**CHAPTER TWO**

**LITERATURE REVIEW**

* 1. **Introduction to the Research Topic**

The research area for this study focuses on revolutionizing disciplinary processes within educational institutions through the implementation of a technologically-driven solution, embodied in the proposed Student Disciplinary Committee (SDC) Application. Acknowledging the historical challenges posed by paper-based disciplinary systems, the study delves into the critical role played by the Student Disciplinary Committee (SDC) in maintaining a conducive and disciplined environment within universities. The current manual approach, characterized by delayed processes, error-prone documentation, and limited accessibility to case information, necessitates a shift towards a more efficient and transparent system. Drawing on key concepts such as User-Centered Design, Agile Methodology, Transparency, and Accountability, the research aims to develop an application that not only streamlines case creation, resolution, and communication but also enhances the overall fairness and effectiveness of disciplinary procedures. The literature review provides a foundation by examining historical contexts, key concepts, methodologies, and theoretical contributions related to the intersection of technology and disciplinary processes in educational settings. The subsequent chapters will further explore the research methodologies, system design, implementation, and evaluation of the SDC Application, with a focus on creating a positive learning environment for all students.

The significance of this research lies in several key aspects:

1. **Efficiency Enhancement:** The application aims to streamline and expedite disciplinary processes, eliminating the delays and inefficiencies inherent in manual record-keeping. This contributes to a more responsive and timely resolution of disciplinary cases, promoting a conducive learning environment.

2. **Transparency and Accountability:** By incorporating features such as real-time updates, scheduled hearings, and secure document storage, the SDC Application is set to enhance the disciplinary procedures. This not only addresses communication gaps but also ensures a fair and transparent resolution of cases.

3. **Positive Learning Environment:** The ultimate goal of the research is to foster a positive learning environment for all students. The application's ability to handle disciplinary matters efficiently and fairly contributes to reducing disruptions, maintaining discipline, and creating a supportive atmosphere for academic and personal growth.

4. **User-Centered Design:** The application's adherence to User-Centered Design principles ensures that it is user-friendly and aligns with the needs of both committee members and students involved in disciplinary cases.

5. **Technological Innovation:** The research introduces a technological solution by leveraging the T3 stack, consisting of Typescript, Tailwind CSS, Next.js, JWT-Authentication, DrizzleORM, and Planetscale.

6. **Research Contributions:** The study contributes to the existing body of literature by addressing the limitations of paper-based disciplinary systems and presenting a comprehensive technological solution.

**Objectives:**

1. To acquire information on the internal events of the SDC and be present for scheduled case hearings, all to gain more insight about the internal operations of the committee.

2. To integrate the frontend and the backend using the T3 stack in a mono repository.

3. To design a user-friendly application with a visually appealing user interface, responsive interactions, subtle animations, and minimal clicks for navigation, utilizing the Figma software.

4. To implement the SDC Application using HTML, CSS, Next.js, Tailwind CSS, and the backend using TRPC (Typescript Remote Procedure Calls) and the database using Planetscale.

5. To test the SDC Application using Jest.

6. To deploy the application on a server-less platform using vercel.com.

* 1. **Historical Context of the Research Topic**

The historical development of this area of study / research has witnessed various studies addressing technology application, development of web-based applications, and the integration of advanced technologies in police management. While the focus of these studies is on law enforcement, they offer valuable insights into technology's role in organizational management, an aspect that aligns with the development of the SDC Application.

**Research 1: Technology application and police management: issues and challenges (Liou K. T., International Journal of Organization Theory and Behavior, 2019)**

This study delves into critical issues and challenges associated with the application of technology to improve police organizations' management. It reviews the background of the police service model, the development of police-related technology, and their relationship with police performance measures. The findings emphasize the need to examine technology application from a broad perspective, considering not only operational issues but also organizational, management, community, and policy concerns. This research is foundational in highlighting the complexities and multifaceted nature of technology implementation in organizational settings, providing a framework for understanding the challenges and opportunities.

**Research 2: Research on Intelligent Mobile Police Application Based on 5G Technology (Cui C., Zhou G., Chen C., 2022 IEEE International Conference on Electrical Engineering, Big Data and Algorithms, EEBDA 2022)**

This conference proceedings paper explores the integration of 5G technology, big-data analysis, artificial intelligence, and intelligent monitoring equipment in mobile police applications. The study anticipates significant improvements in public safety, especially in scenarios with zero delay tolerance requirements and large population density. The research emphasizes the transformative potential of advanced technologies in enhancing daily police management and securing mega events. While the focus is on law enforcement, the integration of advanced technologies aligns with the broader theme of your research, showcasing the potential for technology-driven improvements in organizational processes.

**Theoretical Cyber Security Frameworks**

The application of relevant principles from the CIA Triad, Defense-in-Depth, and the NIST Cybersecurity Framework is essential.

1. **CIA Triad:** The CIA Triad principles (Confidentiality, Integrity, and Availability) are fundamental to the SDC Application's design. Confidentiality ensures that disciplinary data is accessible only to authorized users, maintaining the privacy of sensitive information. Integrity ensures that data is accurate and unaltered, crucial for the reliability of disciplinary records. Availability ensures that the application and its data are accessible to authorized users when needed.

2. **Defense-in-Depth:** While the SDC Application may not require the same depth of security layers as a traditional cybersecurity system, the concept of Defense-in-Depth is integrated. Multiple layers of security controls, including user authentication, role-based access controls, and encryption, are implemented to protect the application and the data it handles.

3. **NIST Cybersecurity Framework:** Elements of the NIST Cybersecurity Framework are embedded in the application's design. The Identify function ensures proper user authentication and authorization, the Protect function involves encryption and access controls, the Detect function includes mechanisms for identifying unusual activities, the Respond function outlines procedures for addressing security incidents, and the Recover function ensures data restoration and system resilience.

While the primary focus of the SDC Application is on disciplinary process management, incorporating cybersecurity principles is essential to safeguard the confidentiality, integrity, and availability of disciplinary data. The theoretical frameworks mentioned provide a broader understanding of cybersecurity, which indirectly influences the strategies applied in securing the SDC Application and its data.

* 1. **Key Concepts and Definitions**

1. **Student Disciplinary Committee (SDC):** The Student Disciplinary Committee is a key component within educational institutions responsible for addressing violations of established rules and regulations by students. It is typically composed of faculty members, administrators, and sometimes students, led by a senior faculty member or experienced administrator (Blandford, 1998).

2. **User-Centered Design (UCD):** User-Centered Design is a multidisciplinary design approach that emphasizes user participation to enhance comprehension of task and user requirements. It involves iterative design and evaluation processes, ensuring usability and effectiveness (Mao et al., 2005).

3. **Agile Methodology:** Agile software development methodologies involve an iterative and flexible approach, allowing for continuous feedback and adaptation to evolving needs (Esfahani & Yu, 2010). This methodology is adopted for the development of the SDC Application.

4. **CIA Triad:** The CIA Triad represents the core principles of cybersecurity, including Confidentiality, Integrity, and Availability. It ensures that data is kept private, accurate, and accessible only to authorized users when needed.

5. **Defense-in-Depth:** Defense-in-Depth is a cybersecurity model that emphasizes the use of multiple layers of security controls to protect systems and data. It includes network security, access controls, encryption, and intrusion detection (Cichonski et al., 2012).

6. **NIST Cybersecurity Framework:** Developed by the National Institute of Standards and Technology (NIST), this framework provides guidelines for organizations to manage and reduce cybersecurity risk. It consists of five core functions: Identify, Protect, Detect, Respond, and Recover (NIST, 2018).

7. **Zero Trust Security:** Zero Trust is a cybersecurity model that assumes no entity, whether inside or outside the organization, can be trusted by default. It requires continuous authentication and authorization for all users and devices.

8. **T3 Stack:** The T3 stack is a combination of Typescript, Tailwind CSS, Next.js, Next-Auth, Prisma or Drizzle ORM, and Planetscale MySQL serverless database. It provides a modern and efficient technology stack for building web applications (Hung, 2023).

* 1. **Review of Related Literature**

1. **Early Studies on Discipline Management in Schools (Blandford, 1998):**

Early studies laid the foundation by emphasizing the importance of discipline management in successful schools. Blandford (1998) highlighted the challenges and significance of maintaining discipline in educational settings, setting the historical context for later research.

2. **Introduction of User-Centered Design Principles (Mao et al., 2005):**

The introduction of User-Centered Design (UCD) principles marked a significant shift in research focus. Mao et al. (2005) explored UCD as a multidisciplinary approach, emphasizing user participation and iterative design processes. This thematic shift demonstrated a growing recognition of the importance of user experience in educational systems.

3. **Adoption of Agile Methodologies (Esfahani & Yu, 2010):**

As technology advanced, the adoption of Agile methodologies became a prominent theme. Esfahani and Yu (2010) discussed the widespread adoption and experimentation with Agile methodologies in software development. This chronological progression showcases a shift towards more flexible and adaptive approaches in designing educational systems.

4. **Technological Innovation with T3 Stack (Hung, 2023):**

The introduction of the T3 stack, a combination of Typescript, Tailwind CSS, Next.js, Next-Auth, Prisma or Drizzle ORM, and Planetscale MySQL serverless database, represents a contemporary milestone. Hung (2023) discussed the popularity and efficiency of the T3 stack, demonstrating a shift towards modern and robust technology stacks in educational technology development.

5. **Integration of Cybersecurity Principles (Current Research, Ongoing):**

The latest trend in research involves the integration of cybersecurity principles into educational technology. While not explicitly covered in historical studies, the current research trend acknowledges the importance of safeguarding educational systems from cybersecurity threats. Concepts such as the CIA Triad, Defense-in-Depth, and the NIST Cybersecurity Framework are considered to ensure the security and integrity of educational applications like the Student Disciplinary Committee (SDC) Application. This thematic progression underscores the evolving landscape of educational technology, incorporating both user-centric design principles and robust cybersecurity measures

This chronological organization highlights the historical development and progression of research themes related to educational technology and discipline management, showcasing the evolution from foundational studies to contemporary technological advancements.

**2.5 Methodologies and Research Designs**

**1.** **Qualitative Case Studies on Discipline Management (Blandford, 1998):**

Early studies, such as those conducted by Blandford (1998), often employed qualitative case studies to explore the challenges and dynamics of discipline management in educational institutions. This method allowed for in-depth exploration and understanding of specific disciplinary cases. Strengths included rich contextual insights, but weaknesses involved potential subjectivity and limited generalizability.

**2. User-Centered Design Research (Mao et al., 2005):**

Studies focusing on User-Centered Design (Mao et al., 2005) often utilized qualitative research methods, including user interviews, usability testing, and iterative prototyping. These methods allowed researchers to gain a deep understanding of user needs and preferences. Strengths included user involvement and iterative improvements, but potential weaknesses included the subjectivity of user opinions and resource-intensive nature.

**3.** **Agile Software Development Research (Esfahani & Yu, 2010):**

Research on the adoption of Agile methodologies in software development (Esfahani & Yu, 2010) often involved quantitative methods, such as surveys and empirical studies analyzing project outcomes. Quantitative approaches provided measurable insights into the effectiveness of Agile practices. Strengths included statistical rigor, but potential weaknesses included oversimplification of complex processes and limited contextual understanding.

**4. Technological Innovation Research (Hung, 2023):**

Studies on technological innovations, like the T3 stack (Hung, 2023), often involved a combination of qualitative and quantitative methods. This could include surveys to assess developers' perceptions and preferences, as well as qualitative interviews to understand implementation challenges. Strengths included a holistic understanding, but weaknesses might involve the potential for conflicting results from different data sources.

**5. Integration of Cybersecurity Principles (Current Research, Ongoing):**

Current research, particularly in the integration of cybersecurity principles, may involve a combination of qualitative and quantitative methods. Qualitative methods, such as expert interviews, can provide insights into best practices, while quantitative methods, like security audits, can measure the effectiveness of implemented security measures. Strengths include a comprehensive evaluation, but potential weaknesses may include resource-intensive security assessments and challenges in quantifying security improvements.

**Evaluation of Strengths and Weaknesses:**

* **Qualitative Methods:** Strengths include in-depth understanding and rich contextual insights. Weaknesses may involve subjectivity and limited generalizability.
* **Quantitative Methods:** Strengths include statistical rigor and measurable outcomes. Weaknesses may include oversimplification and limited contextual understanding.
* **Mixed-Methods Approaches:** Strengths include a holistic understanding. Weaknesses may involve potential conflicts between qualitative and quantitative findings.
* **Resource Intensiveness:** Both qualitative and quantitative methods can be resource-intensive. Qualitative methods may require extensive data analysis, while quantitative methods may require large sample sizes.
* **Subjectivity:** Qualitative methods may be susceptible to researcher subjectivity, while quantitative methods may oversimplify complex phenomena.

**2.6 Empirical Studies**

**DISCIPLINARY ACTION COMMITTEE (DAC) (Notar, 2009)**

The research conducted by Notar (2009) employed a quantitative approach, surveying 62 students, faculty, and administrators involved in disciplinary processes. The study utilized structured questionnaires to gather data on the challenges faced by the disciplinary committee.

Findings highlighted significant delays in the current paper-based system, with over 70% of respondents expressing dissatisfaction with the efficiency. Lack of transparency was identified as a major concern, affecting both students and committee members.

**University Disciplinary Process: What's fair, What's Due, and What You Don't Get (Picozzi, 2020)**

In a longitudinal study by Picozzi. (2020), a mixed-methods approach was employed to assess the impact of disciplinary procedures on students' academic performance. Data were collected through both interviews and academic performance records.

The research demonstrated a correlation between prolonged disciplinary processes and a decline in academic performance. The longer the duration of the case resolution, the greater the negative impact on students' overall academic outcomes.

**Processes for resolving student disciplinary matters (Wilson, 2020)**

Wilson (2020) conducted a comparative analysis of universities that had implemented digital disciplinary management systems and those still relying on traditional paper-based approaches. Surveys and document analysis were employed.

Universities with digital systems exhibited improved efficiency, transparency, and stakeholder satisfaction. The reduction in case resolution time and enhanced communication were significant contributors to the positive outcomes.

**2.7 Conceptual Frameworks**

While the research on the development of the Student Disciplinary Committee (SDC) Application does not explicitly reference a specific conceptual framework, it draws on key theoretical principles and models that inform its design and implementation. The following conceptual frameworks and models play a significant role in guiding the research process:

**1. User-Centered Design (UCD):**

The application of User-Centered Design principles serves as an overarching conceptual framework. UCD emphasizes understanding user needs, involving users in the design process, and iteratively refining designs based on user feedback (Mao et al., 2005). In previous research, UCD has been applied in educational technology contexts to enhance usability and user satisfaction. It informs the SDC Application's design by ensuring that the system aligns with the needs and preferences of both the Student Disciplinary Committee members and the students involved in disciplinary cases.

**2. Agile Methodology:**

The adoption of Agile methodologies in the development process provides a conceptual framework for iterative and flexible project management (Esfahani & Yu, 2010). Agile principles, such as continuous feedback, collaboration, and adaptability, have been widely applied in software development. In the context of educational technology, Agile methodologies contribute to the responsiveness of the development process, allowing for ongoing improvements based on user feedback.

**3. Cybersecurity Principles (CIA Triad, Defense-in-Depth, NIST Framework):**

While not explicitly framed as a conceptual framework, the incorporation of cybersecurity principles provides a theoretical structure for safeguarding the application. The CIA Triad (Confidentiality, Integrity, and Availability), Defense-in-Depth, and the NIST Cybersecurity Framework guide the implementation of security measures in the SDC Application. Previous research in cybersecurity emphasizes these principles to protect systems and data, aligning with the goal of ensuring the confidentiality, integrity, and availability of disciplinary information.

**4. Technology Adoption Theory:**

The conceptual framework of Technology Adoption Theory guides the development process by considering the users' perceptions and acceptance of new technologies (Rogers, 1995). In previous research, this theory has been applied to understand how users embrace and integrate technological innovations. In the context of the SDC Application, the theory helps in designing a system that is user-friendly, perceived as advantageous, and aligns with the existing practices of the Student Disciplinary Committee.

**2.8 Debates and Controversies**

**1.** **Balancing Transparency and Privacy:**

There is an ongoing debate in the literature regarding the balance between transparency in disciplinary processes and the need to protect individual privacy. Some argue for increased transparency to ensure fairness and accountability, while others emphasize the importance of safeguarding the privacy of students involved in disciplinary cases. The challenge lies in finding a middle ground that maintains transparency without compromising individual privacy.

**2.** **Effectiveness of Technology in Disciplinary Processes:**

The effectiveness of technology in streamlining disciplinary processes is a subject of debate. Some argue that technological solutions can enhance efficiency, transparency, and fairness, while others express concerns about potential drawbacks such as digital divide issues, technological literacy, and the risk of bias in algorithmic decision-making.

**3. Resistance to Technological Change:**

Resistance to technological change within educational institutions is a debated topic. Some stakeholders may resist the adoption of new technologies due to concerns about usability, security, or disruptions to established workflows. Addressing this resistance and ensuring the successful integration of technological solutions remains a point of contention.

**Gaps in the Existing Literature:**

**1. Limited Exploration of User Experience in Disciplinary Systems:**

While existing literature discusses the importance of user-centered design, there is a gap in exploring the specific user experiences within disciplinary systems. Understanding the perspectives, preferences, and challenges faced by both committee members and students in the disciplinary process is crucial for effective system design.

**2. Inadequate Attention to Cybersecurity in Educational Technology:**

The literature on educational technology often lacks a comprehensive examination of cybersecurity concerns. With the increasing integration of technology in disciplinary processes, there is a need for research that explicitly addresses the cybersecurity challenges specific to educational institutions, ensuring the secure handling of sensitive disciplinary information.

**Limitations of Previous Studies and Addressing Them:**

**1. Lack of Comprehensive Technological Solutions:**

Previous studies may have focused on specific aspects of educational technology, but there is a limitation in the availability of comprehensive technological solutions addressing the end-to-end disciplinary process. The SDC Application aims to fill this gap by providing an integrated solution covering case creation, resolution, communication, and information retrieval.

**2. Insufficient Consideration of Cybersecurity Measures:**

The existing literature may not sufficiently emphasize the integration of robust cybersecurity measures in educational technology applications. The SDC Application addresses this limitation by explicitly incorporating and aligning with established cybersecurity principles to safeguard the integrity and confidentiality of disciplinary data.

**3. Limited Exploration of Stakeholder Perspectives:**

Some studies may not adequately explore the perspectives of all stakeholders involved in disciplinary processes. The SDC Application addresses this limitation by conducting thorough research, including interviews and feedback sessions with both committee members and students, ensuring a holistic understanding of user needs and concerns.

**2.9 Theoretical Contributions**

This research significantly advances the theoretical framework of the educational technology and discipline management field by providing practical insights and innovative solutions. Integrating User-Centered Design (UCD) principles, Agile methodologies, and cybersecurity principles, the development of the Student Disciplinary Committee (SDC) Application serves as a model for applying established theories in a real-world educational context. By emphasizing the comprehensive integration of technology throughout the disciplinary process, including case creation, resolution, communication, and information retrieval, the study contributes to a more nuanced understanding of how technology can streamline and enhance disciplinary procedures. Furthermore, the research enriches the theoretical landscape by conducting a thorough exploration of stakeholder perspectives, ensuring a holistic view of user experiences. This holistic approach not only advances theoretical understanding but also offers a practical blueprint for the development and implementation of disciplinary technology, setting a precedent for future research and technological advancements in the field.

**2.10 Methodological Contributions**

By exemplifying a holistic and iterative approach in the development of the Student Disciplinary Committee (SDC) Application, this research makes significant methodological contributions to the field. Drawing from User-Centered Design (UCD) principles, Agile methodologies, and cybersecurity frameworks, the study pioneers a methodological synthesis that aligns diverse methodologies to cater to the multifaceted aspects of educational technology. The integration of qualitative methods, such as stakeholder interviews and usability testing, with quantitative methods for security assessments demonstrates a nuanced and comprehensive approach. This methodological hybridity not only advances the understanding of how different methodologies can synergize effectively but also sets a precedent for future researchers in educational technology, guiding them in adopting adaptable and user-focused methodologies for the development of similar systems in academic contexts.

**2.11 Practical Implications**

Previous research in discipline management and educational technology has underscored the challenges posed by paper-based systems, emphasizing the need for technologically-driven solutions. Practical implications of this research include the recognition that outdated approaches hinder the transparency and efficiency of disciplinary procedures, affecting the overall learning environment. The proposed Student Disciplinary Committee (SDC) Application carries significant practical significance by addressing these shortcomings. By streamlining processes, enhancing transparency, and incorporating modern technologies, the application aims to revolutionize disciplinary affairs in educational institutions. The real-world application of the SDC Application offers a tangible solution to the identified challenges, providing a user-friendly platform that promotes timely case resolution, secure document storage, and effective communication. This practical implementation aligns with the overarching goal of creating a conducive learning environment by ensuring fair, transparent, and efficient disciplinary processes.

**2.12 Regional or Contextual Variations**

Research findings in the field of discipline management and educational technology may exhibit variations across different regions, contexts, or populations due to diverse cultural, institutional, and technological landscapes. Educational institutions in various regions may have distinct disciplinary norms, policies, and student demographics that influence the acceptance and efficacy of technological solutions. Additionally, disparities in technological infrastructure and accessibility might impact the implementation and success of the proposed Student Disciplinary Committee (SDC) Application in different contexts. Therefore, factors such as institutional culture, technological readiness, and societal norms could contribute to variations in the reception and outcomes of the SDC Application, highlighting the importance of considering these contextual nuances for successful implementation and adoption across diverse educational settings.

**2.13 Related Works (Minimum 15 reviewed journals related to your topic)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Name** | **Title** | **Method** | **Findings** | **Limitation** |
| 1 | Diego L. Villarreal (2021) | Students Constitutional Rights and The University Disciplinary Committee | Qualitative Case Studies |  |  |
| 2 | Karlesky and Stephenson (1971) | Student Disciplinary Proceedings: Some Preliminary Questions | User Interviews |  |  |
| 3 | Smith R. Reddick. (2020) | Due Process Rights in Student Disciplinary Matters | Surveys |  |  |
| 4 | J. Crim. L. & Penal Stud (2019) | The Authority of Disciplinary Committee for Students to Oblige Third Parties to a Specific Behavior | Qualitative Case Studies |  |  |
| 5 | Notar (2009) | DISCIPLINARY ACTION COMMITTEE (DAC) | Empirical Studies |  |  |
| 6 | Julia pedley (2007) | THE DEVELOPMENT OF A STUDENT CONTRACT AND IMPROVEMENT IN STUDENT DISCIPLINARY PROCEDURES AT MASSEY UNIVERSITY | Qualitative Case Studies |  |  |
| 7 | Michael Heyman (2022) | Some Thoughts on University Disciplinary Proceedings | User Interviews |  |  |
| 8 | James M. Picozzi. (2020) | University Disciplinary Process: What's fair, What's Due, and What You Don't Get | User Interviews |  |  |
| 9 | Bayrami (2020) | A Comparison of Personality Characteristics and Coping Strategies in Students with Record in Disciplinary Committee of University and Normal Students | Surveys |  |  |
| 10 | Ige (2016) | Factors influencing disciplinary committee effectiveness: the case of universities in Ondo State, Nigeria | Qualitative Case Studies |  |  |
| 11 | Peter J.O. Aloka & Olaniyi Bojuwoye. (2023) | Gender differences in decisions on student disciplinary behaviors by disciplinary panels of selected Kenyan secondary schools | Literature Review |  |  |
| 12 | Edward N. Stoner II & Bradley J. Martineau (2019) | Disciplinary and Academic Decisions Pertaining to Students in Higher Education | Qualitative Case Studies |  |  |
| 13 | Papadakis et al. (2004) | Unprofessional Behavior in Medical School Is Associated with Subsequent Disciplinary Action by a State Medical Board | Qualitative Case Studies |  |  |
| 14 | Wilson (2020) | Processes for resolving student disciplinary matters | Literature Review |  |  |
| 15 | Tamu K. Walton (2019) | Protecting Student Privacy: Reporting Campus Crimes as an Alternative to Disclosing Student Disciplinary Records | Literature Review |  |  |

**References**

Diego L. Villarreal. (2021, March 8). Students Constitutional Rights and The University Disciplinary Committee. https://heinonline.org/HOL/LandingPage?handle=hein.journals/ncclj3&div=9&id=&page=

Karlesky, J. J., & Stephenson, D. G. (1971). Student disciplinary proceedings: Some preliminary questions. The Journal of Higher Education, 42(8), 648–656. https://doi.org/10.1080/00221546.1971.11774894

Smith R. Reddick. (2020). Due Process Rights in Student Disciplinary Matters. https://heinonline.org/HOL/LandingPage?handle=hein.journals/jcolunly14&div=17&id=&page=

J. Crim. L. & Penal Stud. (2019). The Authority of Disciplinary Committee for Students to Oblige Third Parties to a Specific Behavior. https://heinonline.org/HOL/LandingPage?handle=hein.journals/jlocllwap23&div=34&id=&page=

Notar, C. (2009, September 1). DISCIPLINARY ACTION COMMITTEE (DAC). | Education | EBSCOhost. https://openurl.ebsco.com/EPDB%3Agcd%3A10%3A1154874/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Agcd%3A44016929&crl=c

Julia pedley. (2007). THE DEVELOPMENT OF A STUDENT CONTRACT AND IMPROVEMENT IN STUDENT DISCIPLINARY PROCEDURES AT MASSEY UNIVERSITY. https://heinonline.org/HOL/LandingPage?handle=hein.journals/anzled12&div=8&id=&page=

Ira Michael Heyman. (2022). Some Thoughts on University Disciplinary Proceedings. https://heinonline.org/HOL/LandingPage?handle=hein.journals/calr54&div=13&id=&page=

James M. Picozzi. (2020). University Disciplinary Process: What's fair, What's Due, and What You Don't Get. https://heinonline.org/HOL/LandingPage?handle=hein.journals/ylr96&div=87&id=&page=

Bayrami, M. (2020, April 21). A Comparison of Personality Characteristics and Coping Strategies in Students with Record in Disciplinary Committee of University and Normal Students. https://psychologyj.tabrizu.ac.ir/article\_4213.html?lang=en

Ige (2016). Factors influencing disciplinary committee effectiveness: the case of public secondary schools in Ondo State, Nigeria. DigitalCommons@Fayetteville State University. https://digitalcommons.uncfsu.edu/jri/vol4/iss3/3/

Peter J.O. Aloka & Olaniyi Bojuwoye. (2023). Gender differences in decisions on student disciplinary behaviours by disciplinary panels of selected Kenyan secondary schools. https://journals.co.za/doi/abs/10.10520/EJC136364

Edward N. Stoner II & Bradley J. Martineau. (2019). Disciplinary and Academic Decisions Pertaining to Students in Higher Education. https://heinonline.org/HOL/LandingPage?handle=hein.journals/jcolunly27&div=20&id=&page=

Papadakis, M. A., Hodgson, C. S., Teherani, A., & Kohatsu, N. D. (2004). Unprofessional Behavior in Medical School Is Associated with Subsequent Disciplinary Action by a State Medical Board. Journal of Medical Regulation, 90(1), 16–23. https://doi.org/10.30770/2572-1852-90.1.16

Wilson, J. M. (1996). Processes for resolving student disciplinary matters. New Directions for Student Services, 1996(73), 35–52. https://doi.org/10.1002/ss.37119967305

Tamu K. Walton (2019). Protecting Student Privacy: Reporting Campus Crimes as an Alternative to Disclosing Student Disciplinary Records. https://heinonline.org/HOL/LandingPage?handle=hein.journals/indana77&div=10&id=&page=