



# Controlling Students' Disciplinary Problems in Universities

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

The study examined the management strategies for controlling students' disciplinary problems in the universities south east geopolitical zone of Nigeria. Descriptive survey design was used for the study. The population of the study comprises of about 5037 administrators and student union executives; the sample of study was 1712 (980 males and 732 females) made up of 1,536 university administrators and student union executives in the ten public (five federal and five state-owned) universities in South East Geopolitical Zone. Five percent of 3,501 lecturers were selected using proportionate random sampling technique. Structured questionnaire, oral interview and focus group discussion guide were developed and used for data collection after validation by two experts in educational administration and educational evaluation. The instruments were trial-tested for reliability using Cronbach Alpha reliability coefficient to a random sample of 30 university administrators outside the study area. The overall internal consistency yielded 0.97.

Four research questions and one hypothesis guided the study. Mean and standard deviation were used to answer the four research questions, while oral interview and focus group discussion guide were analyzed qualitatively; t- test statistic was used to test the null hypothesis at 0.05 level of probability. There were no significant differences in the mean ratings of males and females, experienced and less experienced and institutional ownership on university administrators on the management strategies for controlling students' disciplinary problems in universities. The result also revealed that there are students' disciplinary problems that constrain the acts of teaching and

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learning in universities and management strategies like Administrative strategies, which include banning of the sale of alcohol and drugs in the school premises; Security strategies which include searching and ceasing all dangerous weapons from students from time to time; Education/Enlightenment strategies, which will create forum for university administrators and students dialogue in Universities in South East Nigeria.

*Keywords: Students dialogue; discipline; lawlessness; enlightenment strategies.*

## 1. BACKGROUND OF THE STUDY

Discipline is operationally seen as the actions of the administrator to inculcate in the students good and acceptable behavioral patterns that will promote learning and enhance a decent society. Discipline creates a conducive environment within and outside the individual, which fosters cognitive development and favorable affective disposition. Thus, the goal of discipline in school is seen partly as a way to guarantee a free, effective and efficient learning environment.

Where there is no discipline, indiscipline manifests, in form of lawlessness and absence of self control. Indiscipline has several varying and serious effects on the individual, school and society in general. It deprives one of appropriate behavioral development and manifestations. In the university system indiscipline disrupts teaching and learning, and destruction of lives and properties.

Students' misbehaviors have been the worries of educational administrators. Slavin [1] stated that students misconduct interferes with teaching and learning and is thought to be a leading contributor to lecturers and administrators stress and attrition. Slavin, stressed that Lecturers who are victims of students disciplinary acts express fears of their safety, lack sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression. The university administrators in an attempt to address these social ills devised management strategies like counseling, suspension and expulsion. Available literature showed that students disciplinary problems are on the increase despite those strategies adopted by the university administrators, because there are perennial cases of students' disciplinary problems such as cultism, certificate forgery, violent demonstration, examination malpractices, indecent dressing among others.

The major problem of university education in Nigeria today seems to be lack of discipline. One can notice indiscipline, lawlessness, and

rudeness among students in various universities in the country. Idris, Okolo and Ejikeme [2] noted that series of seminars and workshops had been organized to address the situation, but it appears the situation is in no way being improved. Students' militancy in universities have come to be recognized as the most visible perennial problems, as students constantly unleash terror on both staff and students to make the university environment unfit for adequate teaching and learning. Lecturers and school administrators for fear of being killed or attacked, no longer express their views, or condemn bad behaviours of students [1].

Students' disciplinary problems are prevailing phenomena affecting universities, not only in Nigeria but also in many nations around the world. Alison [3] reported that in Pennsylvania University in 2003, four students and a lecturer were killed and ten other students wounded by a drug addict student; three students were also killed at East New York University in 2003. Edward [4] reported that a student killed two fellow students and a lecturer at high school in rural Washington state. There are reported cases of university students' involvement in arson, forgery, thuggery, drug abuse, rape, drug trafficking, unethical modes of dressing, prostitution, falsification of certificates among other anti-social vices [5].

The Society on the other hand, has contributed to students' disciplinary problems in no small measure. The university system as a reflection of the society is besieged by all sort of ills like bribery and corruption, secret cults, alcoholism, cheating, and sexual immorality [6]. One can also notice the problems of human trafficking, suicide bombing, kidnapping, arson, money laundering, terrorism, hi-jacking, among others. The society accepts and honours any individual that can bring money for them irrespective of how the wealth was acquired.

Parents also contribute a lot to students' disciplinary problems. Many students arrive in school with little or no resources and therefore

are left to fend for themselves. Girls resort to prostitution, while boys resort to burglary, armed robbery, and other crime related acts.

However, other scholars like Jones [7] holds the view that gender may influence the way and manner an administrator controls disciplinary problems. Jones, contends that a male administrator may control males in a gender specific manner that could be judged different from that of a female administrator and vice-versa. Azizi, Jameludin and Shahrin [8] noted that male administrators in general are stricter in controlling students' disciplinary problems than their female counterparts. Similarly Ikwuegbu [9] observed that female administrators may be modest as a result of the reserved nature of women in terms of interpersonal relationship with students. Therefore, the influence of gender on the control of disciplinary problems in schools is still unsettled.

Indiscipline manifests among the students, staff and the wider society. Udeozor [10] observed that indiscipline manifests among students in various forms such as absence of self-control, unrest, deliberate breaches of school rules, stealing, rape, drug abuse, examination malpractices and drunkenness. On the part of staff, indiscipline could manifest in the form of lateness to school or office, absence from duty, immoral relationship with students, stealing of school equipments, leaking official documents, instigating students against school authority among others. In the wider society, indiscipline could manifest in the form of bribery and corruption, embezzlement of public funds, nepotism, rigging of election, forgery, tax evasion, reckless driving, jumping queues, ethnic chauvinism, religious fanaticism and cheating.

These bad behaviours of students have led to waste of lives, properties, and precious time. Chukwulaka [11] observed that forty four students of one of the Universities in the area of study were expelled for their involvement in examination malpractices while twenty nine students of another University were suspended for a similar offence in 2006. Chukwurah [12] reported that a lecturer, nursing mother and two others were killed at one of the universities by members of cult, and also two students of another University in South-east were in police net over kidnapping of the university Bursar's son. It is on record that on the 16th January 2010 students of University of Nigeria, Nsukka embarked on violent demonstration over an

alleged hike in school fees, many properties were destroyed and the university was closed down for several weeks.

There is therefore the need to adopt more effective management strategies that will control students' disciplinary problems in universities which often create sense of insecurity to both staff and students. Management strategies are therefore initiatives directed towards improving any aspect of the management process in finding solutions to problems. Good management strategies foster a positive school climate that supports academic achievement for all students [13]. These strategies include expulsion of students for serious offences, rustication for a semester or a session for minor offences, forced apologies, expulsion from hostels. These strategies are applied in a bid to improve the administrative potentials of the school authority, improve student's performance as well as create a conducive atmosphere for teaching and learning.

In the United States of America and Canada, management strategies like suspension, reprimand, conference, detention, fines, expulsion, jail, threat, warning, corporal punishment, treatment by psychiatrist, among others, have been tried out, but all these strategies have not produced desirable outcomes [13]. Many universities manage to keep students' disciplinary problems within tolerable limits. Occasionally, however, poor disciplinary management within school can cause a more general breakdown of law and order that can lead to loss of lives, properties and disruptions of academic programmes.

In using different management strategies to control students' disciplinary problems, gender is likely to influence disciplinary tone of universities. Gender has generated a lot of controversy in education. According to Atthill (2009) gender is seen as the sum of cultural values, attitudes, role-practice and characteristics based on sex. It is socially constructed and differs from one society to another. Gender disparity has also been source of debate in management, gender disparity determines the roles that individuals have in community. They shape individual preferences, power relations between sexes and dictate the type of work considered appropriate for individuals. Edem [14] noted that there are no disparities in leadership style between male and female administrators in the area of disciplinary control. The researcher contends that

emphasis should be placed on training and retraining of school administrators irrespective of gender for effective management of both human and material resources of the school. Thus, acquisition of appropriate skills and training for handling problems is very necessary for maintaining discipline in schools.

Students' disciplinary problems are common in universities in the south east Nigeria, where there are noticeable cases of cult activities, rape, certificate forgery, violent demonstration, sexual harassment, examination malpractices, drug abuse, sports hooliganism among others, which disrupt academic activities [5]. Different attempts by the government and university administrators such as deans of student affairs, guidance counsellors, deputy vice-chancellors (administration) security personnel, hostel supervisors to control these acts have not led to the success in preventing the anomalies. These expression points to the fact that there is need for effective management strategies. This is why the researcher considers management strategies as very essential in controlling students' disciplinary problems in universities, since no effective learning could be achieved in undisciplined society.

The Federal Government of Nigeria seems to be worried about students' disciplinary problems leading to the inauguration of visitation panels to federal universities. Consequently, various university authorities have introduced various strategies to manage students' disciplinary problems such as the post university matriculation screening of candidates among others, however the problems still persist. It's expected that the influence of gender, may affect students' disciplinary control. Most of the studies conducted by some scholars focused on job experience and ownership of institutions, thus the extent to which gender influences the control of students' disciplinary problems has not been fully ascertained.

### 1.1 Research Questions

The following research questions guided the study

1. What are the disciplinary problems prevalent in Universities in South East Nigeria?
2. What are the ways disciplinary problems manifest in universities?
3. What are the management strategies for controlling students' disciplinary problems?

4. What is the influence of Gender of university administrators on the management strategies for controlling students' disciplinary problems?

### 1.2 Specifically, the Objectives of this Research are

1. Determine the disciplinary problems prevalent in Universities in South East Nigeria.
2. Ascertain the ways that disciplinary problems manifest in universities.
3. Investigate the management strategies for controlling students' disciplinary problems.
4. Ascertain the influence of gender on management strategies for controlling students' disciplinary problems in the Universities.

### 1.3 Hypotheses

The following null hypotheses were tested at .05 level of probability.

- Ho<sub>1</sub> There is no significant difference between the mean ratings of male and female university administrators on the management strategies for controlling students' disciplinary problems.

## 2. RESEARCH METHODS

This study adopted a descriptive survey design. It tries to determine the status of the phenomenon under investigation as it exist in its natural setting.

### 2.1 Area of the Study

The study covered all the five states in the south east geographical zone. There are ten public universities in the zone consisting five federal and five state-owned universities. The choice of the zone and the universities was based on the fact that there are reported cases of students' disciplinary problems such as cultism, drug abuse, examination malpractices, violet demonstrations, sports hooliganism, rape, among others.

### 2.2 Population of the Study

The study population comprises 10 universities in south east, Nigeria and 1,536 university administrators involved at the various levels of

disciplinary control of students. There are about five thousand and thirty-seven administrators and student union executive (5037) that constitute the population.

### **2.3 Sample and Sampling Technique**

The sample of the study was 1,712 (980 males and 732 females) made up of 1,536 university administrators and student union executives. Five percent (5%) of 3,501 lecturers were selected using proportionate random sampling technique. This gave a total of 176 lecturers. The percentage of lecturers was considered adequate because they were not directly involved in students' disciplinary control.

### **2.4 Instrumentation**

Three instruments were used for data collection: researchers designed questionnaire titled management strategies for controlling students' disciplinary problems (MSCSDP), oral interviews and focus group discussion guide. The instruments were organized into three parts on a four-point scale according to the research questions. Part 1 sought information on the prevalence of students' disciplinary problems with 23 items. Part II has 15 items on the manifestation of the students disciplinary problems. Part III sought information on the management strategies for controlling students' disciplinary problems. This was grouped in four clusters of ABCD each containing the items on the administrative strategies.

The structured oral interview schedule contains nine (9) questions which was responded to by the lecturers. The focus group discussion guide has nineteen (19) questions which elicited information from groups of students union executives. The data generated from these two instruments were used to authenticate the information obtained and were not rated on any point scale since their responses were analyzed quantitatively.

### **2.5 Validation and Reliability of Instrument**

The instruments were validated using experts in educational administration and educational evaluation. The instruments were trial-tested for reliability using Cronbach alpha reliability coefficient to a random sample of (30) university

administrators outside the study area. The internal consistency estimate yielded 0.88, 0.95, 0.86, 0.82, 0.84 for students' disciplinary problems. The overall internal consistency for strategies for controlling students' disciplinary problems is 0.97.

### **2.6 Methods of Data Collection**

The instruments were administered directly to the respondents by five research assistants. On the spot collection was adopted to ensure maximum recovery of the instruments. Oral interview was conducted on the lecturers directly at the designated universities.

#### **2.6.1 Methods of data analysis**

Data collected were analyzed using mean and standard deviation in answering the research questions. Oral interview and focus group discussion were analyzed quantitatively. The t-test statistic was used to test the null hypothesis at 0.05 level of probability.

## **3. DISCUSSION OF RESULTS**

### **3.1 Research Question 1**

What are the disciplinary problems prevalent in universities in South East Nigeria?

Table 1 presents the views of university administrators on disciplinary problems prevalent in universities in south east. The table shows that apart from 17, and 19, the other twenty items had mean score which were above the real limits numbers of 2.5 that is 3.01, 3.74, 2.94, 3.66, 3.87, 3.01, 3.50, 3.54, 3.56, 3.81, 3.55, 3.63, 3.55, 3.10, 3.68, 3.31, 3.27, 3.83, 3.43, respectively while item 3, 10, 17 and 19 had mean score of 2.14, 1.98, 2.10 and 2.42.

Based on the data, the respondents shared the view that disciplinary problems like cultism, drug abuse, rape, sexual harassment, examination malpractice, violent demonstration, sports hooliganism, theft, absenteeism from lecturers, absenteeism from examination halls, certificate forgery, impersonation, waylaying of lecturers, indecent dressing, plagiarism, fighting fellow student, forming gangs and clique, threats to fellow students and threats to university authorities are either frequent or very frequent. While Arson, kidnapping and drug trafficking are occasional. The cluster mean of 3.24 for

university administrators indicate that the above students' disciplinary problems are prevalent in universities in South East Nigeria.

### 3.2 Question 2

What are the ways these disciplinary problem manifest?

Table 2 shows the mean ratings of university administrators on ways students' disciplinary problems manifest.

The data indicates that apart from item 37 with mean score of 2.27 which is below the real limits of numbers of 2.5, all other items from 24 -52 had mean scores which were above the criterion mean score. The mean ratings of university administrators in table two indicated that students disciplinary problems manifest in the following ways – initiation of cult members involves the use of blood concoction from animals or members, admission and initiation of members are done in secret, advertisement for

membership is written in strange Languages, physical abuse during initiation, smoking of marijuana cocaine and heroin, excessive intake of alcoholic beverage, drug trafficking, bringing parts of note books or text books into examination halls, certificate forgery, lobbying for marks through any means, plagiarism, marching out in procession and singing slogans on the streets, assassination, fighting, threat to fellow students/staff, forming gangs for no good purpose, sexual harassment, rape, smashing of windows panes of university buildings, waylaying lecturers on the way, absenteeism from examination, absenteeism from lectures, indecent dressing, beating and maiming sports officials, throwing dangerous weapons inside the football pitch, verbal abuse on sport officials and destroying stadium and sport equipment. The respondents disagreed that kidnapping is not a way in which university students' disciplinary problems manifest. The cluster, mean of university administrators is 3.26 indicating that students' disciplinary problems manifest in different ways.

**Table 1. Mean ratings of university administrators on disciplinary problems prevalent in universities in south east geopolitical zone of Nigeria**

S/N	Disciplinary problems prevalence in the universities in south east	University administrators		
		$\bar{X}$	SD	DEC
1	Cultism	3.01	0.45	F
2	Drug abuse	3.74	0.59	VF
3	Arson	2.14	0.49	OC
4	Rape	2.95	0.53	F
5	Sexual harassment	3.66	0.63	VF
6	Examination malpractices	3.87	0.44	VF
7	Violent demonstration	3.09	0.28	F
8	Sports hooliganism	3.50	0.82	VP
9	Theft	3.54	0.70	VF
10	Kidnapping	1.98	0.35	OC
11	Absenteeism from lecture	3.56	0.67	VP
12	Absenteeism from examination hall	3.81	0.47	VP
13	Certificate forgery	3.55	0.60	VP
14	Impersonation	3.63	0.69	VF
15	Waylaying of lecturers	3.55	0.60	VF
16	Indecent dressing	3.10	0.90	F
17	Drug trafficking	2.10	0.69	OC
18	Plagiarism	3.68	0.62	VF
19	Hired assassination	2.42	0.77	OC
20	Fighting fellow student	3.31	0.70	F
21	Forming gangs and clique for no good purpose	3.27	0.50	F
22	Threats to fellow student	3.85	0.47	VF
23	Threats to university authorities	3.43	0.75	F
	Cluster means	3.24	0.59	VF

VF = Very Frequent, F = Frequent, OC = Occasional, DEC = Decision

**Table 2. Mean ratings of university administrators on ways students' disciplinary problems manifest**

S/N	Ways students' disciplinary problems manifest	University administrators		
1	Imitation of cult members involves the use of blood concoction from animals or members	3.75	0.42	SA
2	Administration and initiation of members are done in secret	3.34	0.71	A
3	Advertisement for membership and meeting are written in strange languages	3.09	0.55	A
4	Physical abuse during initiation	3.36	0.84	A
5	Smoking marijuana, cocaine and heroine	3.44	0.67	A
6	Excessive intake of alcoholic beverages	3.72	0.66	SA
7	Drug trafficking	3.03	0.89	A
8	Bringing parts of note book and text books into examination halls.	3.85	0.48	SA
9	Forging of certificate	3.44	0.78	A
10	Impersonating during examination	3.45	0.70	A
11	Lobbying for marks through any means	3.56	0.60	SA
12	Plagiarism	3.40	0.72	A
13	Marching out in procession and singing slogans on the streets	3.24	0.69	A
14	Kidnapping	2.27	0.78	D
15	Assassination	3.00	0.95	A
16	Fighting	3.12	0.08	A
17	Threats to fellow students/staff	3.33	0.47	A
18	Forming gangs for no good purpose	3.12	0.91	A
19	Sexual harassment	3.39	0.88	A
20	Rape	3.23	0.68	A
21	Smashing of windows panes of Uni. buildings	3.33	0.63	A
22	Waylaying lecturers on the way	3.26	0.67	A
23	Absenteeism from examination	3.68	0.58	SA
24	Absenteeism from lectures	3.83	0.49	A
25	Indecent dressing	3.31	0.73	A
26	Beating and manning sport officials	3.24	0.85	A
27	Throwing dangerous weapons inside the football pitch	3.39	0.81	A
28	Verbal abuse on sport official	3.83	0.52	SA
29	Destroying stadium and sport equipment	3.86	0.50	SA
	Cluster Mean	3.26	0.64	A

Key: SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly Disagree

### 3.3 Research Question 3

What are the administrative strategies adopted for controlling students disciplinary problems.

VS = Very Suitable, S = Suitable, US = Unsuitable, VUS = Very Unsuitable, = Not Suitable Data in Table 3 indicate the opinion of university administrators on the administrative strategies adopted for controlling students' disciplinary problem. The table reveals that items 53-70 had mean ratings of 3.81, 3.36, 3.29, 3.43, 3.34, 3.27, 3.12, 3.27, 3.29, 3.21, 3.06, 3.30, 2.21, 3.29, 3.57, 3.63, 3.33, 3.30 and with standard deviation of 0.42, 0.73, 0.77, 0.60, 0.56,

0.80, 0.76, 0.95, 0.79, 0.75, 1.04, 0.79, 0.76, 0.82, 0.69, 0.64, 0.80, 3.30 respectively. The summary of the table shows that the respondents are of the opinion that the following administrative strategies are suitable for controlling students disciplinary problems; Ban the sales of alcohol within the university vicinity, drugs like marijuana should be banned within the university vicinity, through searching of candidates before entering examination halls, involving students in decisions that affect them, expulsion of cult members from the university, formation of anti-cult organization to monitor cult members, expulsion of drug abusing students from the university, exercise transparency in

managing university fund, diversification of the curriculum to meet the needs of slow and fast learners, ban the use of handsets during examination, nomination of honest lecturers as supervisor and invigilators for examination, suspension of students who engage in examination malpractices, employment of democratic leadership style in administration, good university/community relationship, students to be engage in purposeful activities, family help and interventions to be sought. Enactment of rule and regulations that have roots in the culture of the university location to be included. The cluster mean of the respondents is 3.35. Based on the results the strategies are suitable for controlling students' disciplinary problems.

### 3.4 Research Question 4

What is the influence of gender of university administrators on the management strategies adopted for controlling students' disciplinary problem?

The data answering this research question are contained in Table 4.

Table 4 indicates that all the items from 53-70 on the views of the male and female university administrators on administrative strategies adopted for controlling students disciplinary problems had mean scores above the criterion mean of 2.5 for both male and female, indicating that the strategies are suitable. The mean scores of 3.76 for males and 2.66 for females respectively, indicate that the strategies are suitable for controlling students' disciplinary problems.

Table 5 indicate that all the items from 71 — 80 on male administrators as regard to education! enlightenment, scored above the criterion mean of 2.5 for male, while items 71, 75, and 77 on female responses scored below the bench mark of 2.5. The overall mean scores are 3.67 for males and 2.65 for females. This indicates that the strategies are suitable.

**Table 3. Mean ratings of university administrators on administrative strategies**

S/N	Administrative strategies	X	SD	DEC.
53	Ban the sale of alcohol and other drugs related students within University	3.81	0.48	VS
54	Thorough searching of candidate before entering the examination halls.	3.36	0.73	S
55	Involve students in decision that affect them	3.29	0.77	S
56	Expulsion of cult members from the university	3.43	0.60	S
57	Formation of anti cult organization to monitor cult members	3.34	0.56	S
58	Expulsion of drug abusing students from university.	3.27	0.80	S
59	Exercise of transparency in managing university fund	3.12	0.76	S
60	Curriculum should be diversified to meet the needs of slow and	3.27	0.95	S
61	fast learners			
62	Ban the use of handsets during the examination	3.29	0.79	S
63	Nomination of honest lecturers as supervisors and invigilators for examination	3.21	0.75	S
64	Drugs like marijuana and cocaine should be banned within the	3.30	0.79	S
65	university			
66	Suspension of students who engage in exam. malpractice	3.30	0.79	S
67	Employment of democratic leadership style in administration.	3.21	0.76	VS
68	Good university! community relationship	3.29	0.82	VS
69	Effective supervision of sport activities by games master	3.57	0.69	VS
70	Students to be engaged in purposeful activities	3.63	0.64	VS
	Family help and intervention should be sought	3.33	0.80	S
	Enactment of rules and regulations that have roots in the culture of the university location	3.30	0.71	S
	<b>Cluster</b>	<b>3.35</b>	<b>0.73</b>	<b>5</b>



**Table 4. Mean responses of male and female administrators on administrative strategies for controlling students' disciplinary problems**

S/N	Administrative strategies items	Male			Female		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
53	Ban the sale of alcohol within the university	3.91	0.40	VS	3.53	0.67	VS
54	Thorough searching of candidates before entering the exam halls	3.81	0.38	VS	2.70	0.59	S
55	Involve students in decisions that affect them	3.76	0.42	VS	2.61	0.64	S
56	Expulsion of cult members from the university	3.81	0.38	VS	2.88	0.41	S
57	Formation of anti-cult organization to monitor cult members	3.66	0.47	VS	2.88	0.41	S
58	Expulsion of drug abused students from the university	3.79	0.40	VS	2.52	0.63	S
59	Exercise transparency in managing university fund	3.61	0.48	VS	2.40	0.49	NS
60	Curriculum should be diversified to meet the needs of slow and fast learners	3.91	0.27	VS	2.32	0.72	NS
61	Ban the use of handset during the examination	3.79	0.40	VS	2.55	0.63	S
62	Nomination of honest lecturers as supervisors and invigilators for examination	3.66	0.47	VS	2.56	0.60	S
63	Drugs like marijuana should be banned within the university vicinity	3.76	0.42	VS	2.02	0.79	NS
64	Suspension of students who engage in examination malpractices	3.81	0.38	VS	2.55	0.63	S
65	Employment of democratic leadership style in administration	3.66	0.47	VS	2.55	0.63	S
66	Good university/community relationship	3.79	0.40	VS	2.56	0.73	S
67	Effective supervision of sports activities by games masters	3.76	0.42	VS	2.95	0.74	S
68	Students to be engaged in purposeful activities	3.81	0.38	VS	3.10	0.73	S
69	Family help and interventions should be sought.	3.81	0.38	VS	2.62	0.73	S
70	Enactment of rules and regulations that have roots in the culture of the university location	3.71	0.45	VS	2.70	0.59	S
	<b>Cluster</b>	<b>3.76</b>	<b>0.40</b>	<b>VS</b>	<b>2.66</b>	<b>0.63</b>	<b>S</b>

### 3.5 Hypothesis I

There is no significance difference between the mean ratings of male and female university administrators on the management strategies for controlling students' disciplinary problems in universities.

Table 6 indicates that the calculated t- values of items 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98 are 0.364, 1.027, 1.611, 1.581, 1.68, 1.622, 1.739, 1.765, 1.5210, 1.816, 1.518, 1.683, 1.092, 0.983, 1.647, and 1.419 respectively at 1648 degree of freedom and at 0.05 level of significance are less than the t- critical value at 1.96. Since the calculated t- values are less than the critical table value, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female university administrators on the administrative strategies for

controlling students' disciplinary problems in universities in south east geopolitical zone.

Both male and female university administrators accepted all the administrative, and education/enlightenment as strategies adopted for the control of disciplinary problems of students in the universities except item 59, 60 and 63 on administrative strategies where the female respondents scored below the mean of 2.5. Although the male scores are higher than that of the female on the administrative strategies, this result confirmed the study carried out by Azizi, Jameludin and Shahrin [8] who averred that male administrators are much stricter in controlling students than their female counterparts- The scores from the female administrators also confirmed the assertion of Ikwuegbu [9] who observed that female administrators may be modest as a result of the reserved nature of women.

**Table 5. Mean responses of male and female University administrators on education/ enlightenment strategies for controlling students' disciplinary problems**

S/N	Administrative strategies items	Male			Female		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
71	Use of resource persons to speak on the various forms of indiscipline	3.81	0.38	VS	2.47	0.83	NS
72	Use of mass media to educate the students on evils of indiscipline	3.79	0.40	VS	2.62	0.61	S
73	Creating forum for university administrators and students dialogue	3.69	0.46	VS	2.67	0.52	S
74	Encouraging healthy students association like erudite clubs	3.76	0.42	VS	2.77	0.56	S
75	Counseling of students by expert counselors	2.81	0.38	VS	2.40	0.83	NS
76	Introduction of civic education in university curriculum	3.81	0.38	VS	2.82	0.57	S
77	Proper training in the rules and regulation of sportsmanship by game masters	3.91	0.27	VS	2.47	0.74	NS
78	Training and retraining of staff in school management	3.76	0.42	VS	2.80	1.05	S
79	Assist students to develop good attitude to Sports	3.51	0.50	VS	3.05	0.62	S
80	Teaching good aspects of the tradition and mores of the area where the university is located.	3.91	0.27	VS	2.52	0.74	S
	<b>Cluster means</b>	<b>3.67</b>	<b>0.45</b>	<b>VS</b>	<b>2.65</b>	<b>0.70</b>	<b>S</b>

**Table 6. Shows the t- test analysis of male and female administrators on the management strategies for controlling students disciplinary problems in universities in south east geo-political zone Nigeria**

S/N	Administrative strategies	$\bar{X}$	X	$\frac{N}{SD}$	$\frac{F}{SD}$	t-cal	Dec
		$\bar{X}$	X	$\frac{N}{SD}$	$\frac{F}{SD}$		
81	Drugs like marijuana should be banned within university vicinity	3.79	3.53	0.40	0.67	0.364	Accepted
82	Thorough searching of candidates before entering exam. halls	3.81	2.70	0.38	0.59	1.027	Accepted
83	Involve students in decision that affect them	3.76	2.61	0.42	0.64	1.611	Accepted
84	Expulsion of cult members from the university	3.81	2.88	0.38	0.41	1.581	Accepted
85	Formation of anti-cult organization to monitor cult members	3.66	2.88	0.47	0.41	1.168	Accepted
86	Expulsion of drug abusing students from the university	3.79	2.52	0.40	0.63	1.622	Accepted
87	Exercise transparency in managing university fund	S.d	2.40	0.48	0.49	1.739	Accepted
88	Curriculum should be diversified to meet the needs of slow and fast learner	3.91	2.32	0.27	0.72	2.363	Rejected
89	Ban the use of handsets during the examination	3.79	2.55	0.40	0.63	1.765	Accepted
90	Nomination of honest lecturers as supervisors and invigilators for examination	3.66	2.56	0.47	0.60	1.521	Accepted
91	Suspension of students who engage in examination malpractices	3.76	2.02	0.42	0.79	2.304	Rejected

S/N	Administrative strategies	$\bar{N}$	X	$\frac{N}{SD}$	$\frac{F}{SD}$	t-cal	Dec
92	Employment of democratic leadership style in administrators	3.81	2.55	0.38	0.63	1.816	Accepted
93	Good university/community relationship	3.66	2.55	0.47	0.63	1.518	Accepted
94	Effective supervision of sports activities by games master	3.79	2.56	0.40	0.73	1.683	Accepted
95	Students to be engaged in purposeful activities	3.6	2.95	0.42	0.74	1.092	Accepted
96	Family help and interventions should be sought	3.81	3.10	0.38	0.73	0.983	Accepted
97	Enactment of rules and regulations that have roots in the culture of the university	3.81	2.62	0.38	0.73	1.647	Accepted
98	Ban the sale of alcohol within university Vicinity location	3.71	2.70	0.45	0.59	1.419	Accepted
	<b>Cluster</b>	<b>3.76</b>	<b>2.66</b>	<b>0.40</b>	<b>0.63</b>	<b>1.46</b>	<b>Accepted</b>

### 3.6 Discussion

Both male and female accepted expulsion of cult members from the university, constant patrol by the security officers, creating forum for university administrators and student dialogue, provision of learning facilities and employment of democratic leadership style in administration. These findings agreed with the assertion of Enyi [15] who stated that an administrator should view students' problems from different perspective like, economics, psychological, moral and political dimensions, rather than seeing it as mere social problem. The results agreed with Orhungur [16] who advocated that deviant students should be expelled from the school and the school premises should be properly fenced. The author further emphasized the need for democratic leadership by the school authorities to avert disciplinary problems emanating from autocratic leadership.

### 4. CONCLUSION

Good management strategies do not discriminate between male and female in controlling disciplinary problems. Different strategies should be adopted to ameliorate the high rate of students' disciplinary problems, so as to create enabling environment for effective teaching and learning universities. There are also the need for training and retraining of university administrators for effective management of students' disciplinary problems.

### 5. RECOMMENDATIONS

1. University administrators should invite resource persons to talk to students on the

evils of cultism, drug abuse, violent demonstrations, examination malpractices, sexual harassment, sports hooliganism amongst other anti-social vices. Students welfare should be improved upon to curtail the prevalence of students disciplinary problems

2. University security outfit should be equipped with sophisticated equipment to help monitor students' disciplinary problems. Marijuana and alcohol should be banned within the university vicinity
3. Regular workshops, seminars, conferences on anti-social behavior should be organized for university administrators and students. This is important since this will enable the students identify areas that constitute students disciplinary problem.
4. University administrators should be trained and re-trained on the management of students' disciplinary problems, irrespective of gender.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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