

LEGAL ROLES OF TEACHERS AND STUDENTS IN THE MANAGEMENT OF DISCIPLINE IN JUNIOR SECONDARY SCHOOLS IN OBIO/AKPOR LOCAL GOVERNMENT AREA IN RIVERS STATE

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ABSTRACT

This study investigates legal roles of teachers and students in the management of discipline in junior secondary schools in the study area. The study used the descriptive survey research design. The population is 1,236 teachers and 30,756 students in all the twenty-seven (27) public junior secondary schools. A sample of 665 respondents (comprising 190 teachers and 475 students) were selected in a four-phased multistage sampling technique in 19 selected public junior secondary schools in the study area. A 52 items self-structured instrument titled "Legal Role of Teachers and Students in Management of School Discipline Inventory" (LRTSMSDI) with a reliability coefficient of 0.849 was used for the collection of data analyzed using mean and standard deviation (with a criterion mean cut off of 2.5) to answer the research questions, t-test was used to test hypotheses 1 and 2, while Pearson Product Moment Correlation (PPMC) was used to test hypotheses 3 and 4 at 0.05 level of significance. The study revealed among others that teachers ($\bar{X} = 3.38$) and students ($\bar{X} = 3.35$) had legal roles in controlling students discipline, while $\bar{X} = 3.22$ indicated that some challenges are encountered in enforcing students discipline in junior secondary schools in the study area. Also, the study found that the strategies adopted by teachers (with $r = 0.513$ and p -value of 0.000) indicated a moderate and significant promotion of students discipline in junior secondary schools in the study Area. The study recommended among others that school administrators, teachers and students are encouraged to acquaint themselves with the relevant laws governing education and human rights to avoid physically disfiguring and infringing on students' rights while enforcing discipline that would attract litigation.

Keywords: Legality, Teachers, Students, Management of Discipline, Junior Secondary Schools, Obio/Akpor Local Government Area, Rivers State.

Introduction

The Teacher and the student are central in the process of education, which includes activities such as transmitting and preserving knowledge; leading, building and developing the learner in order to achieve desirable change in the learner (Wosu et al., 2017:6). Etymologically, the term 'Education' is defined from perspectives on the roles of teachers and

students in the process of education. Education is derived from the Latin words, *Educare* and *Educere* (Aggarwal, 2010 in Wosu et al., 2017:4; Amaele, 2017:24). *Educare* means 'to mould, make, nourish or bring up'. This is based on the philosophy of Realism which argues that all true knowledge is derived from the senses and experiences (Iwundu, 2008:48). Realist philosophers therefore believe that no child is born with innate knowledge. They believe that the mind of every child, at birth, is *tabula rasa*. Aristotle was a chief proponent of this philosophy (Amaele, 2017:63, 24). The idea of moulding and nourishing presupposes that the learner offers little resistance to the process he is subjected to. It presupposes that there is little or no conflict between the nourisher and that which is being nourished. Student disciplinary issues are unlikely to arise in a situation where the mind of the student is a blank slate and thus, very receptive to instructions emanating from the teacher.

Educere, on the other hand, is based on the philosophy of Idealism. Proponents of this philosophy believe that everyone is born with in built abilities. They view the learner as having a mind that needs to be directed and guided by the teacher. The teacher is therefore, expected to be an embodiment of virtues (Iwundu, 2008:47). Plato, a chief proponent of Idealism believed that virtue is the most important thing in life. He viewed education from the perspective of moral training (Amaele, 2017: 58, 25). Reflecting this position, section 6(2) of the Rivers State Schools Right (Parents, Children and Teachers) Law, 2005 provides that 'Every child is entitled to a teacher who is mentally and morally fit to be charged with the responsibility of caring for and teaching of the child. It can be said that the philosophy of idealism as it relates to education captures the role of the teacher as a disciplinarian. This is so because in directing and guiding the mind of the learner, discipline is an indispensable tool and issue that prevents the seamless engagement of educational practices, activities and programmes (curricular and extracurricular) in secondary schools (Ogunboyede, 2012).

In every society there are acceptable and unacceptable behaviours. This applies in the school system; the school being a microcosm of the larger society. The conduct of members of the school community are therefore guided by principles and regulated by laid down procedures. The Nigerian school structure is divided into early childhood education, primary education, secondary education and tertiary education. Secondary schools in Nigeria are divided into junior secondary schools and senior secondary schools. Junior secondary schools were introduced to create an exit point for students who would want to leave school for the job market (Onu, 2010; Ogunboyede, 2012). The Universal Basic Education Law of Rivers State (2005), s35 defines Junior Secondary School as 'a school which provides a three (3) year post primary course, from Junior Secondary 1 to Junior Secondary 3, of full time instruction suitable for pupils between the ages of Twelve (12) years and fifteen (15) years.

Generally, education is tailored to meet the needs, and reflect the aspirations of society. Among other things, education is geared towards enabling the student develop a disciplined mind, in addition to developing discipline over his body (Wosu et al., 2017:11,13,14). According to Akinwumiju and Agabi (2008), discipline is the consistent demonstration of behavior that complies with the standards and ideals of any society. This underscores why discipline is central in achieving the aims and objectives of any organisation. It is an acknowledged fact that the Nigerian educational sector is plagued with a myriad of issues that border on discipline or the absence of it. These issues include wanton acts of examination malpractice, cultism and joining of gangs, indecent dressing, fighting with

teachers or fellow students, rudeness to teachers, the use of profanity, dress code violations, habitual lateness to school, stealing and wilful destruction of school property (Agabi, 2008 cited in Okeocha, 2010).

Ogunboyede (2012) states that examination malpractice discourages hard work and encourages dishonesty, loss of confidence, and production of half-baked graduates that aggravates the continued nose-diving educational standard. On the other hand, cultism refers to a group of people (both male and female) whose admittance, membership, rules, and initiation procedures are carried out behind closed doors. According to Ajayi et al. (2010), cultism is practiced by cultists who secretly plan, occasionally engage in clandestine operations, or openly carry out acts, and perpetuate behaviors that are harmful to both members and non-members.

Corroborating this view, Mezie-Okoye and Durueke (2020) assert that cultists engages in wilful destruction of school properties, stealing, intimidating students and teachers alike, fighting, examination malpractices, among other acts of indiscipline. In our contemporary world, cultism has now become a menace that predisposes youths to violence and as such it needs to be tackled because if cultists, are left unchecked, there is the likelihood that they may emerge into armed robbers, kidnappers, rapists, assassins, bandits, and a general terror to society (Ezema et al, 2017; Mezie-Okoye & Durueke, 2020). In specificity, examination malpractice, cultism, rape, indecent dressing, fighting, stealing, etc. are among conducts and practices that are prohibited in Nigerian junior secondary schools. Against this backdrop, teachers are authorized to manage students indiscipline by adopting measures such as counselling, deliberate and brief diversion, rescheduling the class, physical restraint, punishments such as flogging, verbal warning, grass cutting, expulsion or suspension. Agabi (2008) stated that in certain scenario punishments are recommended as the last resort where other measures aimed at correcting the student fail. However, Daminabo (2014) stated that in the course of enforcing punishment; favouritism and discrimination should be discouraged including what Elekwa and Okanezi (2013) ascribed as there should be no sacred cows in order not to detract from the essence of discipline.

Lukman and Hamadi (2014) notes that severe disciplinary problems have been experienced in secondary schools, with some of these schools turning into battle fields where the interactions between teachers and students in the school community sometimes produces friction which may require the institution of disciplinary actions. This underlined the assertion of Robert-Okah (2014) that a school wherein teachers and students are disciplined can rightly be adjudged to have a successful school administration. Although, parents and students have sometimes erroneously perceived and disposed to teachers having very limited rights to discipline their students. However, in accordance with state laws and school regulations, instructors and school captains are properly given disciplinary tasks for the enforcement of school discipline. Owo (2017) claims that this is done to protect the teacher and school from unjustified criticism.

From the foregoing, it could be succinctly stated that enforcers of school discipline (like teachers and students) need to operate and protected by the law and administrators respectively. This is in order not for teachers and students not to feel that their rights to discipline students has been unnecessarily curbed by what they perceive as an overemphasis on the rights of learners (Lukman & Hamadi, 2014). Thus, it behoves on administrators to

monitor and ensure that the enforcement of school discipline does not adopt measures that threaten or even infringe on the rights of students. Instructively, teachers and students play different roles in enforcing and managing school discipline in junior secondary schools in Nigeria. In view of this, Daminabo (2014) stated that students that are delegated and given discretionary powers should be trained in order for them to function within the confines of the existing state laws and school rules. The existing state laws as well as school rules and regulations should be made public and should not be backdated, retrogressive and arbitrarily made without following due process of formation, approval and execution by the legitimate authority.

Onu (2010) laments the fact that many administrators, teachers, and even students are unaware of their rights as well as the rules that are in place to enforce various forms of indiscipline. Since, acts of indiscipline committed in secondary schools are evolving in form, nomenclature and practice and as such may not be captured by any extant laws or rules. Against this backdrop, Daminabo (2014) emphasizes the review of laws and formulation of new rules in order to accommodate new acts of indiscipline that are evolving in secondary schools. The importance of this is predicated on the fact that certain disciplinary actions or punishment that cause physical harm on pupils is based on a law that is incorrectly conceived may get worse retaliations and litigations that could have far-reaching effect on the teacher, school, government, and even society. Alluding to this, Nkomo and Mayanchi (2016) assert that punishment resulting to physical injury led to the case between Kukoyi F v. Al Ukhure and the Benin Board of Education (1977), where the State High Court sitting in Benin awarded damages against a teacher who had caused a student to lose one of his eyes, in the process of administering punishment.

Additionally, teachers' familiarity with national laws such as the Constitution of the Federal Republic of Nigeria, 1999 (as Amended), the Child Rights Law of Rivers State, and the Rivers State Schools Rights is crucial for the effective enforcement of school discipline (Parents, Children and Teachers Law, 2005). Similarly, international laws (such as the African Charter on Human and Peoples Rights (Ratification and Enforcement) Act, the Universal Declaration of Human Rights, and the International Covenant on Civil and Political Rights recognize that every student has certain unalienable rights that should be upheld and not violated. Thus, these national and international statutes constitutes the legal instruments that recognise a plethora of rights such as the right to: a name, life, freedom from discrimination, freedom of movement, liberty of the human person, freedom of association, human dignity, etc.

Junior secondary school administrators (like principals and vice principals) and instructors, who are legally obligated to police the rules and regulations that could help create a conducive learning atmosphere, are particularly focused on safeguarding the safety of children when enforcing discipline. However, successfully completing and staying within the confines of tasks delegated to administrators and students might intensify bureaucratic bottlenecks. However, Akinwumiju and Agabi (2008) stated that tenets of the Bureaucratic Theory support the existence of bureaucracy as an organised system of administration that requires firm adherence to organisational rules. Accordingly, Robert-Okah (2014) reiterated that the tenets or principals of bureaucracy when appropriately applied would lead to the enforcement of laws that enhances the functionality of all programmes and activities in the schooling processes towards producing ethically behaved and highly industrious students in junior secondary schools.

From the aforementioned, it is clear that maintaining bureaucracy is a crucial aspect of allowing administrators, instructors, and students who are legally granted such authority to enforce school discipline. This would result in the establishment of institutions tasked with authorizing and enforcing disciplinary actions in accordance with current legislation, realigning the junior secondary school system, and supporting efficient operation. Additionally, when students serve as prefects for their classes or schools, they are integrated into the administrative structure. This allows them to control other students' behavior, as well as monitor teachers' attendance in class, among other benefits that contribute to the effective management of instructional delivery processes in secondary schools. In the light of this, Nkomo and Mayanchi (2016) stated that disciplinary actions taken against a student must nevertheless be fair, not cause the child great bodily harm, and be proportionate to the act of indiscipline being attempted to be deterred without what Daminabo (2014) considered to be favoritism and discrimination.

Statement of the Problem

According to the National Policy on Education (2014), the standard of instruction at all levels of the Nigerian educational system is designed to promote all students' physical, emotional, and psychological growth as well as their respect for others' worth and dignity. This arguably makes the teacher, learner and conducive environment a vital requirement in the conduct of activities that leads to discipline in junior secondary schools. In specificity, school discipline stems on the adoption of laws or rules to address possible infractions or rights violations that is antithetical to student's educational development and the continued falling standard of education in Nigeria. However, in enforcing school discipline teacher's perception of their students as persons with minimal, no rights at all, or persons that need to be favoured in relation to issues of discipline is indeed a problem that is antithetical to effective school development and escalation of litigations and uprisings capable of hindering the attainment of junior secondary schools goals.

It is a known fact that students are sometimes subjected to indignities by teachers under the guise of enforcing school discipline. Unfortunately, most students who feel aggrieved, disrespected and injured (emotionally or physically) by the disciplinary measures he/she has been subjected to. Worst still is that these students are sometimes ignorant of the extent of their rights that have been violated under the law, and what steps that they may take to have their grievances addressed. Hence, this therefore presupposes the urgent need to reconcile the role and right of the administrators, teachers and even students in the enforcement of students acts of indiscipline based on the rights of students fair hearing, justice, equality and freedom as guaranteed by law. It is based on this premise that this study seeks to investigate the legal roles of teachers and students in enforcing discipline within the ambit of relevant laws in junior secondary schools in Rivers State.

Objectives of the Study

In more specific terms, the study intends to achieve the following objectives:

1. Identify the legal roles of teachers in controlling students discipline in junior secondary schools in the study area.
2. Identify the legal roles of students in controlling discipline in junior secondary schools in the study area.

3. Identify the legal roles of the teacher in enforcing students' discipline in junior secondary schools in the study area.
4. Identify the legal rights and obligations of students in managing students' disciplinary matters in junior secondary schools in the study area.
5. Examine some challenges of enforcing students' discipline in junior secondary schools in the study area.
6. Discuss strategies that can be adopted by teachers towards promoting students' discipline in junior secondary schools in the study area.

Research Questions

The following research questions guided this study

1. What are the legal roles of teachers in controlling students discipline in junior secondary schools in the study area?
2. What are the legal roles of students in controlling discipline in junior secondary schools in the study area?
3. What are the legal roles of teachers in enforcing students' discipline in junior secondary schools in the study area?
4. What are the legal rights and obligations of students in managing students' disciplinary matters in junior secondary schools in the study area?
5. What are some of the challenges encountered in enforcing students discipline in Junior Secondary Schools in the study area?
6. What strategies can be adopted towards promoting students discipline in Junior Secondary Schools in the study area?

Hypotheses

The formulated hypotheses were tested at 0.05 level of significance.

- H₀₁:** There is no significant difference between the mean response of teachers and students in controlling students' discipline in junior secondary schools in the study area.
- H₀₂:** There is no significant difference between the mean response of teachers and students in enforcing students' discipline in junior secondary schools in the study area.
- H₀₃:** There is no significant relationship between the obligations of students and management of students' disciplinary matters in junior secondary schools in the study area.
- H₀₃:** There is no significant relationship between the challenges encountered by teachers and enforcement of students discipline in junior secondary schools in the study area.
- H₀₄:** There is no significant relationship between the strategies adopted by teachers and promoting students discipline in junior secondary schools in the study area.

Scope/Delimitation of the Study

The study centred or focused on examining discipline in junior secondary schools, as with other schools, involves both students' discipline and staff discipline. In terms of geographic scope, the study would be conducted in the study area. While in terms of content scope, the study would centre on all the teachers and students in all the junior secondary schools in the study area. However, owing to time constraints, this study would focus on few acts of students' discipline such as examination malpractice, cultism and deviance that warrants the enforcement of discipline in junior secondary schools.

Methodology

Research Design: The survey was a comparative study that adopted the descriptive survey research design. According to Nwankwo (2013), the descriptive survey research design is considered appropriate because it is concerned with a method of study that is structured or designed for the purpose of collecting data from a subset of a large population from the same characteristics or features and thereafter describes or infers the result of the finding to the generality of the population in that study area. In this study, the descriptive survey research design emanates from the use of the instrument or questionnaire that was designed and used to collect data from the sampled or selected respondents (like teachers and students) on determining the legal roles of teachers and students in the management of discipline in junior secondary schools.

Area of the Study: The study was conducted in Obio/Akpor Local Government Area. Obio/Akpor is one of the twenty-three (23) Local Government Areas in Rivers State, South-South Nigeria. The area is bounded by Port Harcourt, Ikwerre, Emohua, Eleme and Oyigbo Local Government Areas. According to census data released in 2006, the state has a population of Obio-Akpor Local Government Area as 473, 458 (NPC, 2007). Obio/Akpor Local Government Area is traditionally inhabited by the Ikwerre ethnic group who are engaged in traditional occupations such as farming, fishing, hunting and lumbering. However, due to the highly urbanized and cosmopolitan status of Obio/Akpor Local Government Area has made the occupation of residents in the area to transit to oil exploration, civil services, public servants, trading, maritime, transportation, tourism, hospitality, brokerage, craftsmen, modern agriculture, among others which makes Obio/Akpor Local Government Area as the economic centre in Rivers State.

Population of the Study: The population of the study is comprised of all the One Thousand Two Hundred and Thirty-Six (1,236) teachers in all the twenty-seven (27) public junior secondary schools in Obio/Akpor Local Government Area in the 2019/2020 Academic Session. Also, the population of the study consist of all the Thirty Thousand Seven Hundred and Fifty-Six (30,756) students in all the 27 public junior secondary schools in Obio/Akpor Local Government Area of Rivers State in the 2019/2020 Academic Session (Rivers State Universal Basic Education Board, 2021).

Sample and Sampling Techniques: A sample of 665 respondents (comprising 190 teachers and 475 students) in 19 junior secondary schools in Obio/Akpor Local Government Area participated in the study. The sample was drawn using a multi-sampling approach in four phases. Firstly, the purposive sampling technique was used in the selection 19 out of the 27 junior secondary schools (representing approximately 70%) in Obio/Akpor Local Government Area. In the second phase, random sampling technique was used in the selection of 10 teachers from each of the selected 19 junior secondary schools in Obio/Akpor Local Government Area, totaling 190 teachers that were selected from the 19 junior secondary schools. Thirdly, the Taro Yamane formula was used to estimate the minimum sample size of students that was used from the population of 30,756 students (comprising 17,182 male and 17,886 female) in junior secondary school in Obio/Akpor Local Government Area of Rivers State. The calculation gave approximately 400 as the minimum estimate of the sample. Thus the number of junior secondary school students that was used during the survey was 475. This

is because according to Nwankwo (2013), it is advisable to use sample size that is higher than the minimum estimate given by the Taro Yamane formula.

In the fourth and final phase, quota sampling technique was used to decide the number of respondents or students that were selected from each of the 19 selected junior secondary schools in the study area. This method was used to assign 25 students to each of the selected 19 junior secondary schools, making a total of 475 students. The justification or explanation for assigning or allocating the same number of respondents (i.e. 25) in each of the 19 selected junior secondary schools was for the achievement of even distribution of the sample. This constituted a sample of 190 teachers and 475 students totaling 665 respondents that was used for the study.

Instrument for Data Collection: The instrument for data collection was a self-structured instrument titled “Legal Role of Teachers and Students in Management of School Discipline Inventory” (LRTSMSDI). The LRTSMSDI instrument was a 52-item questionnaire that was patterned after a four-point rating scale of “Strongly Agree” (SA= 4 Points), “Agree” (A = 3 Points), “Disagree” (D = 2 Points), and “Strongly Disagree” (SD = 1 Point). Furthermore, the LRTSMSDI instrument consisted of three sections, Section A consisted the demographic information of the respondents (i.e. teachers and students), Section B comprised 42 item response on the variables of legal roles of teachers and students with items 1-7 eliciting items on the legal roles of teachers in controlling students discipline, item 8-14 on the legal roles of students in controlling discipline, items 15-21 on the legal roles of teachers in enforcing students’ discipline, items 22-28 on the legal rights and obligations of students in students’ disciplinary matters, items 29-35 elicited items on some of the challenges encountered in enforcing students discipline, and items 36-42 on the strategies can be adopted towards promoting students discipline, while Section C of the LRTSMSDI instrument comprised 10 item response on the variables of discipline.

Validation of the Instrument: The face and content validity of the LRTSMSDI instrument was determined by the researcher’s supervisor and two other experts or lecturers in the Department of Educational Foundations (Ignatius Ajuru University of Education). These validates were presented with the topic, objectives, research questions, and hypotheses formulated in this study to ascertain their appropriateness, clarity of language and eligibility of the LRTSMSDI instrument to measure what it purports to measure. Thereafter the comments, suggestions, and reviews of these validates was incorporated in the modified and administered version of the LRTSMSDI instrument.

Reliability of the Instrument: The reliability and internal consistency of the LRTSMSDI instrument was ascertained using Cronbach Alpha method. In order to achieve this, fifty (50) respondents (15 teachers and 35 students) were selected from 5 public junior secondary schools in Emohua Local Government Area (which was not included in the study). Then 50 copies of the LRTSMSDI instrument was administered to the respondents and upon completion the LRTSMSDI instrument was retrieved, coded and analyzed using the Cronbach Alpha (r_a) method to obtain the reliability coefficient of 0.849 for the LRTSMSDI instrument. This obtained reliability coefficient necessitated the use of the LRTSMSDI instrument for the actual administration.

Method of Data Collection: The face-to-face and direct delivery technique was employed in the administration of the LRTSMSDI instrument to the respondents by the researcher in company of her research assistants after the presentation of the “letter of authorization” to the principals in the 19 public junior secondary schools in the study area (Obio-Akpor Local Government Area) for their subsequent approval of the administration processes. Upon the approval of the request, the 665 copies of the serially numbered LRTSMSDI instrument was administered to the teachers and students in the 19 selected public junior secondary schools and upon completion of the administration process, the LRTSMSDI instrument was retrieved and used for the analysis. Out of the 665 copies of the LRTSMSDI instrument that was administered to the respondents, only 629 (representing approximately 95% return rate) were validly retrieved and used for data analysis.

Methods of Data Analysis: The data collected was tabulated, scored, coded and analyzed using mean, standard deviation to answer the research questions (at criterion mean cut off of 2.5), t-test was used to test hypotheses 1 and 2, while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses 3 and 4 at 0.05 level of significance. All analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 23.0.

Results

Research Question 1: What are the legal roles of teachers in controlling students discipline in Junior Secondary Schools in the Study Area?

Table 1: Mean and Standard Deviation on the legal roles of teachers in controlling students discipline in Junior Secondary Schools in the Study Area

S/N	The legal roles of teachers in controlling students discipline in Junior Secondary Schools include:	N = 629		Decision
		Mean	SD	
1	Teachers loving and appreciating all students irrespective of the students characteristics and learning abilities	3.47	.78	#
2	Teachers being devoted and committed towards his/her duties	3.53	.66	#
3	Avoiding unnecessary jokes in the classroom that may create room for students making disruptive statements	3.28	.85	#
4	Teachers not exhibiting authoritarian style that may make students agitated and unruly	3.26	.87	#
5	Teachers knowing and calling each student by name in order to attract make them to the teacher	3.39	.72	#
6	Teachers mentoring students to develop positive character	3.23	.84	#
7	Teachers exhibiting correct leadership styles that would inspire students	3.51	.69	#
Grand Mean		3.38	0.77	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50 .

Table 1 shows the mean rating and standard deviation on the legal roles of teachers in controlling students discipline in Junior Secondary Schools in the study area. It further shows that the legal roles of teachers in controlling students discipline in Junior Secondary Schools in the study area include: teachers being devoted and committed towards his/her duties (\bar{x} =3.53) in item 2, teachers exhibiting correct leadership styles that would inspire students (\bar{x} =3.51) in item 7, teachers loving and appreciating all students irrespective of the students characteristics and learning abilities (\bar{x} =3.47) in item 1, teachers knowing and calling each student by name in order to attract make them to the teacher (\bar{x} =3.39) in item 5, avoiding unnecessary jokes in the classroom that may create room for students making disruptive statements (\bar{x} =3.28) in item 3, teachers not exhibiting authoritarian style that may make students agitated and unruly (\bar{x} =3.24) in item 4, while the least was teachers mentoring students to develop positive character (\bar{x} =3.26) in item 6. Furthermore the grand mean score of 3.38 indicates the legal roles of teachers in controlling students discipline in Junior Secondary Schools in the study area.

Research Question 2: What are the legal roles of students in controlling discipline in Junior Secondary Schools in the Study Area?

Table 2: Mean and Standard Deviation on the legal roles of students in controlling discipline in Junior Secondary Schools in the Study Area

S/N	The legal roles of students in controlling discipline in Junior Secondary Schools include:	N = 629		Decision
		Mean	SD	
1	Engaging in activities and conducts that are approved by the school	3.27	.78	#
2	Students exhibiting friendly behaviour towards other students	3.39	.85	#
3	Possessing good human qualities that aids conforming to school rules and regulations	3.34	.96	#
4	Developing self-control even when offended	3.38	.81	#
5	Respecting teachers and fellow students in the school	3.46	.74	#
6	Reporting students misconducts such as stealing, use of foul language, examination malpractice etc. to the school authorities	3.29	.95	#
7	Reframing from lateness and indecent dressing in the school	3.32	.89	#
Grand Mean		3.35	0.85	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50.

Table 2 shows the mean rating and standard deviation on the legal roles of students in controlling discipline in Junior Secondary Schools in the study area. It further shows that the legal roles of students in controlling discipline in Junior Secondary Schools in the study area include: respecting teachers and fellow students in the school (\bar{x} =3.46) in item 5, students exhibiting friendly behaviour towards other students (\bar{x} =3.39) in item 2, developing self-control even when offended (\bar{x} =3.38) in item 4, possessing good human qualities that aids

conforming to school rules and regulations (\bar{x} =3.34) in item 3, reframing from lateness and indecent dressing in the school (\bar{x} =3.32) in item 7, reporting students misconducts such as stealing, use of foul language, examination malpractice etc. to the school authorities (\bar{x} =3.29) in item 6, while the least was engaging in activities and conducts that are approved by the school (\bar{x} =3.27) in item 1. Furthermore the grand mean score of 3.35 indicates the factors the legal roles of students in controlling discipline in Junior Secondary Schools in the study area.

Research Question 3: What are the legal roles of teachers in enforcing students' discipline in Junior Secondary Schools in the Study Area?

Table 3: Mean and Standard Deviation on the legal roles of teachers in enforcing students' discipline in Junior Secondary Schools in the Study Area

S/N	The legal roles of teachers in enforcing students' discipline in Junior Secondary Schools include:	N = 629		Decision
		Mean	SD	
1	Teachers set class rules and orders that every student would comply with	3.14	.88	#
2	Teachers not ignoring unruly students behaviour in order not to corrupt the peaceful and disciplined students	3.36	.81	#
3	Introducing a variety of tasks (like writing and reading loudly apology letter and wearing a disobedient tag) in the classroom for a student's wrongdoing	3.24	.75	#
4	Punishing students for misconducts in line with the stipulated laws like picking up litter, staying back after school to close doors and windows	3.37	.89	#
5	Teachers raising an eyebrow and giving a student a stern look for a misconduct	3.18	.95	#
6	Involving students in the formulation and execution of rules and regulations in the school	3.26	.98	#
7	Sending a disruptive or unruly student on a non-punitive errand like washing the toilet, fetching water, sweeping the classroom, etc.	3.31	.86	#
Grand Mean		3.27	0.86	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50."

Table 3 shows the mean rating and standard deviation on the legal roles of teachers in enforcing students' discipline in Junior Secondary Schools in the study area. It further shows that the legal roles of teachers in enforcing students' discipline in Junior Secondary Schools in the study area include: punishing students for misconducts in line with the stipulated laws like picking up litter, staying back after school to close doors and windows (\bar{x} =3.37) in item 4, teachers not ignoring unruly students behaviour in order not to corrupt the peaceful and disciplined students (\bar{x} =3.36) in item 2, sending a disruptive or unruly student on a non-punitive errand like washing the toilet, fetching water, sweeping the classroom, etc. (\bar{x} =3.31)

in item 7, involving students in the formulation and execution of rules and regulations in the school (\bar{x} =3.26) in item 6, introducing a variety of tasks (like writing and reading loudly apology letter and wearing a disobedient tag) in the classroom for a student's wrongdoing (\bar{x} =3.24) in item 3, teachers raising an eyebrow and giving a student a stern look for a misconduct (\bar{x} =3.18) in item 5, while the least was teachers set class rules and orders that every student would comply with (\bar{x} =3.14) in item 1. Furthermore the grand mean score of 3.27 indicates the legal roles of teachers in enforcing students' discipline in Junior Secondary Schools in the study area.

Research Question 4: What are the legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools in the Study Area?

Table 4: Mean and Standard Deviation on the legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools in the Study Area

S/N	The legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools include:	N = 629		Decision
		Mean	SD	
1	Making every student to be aware of the school rules and regulations and penalty for defaulting	3.11	.96	#
2	Informing students the laws why student should be made to understand why he is being punished	3.25	.89	#
3	Notifying each student for the gravity of the offence he/she has committed	3.30	.85	#
4	Treating every student equally without favouring or discriminating any student in the school	3.08	.97	#
5	Avoiding mass punishment of all students for an offense committed by an individual or group of students	3.36	.86	#
6	Right to personally punish each student for his/her own misconduct	3.44	.78	#
7	Justly reprimanding students in a manner that does not reduce their dignity as a human being	3.27	.94	#
Grand Mean		3.26	0.89	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50."

Table 4 shows the mean rating and standard deviation on the legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools in the study area. It further shows that the legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools in the study area include: right to personally punish each student for his/her own misconduct (\bar{x} =3.44) in item 6, avoiding mass punishment of all students for an offense committed by an individual or group of students (\bar{x} =3.36) in item 5, notifying each student for the gravity of the offence he/she has committed (\bar{x} =3.30) in item 3, justly reprimanding students in a manner that does not reduce their dignity as a human being (\bar{x} =3.27) in item 7, informing students the laws why student should

be made to understand why he is being punished ($\bar{x} = 3.25$) in item 2, making every student to be aware of the school rules and regulations and penalty for defaulting ($\bar{x} = 3.11$) in item 1, while the least was treating every student equally without favouring or discriminating any student in the school ($\bar{x} = 3.08$) in item 4. Furthermore the grand mean score of 3.26 indicates the legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools in the study area.

Research Question 5: What are some of the challenges encountered in enforcing students discipline in Junior Secondary Schools in the Study Area?

Table 5: Mean and Standard Deviation on the challenges encountered in enforcing students discipline in Junior Secondary Schools in the Study Area

S/N	The challenges encountered in enforcing students discipline in Junior Secondary Schools include:	N = 629		Decision
		Mean	SD	
1	The school enacting harsh and unrealistic rules and regulations	3.20	.95	#
2	Improper communication between staff and students	3.07	1.05	#
3	Practicing favouritism and discrimination while enforcing school discipline	3.39	.87	#
4	Over population of students makes it difficult for teachers to enforce discipline	3.22	.99	#
5	Poorly designed and implemented curriculum could lead to students lack of interest that may in turn result to indiscipline	3.28	.84	#
6	Inadequate school facilities can make students without seats and desks to become unruly	3.27	.86	#
7	Teachers not seeing certain students as sacred cows that should not be punished for offence	3.13	.98	#
Grand Mean		3.22	0.93	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50."

Table 5 shows the mean rating and standard deviation on some of the challenges encountered in enforcing students discipline in Junior Secondary Schools in the study area. It further shows that some of the challenges encountered in enforcing students discipline in Junior Secondary Schools in the study area include: practicing favouritism and discrimination while enforcing school discipline ($\bar{x} = 3.39$) in item 3, poorly designed and implemented curriculum could lead to students lack of interest that may in turn result to indiscipline ($\bar{x} = 3.28$) in item 5, inadequate school facilities can make students without seats and desks to become unruly ($\bar{x} = 3.27$) in item 6, over population of students makes it difficult for teachers to enforce discipline ($\bar{x} = 3.22$) in item 4, the school enacting harsh and unrealistic rules and regulations ($\bar{x} = 3.20$) in item 1, teachers not seeing certain students as sacred cows that should not be punished for offence ($\bar{x} = 3.13$) in item 7, while the least was improper communication between staff and students ($\bar{x} = 3.07$) in item 2. Furthermore the grand mean score of 3.22 indicates some of the challenges encountered in enforcing students discipline in Junior Secondary Schools in the study area.

Research Question 6: What strategies can be adopted towards promoting students discipline in Junior Secondary Schools in the Study Area?

Table 6: Mean and Standard Deviation on the strategies adopted towards promoting students discipline in Junior Secondary Schools in the Study Area

S/N	The strategies adopted towards promoting students discipline in Junior Secondary Schools include:	N = 629		Decision
		Mean	SD	
1	Rules and regulations need to be recorded in the school handbook that will instil students with excellence, integrity and respect as a way to be from indiscipline	3.41	.76	#
2	Students should not be admitted based on gender, tribe, status and physical appearance as an infringement on the right to freedom from discrimination	3.29	.86	#
3	Proper and commensurate punishments to be adopted as the last resort for offences when other efforts have failed	3.25	.91	#
4	Ensuring equality of all would help administrators to monitor the enforcement of existing disciplinary issues	3.13	.93	#
5	Administrators and teachers should observe the rules of natural justice by providing details and evidential proof of the offences that gave rise to the disciplinary actions	3.34	.97	#
6	Teachers and students need to acquaint themselves with the apt laws governing education and human rights to avoid infringing on rights that can attract litigation	3.37	.95	#
7	Timely implementation of the curriculum and school schedules such as resumption, closing, timetable, break, extracurricular activities, etc. that help engage students	3.10	1.03	#
Grand Mean		3.27	0.92	#

(Agree) = ≥ 2.50 while * (Disagree) < 2.50."

Table 6 shows the mean rating and standard deviation on the strategies adopted towards promoting students discipline in Junior Secondary Schools in the study area. It further shows that the strategies adopted towards promoting students discipline in Junior Secondary Schools in the study area include: rules and regulations need to be recorded in the school handbook that will instil students with excellence, integrity and respect as a way to be from indiscipline (\bar{X} = 3.41) in item 1, teachers and students need to acquaint themselves with the apt laws governing education and human rights to avoid infringing on rights that can attract litigation (\bar{X} = 3.37) in item 6, administrators and teachers should observe the rules of natural

justice by providing details and evidential proof of the offences that gave rise to the disciplinary actions ($\bar{X} = 3.34$) in item 5, students should not be admitted based on gender, tribe, status and physical appearance as an infringement on the right to freedom from discrimination ($\bar{X} = 3.29$) in item 2, proper and commensurate punishments to be adopted as the last resort for offences when other efforts have failed ($\bar{X} = 3.25$) in item 3, ensuring equality of all would help administrators to monitor the enforcement of existing disciplinary issues ($\bar{X} = 3.13$) in item 4, while the least was timely implementation of the curriculum and school schedules such as resumption, closing, timetable, break, extracurricular activities, etc. that help engage students ($\bar{X} = 3.10$) in item 7. Furthermore the grand mean score of 3.27 indicates the strategies adopted towards promoting students discipline in Junior Secondary Schools in the study area.

Hypothesis 1: There is no significant difference between the mean response of teachers and students in controlling students' discipline in Junior Secondary Schools in the Study Area.

Table 7: Summary of t-test analysis on the difference between the mean response of teachers and students in controlling students' discipline in Junior Secondary Schools in the Study Area

Category of Respondents	N	Mean	SD	T	Df	p-value	Decision
Teacher	179	15.726	3.117	1.872	627	0.028	S
Student	450	18.053	3.264				

Decision rule: if $p < .05$ reject H_0 , else retain H_0 . NS= Significant, $p > .05$, * significant, $p < .05$

Table 7 shows that the category of the respondents has significant influence on their response on the ways of controlling students' discipline in Junior Secondary Schools in the study area ($t_{(161, .025)} = 1.872$, $p = 0.028$). The null hypothesis was rejected. The mean difference was in favour of the student respondents. This implies that the teachers and students differed on their response on the ways of controlling students' discipline in Junior Secondary Schools in the study area.

Hypothesis 2: There is no significant difference between the mean response of teachers and students in enforcing students' discipline in Junior Secondary Schools in the Study Area.

Table 8: Summary of t-test analysis on the difference between the mean response of teachers and students in enforcing students' discipline in Junior Secondary Schools in the Study Area

Category of Respondents	N	Mean	SD	T	Df	p-value	Decision
Teacher	179	16.815	3.422	2.549	627	0.015	S
Student	450	17.473	3.317				

Decision rule: if $p < .05$ reject H_0 , else retain H_0 . NS= Significant, $p > .05$, * significant, $p < .05$

Table 8 shows that the category of the respondents has significant influence on their response on the ways of enforcing students' discipline in Junior Secondary Schools in the study area ($t_{(161, .025)}=2.549$, $p=0.015$). The null hypothesis was rejected. The mean difference was relatively close but in favour of the student respondents. This implies that the teachers and students differed on their response on the ways of enforcing students' discipline in Junior Secondary Schools in the study area.

Hypothesis 3: There is no significant relationship between the challenges encountered by teachers and enforcement of students discipline in Junior Secondary Schools in the Study Area.

Table 9: Summary of Pearson Correlations between the challenges encountered by teachers and enforcement of students discipline in Junior Secondary Schools in the Study Area

		Challenges Encountered by Teachers	Enforcement of Students Discipline	Decision
Challenges Encountered by Teachers	Pearson Correlation	1	.745**	Strong Relationship
	Sig. (2-tailed)		.003*	
	N	629	629	
Enforcement of Students Discipline	Pearson Correlation	.745**	1	Strong Relationship
	Sig. (2-tailed)	.003*		
	N	629	629	

** Correlation is significant at the 0.05 level (2-tailed)

Decision rule: if $p < .05$ reject H_0 , else retain H_0 . # = Not Significant, $p > .05$, * = Significant, $p < .05$

Table 9 shows a Pearson Correlation Coefficient (r) of 0.745 which indicates a positive and strong relationship between the challenges encountered by teachers and enforcement of students discipline in Junior Secondary Schools in the study area. This means that the challenges encountered by teachers contributed 55.5% to affect enforcement of students discipline in Junior Secondary Schools in the study area. In other words, approximately 56% of the observed changes in enforcement of students discipline in Junior Secondary Schools in the study area were caused by the challenges encountered by teachers, thereby leaving 44% changes to be caused by other variables that are extraneous to the challenges encountered by teachers. This implies that the challenges encountered by teachers were a strong predictor that would tend to affect the enforcement of students discipline in Junior Secondary Schools in the study area. Similarly, the result also shows that the correlation between the challenges encountered by teachers and enforcement of students discipline in Junior Secondary Schools in the study area is statistically significant at 0.003 (i.e. $p < 0.05$ level of significance). This means that as the challenges encountered by teachers continue to manifest, then enforcement of students discipline would be affected in Junior Secondary Schools in the study area.

Hypothesis 4: There is no significant relationship between the strategies adopted by teachers and promoting students discipline in Junior Secondary Schools in the Study Area

Table 10: Summary of Pearson Correlations between the strategies adopted by teachers and promoting students discipline in Junior Secondary Schools in the Study Area

		Strategies Adopted by Teachers	Promoting Students Discipline	Decision
Strategies Adopted by Teachers	Pearson Correlation	1	.513**	Moderate Relationship
	Sig. (2-tailed)		.000*	
	N	629	629	
Promoting Students Discipline	Pearson Correlation	.513**	1	Moderate Relationship
	Sig. (2-tailed)	.000*		
	N	629	629	

** Correlation is significant at the 0.05 level (2-tailed)

Decision rule: if $p < .05$ reject H_0 , else retain H_0 . # = Not Significant, $p > .05$, * = Significant, $p < .05$

Table 10 shows a Pearson Correlation Coefficient (r) of 0.513 which indicates a positive and strong relationship between the strategies adopted by teachers and promoting students discipline in Junior Secondary Schools in the study area. This means that the strategies adopted by teachers contributed 26.3% to promoting students discipline in Junior Secondary Schools in the study area. In other words, approximately 26% of the observed changes in promoting students discipline in Junior Secondary Schools in the study area were caused by the strategies adopted by teachers, thereby leaving 74% changes to be caused by other variables that are extraneous to the strategies adopted by teachers. This implies that the strategies adopted by teachers were a moderate predictor that would tend to affect promoting students discipline in Junior Secondary Schools in the study area. Similarly, the result also shows that the correlation between the strategies adopted by teachers and promoting students discipline in Junior Secondary Schools in the study area is statistically significant at 0.000 (i.e. $p < 0.05$ level of significance). This means that as the strategies adopted by teachers continue to manifest, then promoting students discipline would be affected in Junior Secondary Schools in the study area.

Discussion of Findings

The result in Table 1 revealed a grand mean score of 3.38 which indicated that the legal roles of teachers in controlling students discipline in Junior Secondary Schools in the study area include: teachers being devoted and committed towards his/her duties, teachers exhibiting correct leadership styles that would inspire students, teachers loving and appreciating all students irrespective of the students characteristics and learning abilities, teachers knowing and calling each student by name in order to attract make them to the teacher, avoiding unnecessary jokes in the classroom that may create room for students making disruptive statements, teachers not exhibiting authoritarian style that may make students agitated and unruly, and teachers mentoring students to develop positive character.

This finding in Table 4.1 is consistent with the views of Robert-Okah (2014) that teachers commitment and devotion in steadfastly teaching, exhibiting correct leadership styles, and striving to ensure school discipline would led to the attainment of a peaceful and conducive atmosphere for the conduct of proper teaching and learning that would inspire students to effectively learning, acquiring knowledge and developing character that would make them disciplined and civilized. In addition, the finding of the study aligned with the position of Obasi (2012) that teachers ability to love all students, know and call all students by name, including appreciating the learning abilities of their students would influence their choice of teaching methods and instructional materials that would meaningfully engage students thereby reframing them from idleness that could predispose them to acts of indiscipline.

The result in Table 2 revealed a grand mean score of 3.35 which indicated that the legal roles of students in controlling discipline in Junior Secondary Schools in the study area include: respecting teachers and fellow students in the school, students exhibiting friendly behaviour towards other students, developing self-control even when offended, possessing good human qualities that aids conforming to school rules and regulations, refrain from lateness and indecent dressing in the school, reporting students misconducts such as stealing, use of foul language, examination malpractice etc. to the school authorities, and engaging in activities and conducts that are approved by the school. This finding is in line with the position of Daminabo (2014) that students in the exercise of the delegated responsibility and discretionary powers they receive in enforcing discipline should be made to understand the tenets of school rules and regulations that they are required to effectively enforce such laws or rules within the confines of the state laws and existing rules of the school. This finding and standpoint is consistent with the position of Robert-Okah (2014) that the effectiveness of students in enforcing school discipline is hinged on their possessing human qualities, exhibiting friendship, exercising self-control, avoiding the use of foul language, and having respect for teachers and fellow students in order to facilitate the attainment of cordial school environment that would enhance teaching, learning and socialization.

The result in Table 3 revealed a grand mean score of 3.27 which indicated that the legal roles of teachers in enforcing students' discipline in Junior Secondary Schools in the study area include: punishing students for misconducts in line with the stipulated laws like picking up litter, staying back after school to close doors and windows, teachers not ignoring unruly students behaviour in order not to corrupt the peaceful and disciplined students, sending a disruptive or unruly student on a non-punitive errand like washing the toilet, fetching water, sweeping the classroom, etc., involving students in the formulation and execution of rules and regulations in the school, introducing a variety of tasks (like writing and reading loudly apology letter and wearing a disobedient tag) in the classroom for a student's wrongdoing, teachers raising an eyebrow and giving a student a stern look for a misconduct, and teachers set class rules and orders that every student would comply with. This finding is in agreement with the previous finding by Amadi (2013) that teachers are to ensure that discipline is not enforced in a manner that detracts from the dignity of the student as a human. Punishments that may detract from the dignity of the student as a human include shaving the student's hair, stripping the student of his clothes probably because he has worn the wrong clothing to school, etc. The rights to personal liberty and freedom of movement may be infringed where a student is unreasonably detained after school hours.

Also, the finding aligns with Kalagbor (2015), that teachers in the event of enforcing students discipline should avoid actions such as shaving a student's hair without his consent, stripping a student of his clothes, using offensive language against a student may amount to an infringement of the students right to dignity of the human person. The researcher aligns herself with the finding as S.35(1)(d) CFRN 1999 also recognises the right to personal liberty, however, permits this right to be restricted in accordance with a procedure permitted by law in the case of a person (i.e. student) who has not attained the age of eighteen years, all teachers actions including the need to enforce discipline is the for the purpose of the students education or welfare. Thus, even when a teacher decides to restrict the liberty of a student in attempt to avoid the conduct of disciplinary acts that are synonymous with adolescents of junior secondary school age, it should clearly be for the purpose of the welfare and education of that student.

The result in Table 4 revealed a grand mean score of the mean score of 3.26 which indicated that the legal rights and obligations of students in managing students' disciplinary matters in Junior Secondary Schools in the study area include: right to personally punish each student for his/her own misconduct, avoiding mass punishment of all students for an offense committed by an individual or group of students, notifying each student for the gravity of the offence he/she has committed, justly reprimanding students in a manner that does not reduce their dignity as a human being, informing students the laws why student should be made to understand why he is being punished, making every student to be aware of the school rules and regulations and penalty for defaulting, and treating every student equally without favouring or discriminating any student in the school. This finding is consistent with Nakpodia (2010) that appropriately administered punishment should be meted for the particular offenders because improperly or wrongly administered punishment can aggravate retaliation, anger, misconducts among other behaviours that deters effectively managing and enforcing school discipline. In line with the finding of this study, Daminabo (2014) found that treating every student equally without favouring or discriminating any student for offence committed suffices as way to enhance or increase the management of discipline in secondary schools.

The result in Table 5 revealed a grand mean score of the mean score of 3.22 which indicated that some of the challenges encountered in enforcing students discipline in Junior Secondary Schools in the study area include: practicing favouritism and discrimination while enforcing school discipline, poorly designed and implemented curriculum could lead to students lack of interest that may in turn result to indiscipline, inadequate school facilities can make students without seats and desks to become unruly, over population of students makes it difficult for teachers to enforce discipline, the school enacting harsh and unrealistic rules and regulations, teachers not seeing certain students as sacred cows that should not be punished for offence, and improper communication between staff and students. This finding is in agreement with the position of Kanu (2009) stated that the inability of teachers and students to equally, justly and appropriately treat and punish teachers and students acts of indiscipline presents itself as serious challenge to the enforcement and administration of discipline in secondary schools. Also, the finding of this study aligned with the position of Daminabo (2014) that the practicing of favouritism and discrimination, including what Elekwa and Okanezi (2013) ascribed as having no sacred cows are issues, problems or concerns that are capable of

detracting and making nonsensical the essence of observing and enforcing discipline in secondary schools.

Furthermore, the finding of the study is in agreement with the position of Nwiyi and Osuji (2014) that the issue of poorly designed and implemented curriculum questions the level of administrative competency that could lead to students truancy, unruly behaviour, exhibition of unethical conducts, lack of school interest, among other challenges that might in turn escalate the indiscipline issues in secondary schools. The researcher agrees with the finding of this study; as the consistent and timely delivery of curricular and extracurricular programmes and activities would serve an avenue for engaging students meaningfully in such a way that their time is devoted to learning, participating in school activities, interacting with fellow students, and doing all their school tasks. Also, engaging in meaningful activities would prevent students from idleness that could predispose them to truancy, loss of school interest and absenteeism, disruptive activities, bullying, riotous acts among other indiscipline acts. In the same vein, even when an offence or indiscipline act has been committed by a student; teachers and students that are legally authorized to enforce discipline should ensure that justice is done to all students, and students engaged in acts of indiscipline needs to be treated equally without any sacred cows in order to avoid students agitations, disruptiveness, angeriness, and rowdiness or unruliness that could become serious challenges encountered in enforcing students discipline in junior secondary schools.

The result in Table 6 revealed a grand mean score of 3.27 which indicated that the strategies adopted towards promoting students discipline in Junior Secondary Schools in the study area include: rules and regulations need to be recorded in the school handbook that will instil students with excellence, integrity and respect as a way to be from indiscipline, teachers and students need to acquaint themselves with the appropriate laws governing education and human rights in order to avoid disfiguring and infringing on rights that can attract litigation even retaliation that can affect the schooling processes, administrators and teachers should observe the rules of natural justice by providing details and evidential proof of the offences that gave rise to the disciplinary actions like suspension and expulsion, students should not be admitted based on gender, tribe, status and physical appearance is an infringement on the right to freedom from discrimination, proper and commensurate punishments should be adopted as the last resort for offences when other efforts to curb indiscipline have failed, ensuring equality of all before the law would help school administrators to monitor the enforcement of existing disciplinary are specified in the "punishment book" and not an arbitrarily or situational created laws, and timely implementation of the curriculum and school schedules such as resumption, closing, timetable, break, extracurricular activities, etc. would help to engage students and maintain school discipline.

This finding is agreement with the views of Fayokun and Adedeji (2012) the implementation and enforcement of school regulation need to have a real and reasonable connection with the successful operation of the educational programme of the school and with the maintenance of school discipline. In line with this, Daminabo (2014) that in the quest of enforcing laws it is important that the teachers do not infringe on the rights of his students as this may lead to litigation and possible loss of employment by the teacher. This would enable teachers and students are to familiarise themselves with the relevant laws governing education and human rights. Also, the findings of this study aligned with the position of

Owhondah in Kalagbor (2015) that the right to freedom from discrimination is infringed on when a teacher refuses to admit a qualified student into his class on the basis of gender, status, tribe, physical appearance and ability. The finding of the study is consistent with the views of Daminabo (2014) that the observance of equality before the law is a characteristic of the rule of law that would enhance the formation of laws or rules that should be adequate to guide the conduct of members of the school community. New rules should be made to accommodate new acts of indiscipline. Instructively, the researcher aligns with the finding in that a teacher should in the enforcement of discipline ensure that the student being disciplined does not lose his life in the process or becomes disfigured in a way that will make him unable to earn a living in life.

The result in Table 7 revealed that the category of the respondents has significant influence on their response on the ways of controlling students' discipline in Junior Secondary Schools in the study area ($t_{(161, .025)}=1.872$, $p=0.028$). From the result it could imply that the teachers and students differed on their response on the ways of controlling students' discipline in Junior Secondary Schools in Obio/Akpor Local Government Area. This finding is consistent with Nakpodia (2010) that administrators, teachers and students are legally invested with the powers to enforce and implement existing and approved school rules and regulations must be reasonable, administratively feasible and must have educational purpose. The researcher aligns with this finding in that the enforcement of laws and discipline ought to be premised on observance of rules and regulations that would not in any way run contrary of the provisions of the Constitution of the Federal Republic of Nigeria (as amended). This aligned with the assertion of Nakpodia (2013) that there should be the reasonableness and responsiveness in the enforcement of school rules and regulations including discipline in order to guarantee the rights of offenders alongside facilitating the realization of the goal of orderly and effective running of the junior secondary schools.

The result in Table 8 revealed that the category of the respondents has significant influence on their response on the ways of enforcing students' discipline in Junior Secondary Schools in the study area ($t_{(161, .025)}=2.549$, $p=0.015$). From the result it could imply that the teachers and students differed on their response on the ways of enforcing students' discipline in Junior Secondary Schools in Obio/Akpor Local Government Area. This finding is in agreement with the position of Robert-Okah (2014) that teachers and students are incorporated in the school disciplinary team that is saddled with the task of adopting certain punitive measures such as flogging, grass cutting, detention in school after school hours, picking up litter, washing of school toilets, suspension and expulsion, among other decisions in order to enforce discipline for offence that is committed by students. In line with this finding, Nwiyi and Osuji (2014) emphasized that school administrators (like principals and vice principals) inability to effectively exhibit competence in monitoring teachers and students conducts could erupt challenges that greatly affects or undermine the enforcement of discipline in secondary schools.

The result in Table 9 revealed a Pearson Correlation Coefficient (r) of 0.745 and p -value of 0.003 which indicates a positive, strong and significant relationship between the challenges encountered by teachers and enforcement of students discipline in Junior Secondary Schools in the study area. This implies that teachers continued encountering of challenges affected the enforcement of students discipline in Junior Secondary Schools in the study area. This finding

is consistent with the earlier finding by Elekwa and Okanezi (2013) that having sacred cows, including what Daminabo (2014) ascribed as favouritism and discrimination are practices that could constitute as challenges that are capable of distracting and impeding the essence and significance of enforcing discipline on the effective delivery of schooling processes. Additionally, the finding of this present study agrees with the position of Kanu (2009) that ensuring that justice, equality, respect, and dignity is accorded or done to all persons (administrators, teachers and students) are challenges of school discipline that could drive students towards engaging in acts of indiscipline that could affect the smooth conduct of teaching and learning activities.

The result in Table 10 revealed a Pearson Correlation Coefficient (r) of 0.513 and p -value of 0.000 which indicates a positive, moderate and significant relationship between the strategies adopted by teachers and promoting students discipline in Junior Secondary Schools in the study area. This implies that teachers continuous adoption of strategies affects the promotion of students discipline in Junior Secondary Schools in the study area. This finding is in agreement with Lukman and Hamadi (2010) that effective and functional disciplinary strategies hinges on the respect and maintenance of student's dignity, self-worth, and equality before the rules and laws of the school and society respectively. Additionally, the finding of the study is consistent with the position of Daminabo (2014) that the compliance to the constitutional provisions of equality, respect for rule of law, are among strategies that could be adopted to promote students discipline in schools.

Conclusion

The study concludes that teachers and students are legally vested with the responsibility of managing and enforcing discipline in secondary schools. However, teachers are specifically vested with the tasks or responsibilities of effectively managing and enforcing school discipline based on compliance to school rules and public laws. Furthermore, the laws that are expected to be observed in order to effectively enforce school discipline includes; respecting teachers and fellow students right to freedom, life, dignity, equality before the law, in the school, association, movement among others that inspire students towards learning and imbibing good human qualities that enable a students to abstain from engaging in misconducts such as stealing, use of foul language, indecent dressing, examination malpractice among other acts of indiscipline that could affect schooling processes.

Recommendations

Based on the finding of the study the following recommendations were proffered:

1. The Rivers State Ministry of Education should formulate rules and regulations defined in the "school disciplinary book" that would help teachers and students to be abreast with the modalities for effectively maintaining and enforcing discipline in junior secondary schools.
2. School administrators, teachers and students are encouraged to acquaint themselves with the relevant laws governing education and human rights to avoid physically disfiguring and infringing on students' rights while enforcing discipline that would attract litigation.
3. Students that are given delegated powers to enforce school discipline should be trained in order for them to understand the rules and regulations and the consequences especially

the vicarious liability associated by the wrongful enforcement of such rules in secondary schools.

4. School administrators should monitor and ensure that the curriculum is timely and effectively implemented in such a way that it would keep students very busy with academic programmes and extracurricular activities that removes their mind from engaging in acts of indiscipline
5. School administrators, teachers and students are encouraged to acquaint themselves with the relevant laws governing education and human rights to avoid physically disfiguring and infringing on students' rights while enforcing discipline that would attract litigation.
6. The school should set up a functional "school disciplinary team" headed by school administrators and teachers that enforce disciplinary based on standards upon receipt of the complaints of students and teachers offences from the neutral teacher, administrator or students.
7. The school disciplinary council should be an unbiased panel that would operate based on ethical standards that would afford all offending students and teachers brought before the disciplinary council fair hearing and presumption of innocent without any form of intimidation, denial of freedom, and denial of inalienable rights.
8. Schools are encouraged to observe "equality of all" as a feature of rule of law that facilitates the formulation of adequate laws or rules that exists for the enforcement of discipline rather than an arbitrarily, emergency or situational created laws that would erupt crisis and litigations.
9. Students should be integrated in the process of formulating new and executing existing laws, rules and regulations that are utilized in the course of enforcing school discipline. This would lead to the avoidance of the use of arbitrary, backdated and retrogressive laws or rules to enforce school discipline.

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