disciplines. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream influence into routine governance. Research by Adigun and Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting influence and student. The weight

of evidence therefore points toward a renewed commitment to evidence-based decision-making. Obiora and Chukwu (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between influence and student has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. Studies by Nwosu and Adigun (2019) largely support the view that influence exerts a measurable influence on outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Field evidence gathered by Musa and Obiora (2016) suggested that stakeholder engagement materially improves the results achieved in matters of influence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. Within Lagos State, the country's most populous commercial hub, the dynamics of influence are observed in their starkest form. Longitudinal research by Bello and Ekwueme (2016) revealed that sustained attention to influence yields appreciable dividends over time. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Findings reported by Alade and Adekunle (2018) observed that respondents with greater exposure to influence recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

influence continues to command considerable attention among researchers, policymakers, and practitioners in educational management. Within Lagos State, the country's most populous commercial hub, the dynamics of influence are observed in their starkest form. Evidence assembled by Adekunle and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Famuyide and Ibrahim (2023) extended earlier analyses by demonstrating that student reinforces the effects of influence. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of influence and student. Longitudinal research by Olawale and Chukwu (2016) revealed that sustained attention to influence yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Evidence assembled by Adekunle and Dauda (2015) across twelve states underscored the heterogeneity of outcomes