

**SCHOOL DISCIPLINE POLICIES AND TEACHER-STUDENT RELATIONSHIPS AS
CORRELATE OF STUDENT BEHAVIOR IN PUBLIC SECONDARY SCHOOLS IN
LAGOS STATE**

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Abstract

The study examined school discipline policies and teacher-student relationship as a correlate of student behavior some selected public secondary schools in Lagos State. The purpose of the study was to identify the relationship between school discipline policies, teacher-student relationships and student behavior in Ikeja Local Government Area of Lagos State. Three research questions and three null hypotheses guided the study. The study was based on Lev Vygotsky's Sociocultural Theory of Teaching, Learning, and Development because of its relatedness. Correlational research design was adopted for the study. Out of the population of 3,002 SSII students schooling in the area, 300 students were randomly selected as the sample of the study. A researcher-developed instrument duly validated by experts was used for data collection. Data collected were analyzed using Pearson Product Moment Correlation Coefficient for the research questions, and t-test of significance of correlation was used to test the hypotheses at .05 level of significance. The findings of the study revealed among others that school discipline policies and teacher-student relationships have a strong positive relationship with SSII student behavior. This implies that school discipline policies and teacher-student relationships seriously influence SSII students' behavior in public schools in Ikeja Local Government Area of Lagos State. Based on the findings, the study concluded that it is crucial for schools to focus on developing positive teacher-student relationships and implementing effective, non-punitive discipline policies to promote a positive school climate and reduce negative student behavior. The study therefore recommended among others things that there should be development and implementation of fair and consistent discipline policies that focus on positive reinforcement rather than punishment in public secondary schools in Ikeja Local Government Area of Lagos State. This can involve providing students with incentives for positive behavior, such as recognition or awards.

Keywords: School, Discipline, School Discipline, School Discipline Policies, Teacher-Student Relationships, Student Academic Behavior

Introduction

Education is a crucial factor for the development of any country, and Nigeria is no exception. With a population of over 200 million people, Nigeria has one of the largest populations in Africa and a high number of young people. Ikegbusi and Chigbo-Okeke (2016) and Manafa (2018) posited that education provides these young people with the skills and knowledge necessary to contribute to the development of the country. Education is linked to poverty reduction, improved health outcomes, and economic growth (Ikegbusi & Nwanna, 2017). In Nigeria, education has been recognized as a fundamental right of every citizen, and the government has implemented policies to increase access to education, including the Universal Basic Education program, which aims to provide nine years of basic education for all Nigerian children. However, these are all aimed at ensuring that the child's behavior is channeled to quality and value which only through the purpose of education can be achieved. The behavior of a child is majorly

shaped while he is in school (Bradshaw, 2017).

Student behavior, especially in secondary school can have a significant impact on their academic and social outcomes. Research has shown that students, who engage in disruptive behavior, such as verbal or physical aggression, bullying, and skipping classes, are at risk for poor academic performance, lower school attendance, and dropout (Johnson & Templeton, 2019). Moreover, Ikegbusi et al (2016) suggested that negative student behavior can also have a negative impact on the learning environment and the wellbeing of other students and teachers.

To promote positive student behavior in secondary schools, it is important for schools to adopt evidence-based practices that address the root causes of negative behavior. For instance, Sugai and Horner (2019) suggested that one effective approach is to implement positive behavioral interventions and supports (PBIS) that focus on teaching and reinforcing positive behaviors rather than punishing negative

ones This approach involves establishing clear behavioral expectations, providing frequent positive feedback, and offering incentives for good behavior. Research has shown that PBIS can lead to significant improvements in student behavior, school climate, and academic performance (Bradshaw et al., 2017).

Secondary school students can exhibit a wide range of behaviors, some of which include academic behavior, social behavior, emotional behavior, behavioral problems, attendance behavior, and extracurricular behavior (Ikegbusi et al, 2022).

- Academic Behavior: This refers to the student's approach to learning and their academic performance. Some students may be highly motivated and engaged in their studies, while others may struggle to stay focused or complete assignments on time.
- Social Behavior: Students may exhibit different levels of social skills and engagement with their peers. Some may be outgoing and social, while others may be more introverted or struggle to make friends.
- Emotional Behavior: Students may display a range of emotions, such as

happiness, sadness, anger, or anxiety. Some students may be more emotionally stable, while others may struggle with emotional regulation.

- Behavioral Problems: Some students may display disruptive or problematic behavior in the classroom or school environment. This can include things like bullying, defiance, or substance abuse.
- Attendance Behavior: Students may attend school regularly or struggle with absenteeism or truancy.
- Extracurricular Behavior: Some students may participate in a variety of extracurricular activities, such as sports or clubs, while others may not be involved in any.

However, Ikegbusi et al (2021) noted that variety of factors can influence these student behaviors; these include socioeconomic status, family background, classroom environment, peer interactions, school discipline policies, and teacher-student relationships. For example, research has found that students from low-income families may be more likely to exhibit challenging behaviors, while positive teacher-student relationships and supportive classroom environments have been linked to improved behavior and academic outcomes

(Hamre & Pianta, 2021 and Noguera, 2021). In all, school discipline policies and teacher-student relationships are very essential in student's quality behavior achievement.

School discipline policies in secondary schools are an essential aspect of creating a safe and productive learning environment. Research showed that when schools have effective discipline policies in place, students are more likely to have positive academic outcomes, fewer behavioral problems, and a greater sense of safety (Musu et al., 2017). However, Sugai and Horner (2019) explained that schools that have harsh and punitive discipline policies, such as zero-tolerance policies, can lead to the school-to-prison pipeline, where students are pushed out of schools and into the criminal justice system. Therefore, it is crucial for schools to implement alternative approaches to discipline, such as restorative justice, that emphasize repairing harm and promoting positive behavior (Ikegbusi et al, 2016).

Restorative justice is an alternative approach to discipline that prioritizes repairing relationships and making amends for harm done. Research showed that schools that implement restorative justice practices have lower rates of suspensions and

expulsions, as well as higher rates of student engagement and academic achievement (Gregory et al., 2018). Positive behavior interventions and supports (PBIS) is another approach to discipline that focuses on reinforcing positive behavior rather than punishing negative behavior. PBIS has been shown to improve school climate, decrease problem behavior, and increase academic achievement (Sugai et al., 2019).

However, the role of teacher in achieving quality behavior of a secondary school student cannot be overstated. The teacher-student-relationship gives the teacher the chance to mold the behavior of a child to the direction he wishes. Research has shown that positive teacher-student relationships are associated with higher levels of student engagement, motivation, and achievement (Roorda et al., 2020 and Pekrun et al, 2022). On the other hand, Hamre and Pianta, (2021) asserted that negative teacher-student relationships have been linked to a variety of negative outcomes for students, including lower academic achievement, decreased motivation, and increased behavioral problems. In order to foster positive teacher-student relationships, it is important for teachers to build strong connections with their students by showing empathy,

understanding, and respect, as well as creating a safe and supportive classroom environment.

One way to promote positive teacher-student relationships is through the use of culturally responsive teaching. Gay (2018) posited that culturally responsive teachers recognize and value the diversity of their students, and they work to create a classroom environment that is inclusive and respectful of all cultures. By incorporating students' cultural backgrounds and experiences into their teaching practices, culturally responsive teachers can help to create a sense of belonging and connectedness for their students, which can in turn lead to more positive teacher-student relationships and better academic outcomes (Ladson-Billings, 2022 and Gay, 2018).

School discipline policies and teacher-student relationships are complex issues that are closely entwined. Effective discipline policies are crucial for maintaining a safe and positive learning environment, but must be implemented in a fair and non-punitive manner to avoid negative consequences. Positive teacher-student relationships are essential for promoting student engagement and academic achievement, but may be impacted by biases

and disciplinary practices. However, it seems that these two factors have not been well implemented in public secondary schools in Ikeja Local Government Area of Lagos state schools and this has continued to affect the behavior of students. In most cases, it has been discovered that some schools are much interested in school discipline policies while others believe that good behavior of students can best be achieved through teacher-student relationships. This is a serious issue in educational development, especially as it concerns secondary schools.

Statement of the Problem

The issue of student behavior in secondary schools is a complex and multifaceted problem that has been a source of concern for educators, parents, and policymakers. Student behavior problems can range from minor disruptions in the classroom to serious incidents of violence and aggression, which can have a negative impact on the learning environment, student outcomes, and the overall well-being of the school community.

In recent years, there has been an increase in the number of incidents of disruptive behavior, including bullying, drug and alcohol abuse, cyber bullying, and



physical violence, among others. These behaviors not only create an unsafe and unhealthy learning environment, but they also contribute to increased absenteeism, lower academic achievement, and decreased teacher morale. Addressing the issue of student behavior in secondary schools requires a comprehensive and multi-faceted approach that takes into account the individual needs of students, the school culture and climate, and the broader social and economic factors that contribute to student behavior problems.

This problem can only be ameliorated if there are school discipline policies and teacher-student relationships. However, in many schools, discipline policies are not tailored to increase the quality of students behavior but to ensure that the school generates revenue; while, also, in many schools, there seem to be no cordial relationship between teachers and students as teachers are only interested in discharging their basic duties which is to teach. These problems have contributed to the poor behavior of some students in secondary schools. The present study, therefore, sought to examine school discipline policies and teacher-student relationships as a correlate of student behavior in public secondary schools

in Ikeja Local Government Area of Lagos State.

Purpose of the Study

The main purpose of this study is to examine school discipline policies and teacher-student relationships as a correlate of student behavior in Ikeja Local Government Area of Lagos State. Specifically, the study sought to:

1. identify the relationship between school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.
2. determine the relationship between teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.
3. examine the joint relationship among school discipline policies, teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.

Scope of the Study



The study covered all the SSII students in public secondary schools in Ikeja Local Government Area of Lagos State. In the content scope, the study tried to identify the relationship between school discipline policies and student behavior; determined the relationship between teacher-student relationships and student behavior; and examined the joint relationship among school discipline policies, teacher-student relationships and student behavior

Research Questions

The following research questions guided the study:

- i. What is the relationship between school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State?
- ii. What is the relationship between teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State?
- iii. What is the relationship among school discipline policies, teacher-student relationships and

student behavior in public secondary schools in Ikeja Local Government Area of Lagos State?

Hypotheses

The following null hypotheses were formulated to guide the study and be tested at .05 level of significance:

1. There is no significant relationship between school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.
2. Teacher-student relationships have no significant relationship with student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.
3. There is no significant relationship among school discipline policies, teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.

Literature Review

School Discipline Policies

School discipline policies are a set of guidelines that outline the rules, expectations, and consequences for student behavior in



educational institutions. These policies are put in place to ensure the safety of students and staff, promote a positive learning environment, and maintain order in the school. According to a study by the National Center for Education Statistics, 74% of public schools have written discipline policies that govern student behavior, and these policies vary widely in their approach and severity (NCES, 2018).

One approach to school discipline policies is a zero-tolerance policy, which refers to strict and inflexible punishment for any infraction, regardless of its severity. This approach has been criticized for its potential to disproportionately impact students of color and students with disabilities, leading to higher rates of suspension and expulsion (Losen & Skiba, 2020). In disparity, a restorative justice approach focuses on repairing harm caused by a student's behavior through dialogue and problem-solving, rather than punishment. This approach has been shown to reduce suspension rates and improve school climate (Gregory et al, 2018).

In recent years, there has been a growing movement towards a trauma-informed approach to school discipline policies. Snyder and Shields (2020) posited that this approach recognizes that many

students who exhibit challenging behavior may have experienced trauma, and that punitive measures may exacerbate their emotional distress. Instead, suggested that a trauma-informed approach prioritizes building positive relationships with students, creating a safe and supportive learning environment, and addressing the root causes of challenging behavior.

Teacher-Student Relationships

Teacher-student relationships refer to the interactions and connections between teachers and their students. Positive teacher-student relationships are essential for creating a safe and supportive learning environment, promoting student engagement and motivation, and enhancing academic achievement. Research has consistently shown that students who have positive relationships with their teachers tend to have higher academic achievement, better social-emotional outcomes, and a more positive attitude towards school (Roorda et al, 2020).

One key aspect of positive teacher-student relationships is the quality of the emotional bond between the teacher and the student. Pekrun et al (2022) explained that when teachers show warmth, caring, and respect towards their students, students are

more likely to feel supported and valued, which can enhance their academic and emotional well-being. In contrast, negative or hostile teacher-student relationships can lead to poor academic performance, negative attitudes towards school, and social-emotional difficulties (Murray & Malmgren, 2015).

Another important aspect of positive teacher-student relationships is effective communication. Pekrun et al (2022) explained that when teachers communicate clearly, listen actively, and provide constructive feedback, students are more likely to understand expectations and feel motivated to learn. In contrast, ineffective communication or lack of feedback can lead to confusion, frustration, and disengagement.

Student Academic Behavior

Student academic behavior refers to the actions and habits that students engage in to support their learning and academic success. Academic behavior encompasses a wide range of actions, including attending class regularly, participating actively in class,

completing homework assignments on time, and studying effectively for exams. Research has shown that students who exhibit positive academic behaviors tend to achieve higher grades and perform better academically than students who do not (DeRosier et al., 2021).

One important aspect of positive academic behavior is self-regulated learning, which refers to the ability to set goals, monitor progress, and adjust strategies to achieve those goals. Zimmerman (2012) explicated that self-regulated learners are more likely to engage in effective study strategies and persist in the face of academic challenges. In contrast, Ryan and Deci, (2020) emphasized that students who struggle with self-regulated learning may be more likely to experience academic difficulties and drop out of school.

Another key aspect of student academic behavior is academic integrity, which refers to the honest and ethical practice of academic work. Academic integrity includes avoiding plagiarism, properly citing sources, and accurately representing one's own work. Jean et al (2020) explained that students who engage in academic misconduct, such as cheating or plagiarism, undermine the integrity of the academic

community and risk damaging their own academic and professional reputations.

Theoretical Framework

Sociocultural Theory of Teaching, Learning and Development by Lev Vygotsky Inspired by the seminal works of Lev Vygotsky, this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world. According to Vygotsky, human mind develop through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession. In the classroom, these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved

arrangements of meanings, sounds, melody, rules of communication, and so forth. However, these tools, which are used as instructional materials can only be useful in the teaching of student where there is a qualified teacher who can use them. This theory implies that qualified teachers and instructional materials lead to cognitive development because they mediate learners' thinking through the tools, and such mediation constitutes the very foundation of mental development.

Methodology

The study adopted the correlational research design. A correlational design seeks to establish the degree of relationship that exists between two or more variables. Ikegbusi (2022) stated that a correlational research design indicates the direction and magnitude of the relationship between two or more variables. The rationale for adopting this is to ascertain the relationship between school discipline policies, teacher-student relationships and student behaviour among students in public secondary schools in Ikeja Local Government Area of Lagos State. The population of the study comprised all the 3002 SSII students in selected public secondary schools in Lagos State,

particularly all public secondary schools in Ikeja Local Government Area of Lagos State. This number comprised of both male and female and all the SSII students in the schools. Simple random sampling technique was used to select the sample for the study. According to Obi et al (2022: 92) simple random sampling is one in which each element in the population has an equal and independent chance of being included in the sample. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen for sample as any other subset. This type of sampling technique is used when population is homogenous, the sample frame available and the population is finite or available. With respect to the foregoing, 300 respondents were selected randomly which represented 10% of the entire population. The primary means of data was carried out by structured questionnaire items, which were duly validated by two experts in the Department of Educational Foundations and one expert in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. Structured questionnaire was used for data collection. The items of the instrument were placed on 4-point scale of Strongly Agree (SA), Agree

(A), Disagree (D) and Strongly Disagree (SD). The ranges of the scores were weighted as 4, 3, 2 and 1.

Reliability measure of a research instrument is determined by computing coefficient of correlation between two sets of data collected independently (with the instrument) from the members of the same group (Ifeakor, 2022). In order to determine the reliability of the instrument, the questionnaire was subjected to trial testing by giving it to 10 SSII students of public secondary schools in Ikeja Local Government Area of Lagos State who were not among the selected schools. After two weeks, the instrument was re-administered to the same respondents. The scores of the two tests were correlated using Pearson Product Moment Correlation Co-Efficient Analysis and the reliability Co-efficient of 0.81 was obtained. This indicated that the instrument was reliable. The questionnaire was administered to the respondents personally by the researcher with the help of two research assistants who were briefed on the processes for administering and retrieving the questionnaire items. They administered the copies of the questionnaire to the respondents through their principal. In this case, the



principal was given a number of questionnaires that are equal to the number of the students in the school, after a week, the researcher and the research assistants went and collected back the completed instruments. All the 300 questionnaires were administered to the respondents. However, during the time of retrieval, it was discovered that 7 were damaged while 3 were missing, leaving the researcher with 290 valid questionnaire items. The sample size therefore was 290. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions, and t-test of significance of correlation was used to test for the hypotheses at .05 level of significance.

Decision rule for research question:

0.8 – 1.0 – very strong relationship

0.6 – 0.79 – strong relationship

0.4 – 0.59 – moderate relationship

0.2 – 0.39 – low relationship

0.0 – 0.19 – very low relationship

For the hypothesis, P-value was used to determine the significance of the prediction at .05 level of significance.

For p-value when

p-value < .05: Reject H_0 and Accept H_1

p-value > .05 Accept H_0 and Reject H_1 .

Presentation and Analysis of Data

Research Question 1: What is the relationship between school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State??

Table 1: Coefficient (r) on the relationship between school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State

Variation	N	coefficient(r)	r ²	remarks
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School Discipline Policies	290	.758	strong positive relationship
Student Behavior	290	.574	

Result in table 1 revealed the relationship between school discipline policies and student behavior among SSII students in public secondary schools in Ikeja Local Government Area of Lagos State. The coefficient(r) of .758 indicated a strong positive relationship between school discipline policies and student behavior (r=0.758, N=290). The coefficient of determination (r^2) =0.574) for student behavior revealed 57.4% of total variability in SSII student behavior in Ikeja Local Government Area of Lagos state can be explained by school discipline policies.

Research Question 2: What is the relationship between teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State?

Table 2: Coefficient (r) on the relationship between teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State



Variation	N	coefficient(r)	r ²	remarks
Teacher-Student Relationships	290	.673	.453	strong positive relationship
Student Behavior	290		.574	

Results in table 2 indicated that coefficient (r) of teacher-student relationships and student behavior (r =0.673) had a strong positive relationship. The coefficient of determination (r² =0.453) indicated that 45.3% of total variability in SSII student behavior in Ikeja Local Government Area of Lagos state can be explained by teacher-student relationships.

Research Question 3: What is the relationship among school discipline policies, teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State?

Table 3: Multiple correlation (r) of school discipline policies, teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State

Variation	Student behavior	N	Coefficient (r)	r ²	remarks
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School Discipline Policies	290	290	.338		Low positive relationship
Teacher-Student Relationships	290	290		.114	

The findings in table 3 showed that the coefficient (r) of joint relationship between school discipline policies, teacher-student relationships and student behavior was $r = 0.338$. This $r = 0.338$ indicated a low positive relationship between school discipline policies, teacher-student relationships and student behavior ($r = 0.338$;

$N = 290$). The coefficient of determination ($r^2 = 0.114$) indicated that school discipline policies, teacher-student relationships jointly explained that 11.4% of the total variability in SSII student behavior in Ikeja Local Government Area of Lagos state can be attributed to school discipline policies and teacher-student relationships.

Test of Hypotheses

Three null hypotheses were formulated and tested with inferential statistics at .05 probability level.

Hypothesis 1: There is no significant relationship between school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.

Table 4: Test of significance of correlation of school discipline policies and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State

Variation	N	coefficient(r)	r^2	p-value	remarks
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School Discipline Policies	290	.783	.574	.018	significant
Student Behavior	290				

Table 4 showed that p-value of .018 is less than .05 alpha level, this means that the null hypothesis of significant relationship between school discipline policies and student behavior was rejected ($r_{290} =$

.783). $p = .018$, $p < .05$. Hence, there is a significant relationship between school discipline policies and SSII student behavior in Ikeja Local Government Area of Lagos state.

Hypothesis 2: Teacher-student relationships have no significant relationship with student behavior in public secondary schools in Ikeja Local Government Area of Lagos State.

Table 5: Test of significance of correlation Teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State

Variation	N	coefficient(r)	r ²	p-value	remarks
Teacher-student relationships	290	.652	.453	.03.1	significant



Results presented in table 5 revealed that p-value of .031 is less than .05 alpha level, which means that the null hypothesis of no significant relationship between teacher-student relationships and student behavior

was rejected ($r_{290} = .652$), $p = .031$, $p < .05$.

Therefore, there is a significant relationship between teacher-student relationships and SSII student behavior in Ikeja Local Government Area of Lagos state.

Hypothesis 3: There is no significant relationship among school discipline policies, teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State

Table 6: Test of significant relationship between school discipline policies, teacher-student relationships and student behavior in public secondary schools in Ikeja Local Government Area of Lagos State

Variation	N	R	R ²	F-value	p-value	remarks
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School discipline policies	290	.624	.372	.171	.041	significant
Teacher student relationships						

Table 6 indicated the coefficient (R) was .624 while R^2 was .372 showing that school discipline policies and teacher-student relationships jointly made 37.4% contribution to the total variability in SSII student behavior in Ikeja Local Government Area of Lagos state. The $F(1/290) = .171$ and p-value of .041 was less than .05 level of

significance. Therefore, since p-value of .041 was less than the stipulated value of .05 level of significance, the null hypothesis was rejected. Therefore, school discipline policies and teacher-student relationships are jointly significantly related to SS2 student behavior in Ikeja Local Government Area of Lagos state.

Discussion of Findings

The findings of this study as shown in table 1 revealed that school discipline policies has a strong positive relationship with SSII student behavior in Ikeja Local Government Area of Lagos state. The result from the null hypotheses also indicated that

there is a significant relationship between school discipline policies and student behavior in the local government area. This implies that school discipline policies seriously influence the academic achievement of the students. This finding agreed with the findings of Stephens (2022),

who found that the discipline policies in a school are created to shape the future behavior of a child. The findings also corroborated with the findings of Schellis (2022) who found that school discipline policies have great influence on students' academic performance.

In the same vein, the findings in table 2 showed that teacher-student relationships have a strong positive relationship with student behavior. The result from the null hypotheses also showed that there is a significant relationship between teacher-student relationships and student behavior. This implies that teacher-student relationships seriously have impact on student behavior. This finding of the study is in line with the findings of Roorda et al., (2020) who revealed that the best class practice that enables the teacher to take control of his class and his students is teacher-student relationship. Through this

medium, the teacher can help a student to become a good and useful person in the society.

Finally, the study as it is shown on table 3 indicated that school discipline policies and teacher-student relationship jointly revealed a low positive relationship with student behavior in Ikeja Local Government Area of Lagos state. The result from the null hypotheses indicated that school discipline policies and teacher-student relationship are jointly significantly related to student behavior in the local government area. The finding of the present study is in agreement with that of Hamre and Pianta (2021) who revealed that teacher-student relationship and discipline in school helps to shape the behavior of a student. Where any of them fails to be in place, it will certainly be evident in the student's behavior and public engagements.

Conclusion



School discipline policies and teacher-student relationships are significant factors that can affect student behavior in secondary schools. The implementation of strict and punitive discipline policies can lead to an increase in negative student behavior, while positive teacher-student relationships can result in a decrease in such behavior. It suffices to say that the well managed school discipline policies and teacher-student relationships helps students to have a good behavior. A positive relationship between teachers and students can also create a safe and inclusive learning environment where students feel valued and supported. In contrast, negative relationships can lead to feelings of alienation, mistrust, and resentment, which may contribute to disruptive behavior. Therefore, it is vital for schools to focus on developing positive teacher-student relationships and implementing effective, non-punitive

discipline policies to promote a positive school climate and reduce negative student behavior.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There should be development and implementation of fair and consistent discipline policies that focus on positive reinforcement rather than punishment in public secondary schools in Ikeja Local Government Area of Lagos state. This can involve providing students with incentives for positive behavior, such as recognition or awards.
2. There should be monitoring and evaluation of the effectiveness of policies: Schools should regularly monitor and evaluate the effectiveness of their discipline policies. This can involve collecting data on student behavior and discipline outcomes,

seeking feedback from teachers, students, and parents, and adjusting policies as needed.

3. Schools should provide teachers with training and support on how to build positive relationships with their students. This can include strategies for communication, conflict resolution, and building trust.
4. School administrators should encourage open communication between teachers and students, and create opportunities for student input in school policies and decisions. This can help students feel valued and empowered in the learning environment.

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