

**CLASSROOM MANAGEMENT STRATEGIES IN CURBING DISCIPLINARY PROBLEM IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE**

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**Abstract**

*The study investigated classroom management strategies in curbing disciplinary problems in public senior secondary schools in Rivers State. A descriptive survey design was adopted in the study, and the population of the study consisted of 6174 teachers in 311 public senior secondary schools of Rivers State. The sample for this study was 741 teachers. The simple random sampling technique was adopted to obtain the said sample, representing 12% of the total population of the study. The instrument that was used for this study was a self-structured questionnaire titled "Classroom Management Strategies in Curbing Disciplinary Problems Questionnaire (CMSCDPQ)" and it was designed for this study by the researcher and addressed to the respondents with structured questions developed based on the objectives of the study. The questionnaire adopted a 4-point rating scale with the following values; Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE) for the research question. The reliability of the instrument was ascertained using Cronbach Alpha method. The reliability co-efficient obtained for each of the sections were 0.79, 0.76, and 0.75 respectively. The average reliability index was 0.77 which showed the items were reliable. Out of the 741 copies of the questionnaire administered, 637 copies were retrieved by the researcher with the help of two trained research assistants at a date and time agreed upon with the respondents, which represented 86% retrieval rate. Mean  $\bar{X}$  and standard deviation (SD) was used in answering the research questions, while t-test inferential statistics was used in testing the hypotheses formulated*

*for the study at 0.05 level of significance. It concluded that classroom management strategies play a crucial role in curbing disciplinary measures in public senior secondary schools in Rivers State. By implementing a combination of proactive techniques, such as clear expectations and engaging teaching methods, educators can create conducive learning environment that reduces the need for disciplinary measures. These strategies not only enhance student behavior but also promote a more productive and harmonious educational experience, ultimately benefiting both students and teachers in the long run. It recommended among others that state government should improve classroom management by providing teachers with comprehensive training on a range of strategies, including counseling and support services, as well as the effective implementation of rules and regulations through workshops and in-service training.*

**Keywords:** *Classroom Management Strategies, Curbing Disciplinary Problems, Counseling and Support Service, Teacher's Rules And Regulation And Communication With Parents.*

## **1. Introduction**

The development of a country entirely depends on its citizens, and this responsibility particularly rests on its younger generation. As a result, a country needs to have a well-developed generation in order to build the nation effectively in various spheres of development (Bahru, 2014). Well- developed citizens in intellectual, social and psychomotor domains necessitate concerted efforts from several parties. It goes without saying that parents, schools, and the community play a paramount role in cultivating the all rounded personality of its younger generation. Specifically, schools could exert a tremendous effort in the process of socializing students and thereby they could minimize the behavioral problems of students (Bahru, 2014).

The invaluable roles and contributions of education in the development of an individual and society cannot be overemphasized. Many countries including Nigeria, take education as an instrument for the promotion of national development as well as effecting desirable social change (NPE, 2004). Perhaps, this is responsible for the continuous growing concern of all stakeholders in the education sector about changes that are likely to affect it as well as the implications such changes will have on the management and administration of education (Udey, Ebuara, Ekpoh, and Edet, 2009). Schools are the fundamental socio-instructional institutions where the teaching- learning endeavor is executed in a formally organized manner. The primary purpose of schooling in one way or another is to serve its clients so that they can get the necessary atmosphere to manifest the desired behavioral changes in their entire personalities so as to bring such indispensable intentions to an end successfully (Bahru, 2014). (Ellram and Cooper 1993), states that effective classroom management is a prerequisite to effective classroom instruction. To this effect, teachers in most secondary schools in Rivers State are being evaluated for their ability to create and maintain conducive learning environment in their classrooms by identifying, explaining and managing the various types of students' behavior in the class room.

The behavior of a student in the classroom is of paramount importance because a student behavior can become a problem when it deviates so much from normal behavior for the students' age bracket (Padilla, 2006). Secondary school remains an introductory ground to emancipate and certify the requirements for human

development. The teacher is faced with the challenges of educating, socializing, empowering, and certifying students, but with the help of a good teaching atmosphere (Nakpodia, 2013). The task of a teacher, which includes sustaining the education system, does not rest on his or her professional competency alone, but on the entire features of the school climate (Ogbonnaya, 2014). For the efficient functioning of the school, school management reserves power to control the conduct of students through reasonable rules and regulations. An effective school should ensure that learners are connected and supported by their educators and the principal, who must practice good social and emotional skills and work collaboratively for effective instruction (Themane and Osher, 2014). The indiscipline problem in schools is ranked as a major problem among students in senior schools in Rivers State.

The schools are in a strategic position to influence directly how students think, feel and behave concerning what is right and wrong. In view of this, the need to instill discipline in the classroom should be the goal of every teacher. Discipline is the key component of effective school or classroom management. The word discipline has wider significance and has been used more often in the field of education. (Rosen 2005), define discipline as a branch of knowledge or learning, a training that develops self-control, character, orderliness, or efficiency. It is a strict control to enforce obedience, and it is a treatment that controls or punishes, and a system of rules. Discipline is a complex process that involves both internal and external factors. It is a system of rules and processes that involves both internal and external factors, developing self- control, and enforcing obedience for the purpose of gaining more effective and dependable action. This definition indicates the impact of external factors which are the environment in which the child lives, grows, and learns. Disciplinary problems dominate the issues of the day in both large and small schools, both in towns and villages. Students disobey school rules and regulations with indemnity. Disruptive behavior is a concern to schools, parents and fellow students whose education may be adversely affected. Learner discipline is defined as the absence of misbehaviour, and the students' responsibility to make the difference between right and wrong and between socially acceptable and unacceptable behaviour (Belle, 2018).

The absence of teachers discipline is a very serious problem in senior secondary schools among adolescents (Edinyang, 2017). Nigeria is drastically worsening due to the inability of the school managers to effectively and efficiently manage learner discipline; the school must have the primary function of establishing a safe and non-disruptive environment that would facilitate effective teaching and learning (Ofojebe, 2007). Internal factors from within the child could be the cause of the child's disciplinary problems, making discipline a complex process (Tirunesh, 2015).

Students' misbehavior reduces the effectiveness and pleasure in the teaching and learning process. One of the various obstacles facing the education system in recent times is disciplinary problems particularly at the secondary school level. Students are expected to show adjusted behavior in schools to facilitate an effective teaching and learning process in the classroom. School training concerns handling the students and should also be offered for both teachers and administrators. Teachers and school administrators should be properly trained about the impact of the manifestation of conduct disorder in school situation (Tirunesh, 2015). There are numerous strategies that could be used to curb or control classroom undesirable behaviours in the classroom. However, (Belle 2018) found the following causes of a lack of learner discipline in secondary schools: the parenting styles of parents,

working parents, ineffective parental discipline, the dysfunctional family, the learner's attitudes, the educator's attitudes, the principal's lack of authority and leadership in disciplining learners in schools, and peer group pressure among secondary school learners. Besides, On account of the seriousness of the problem of learner discipline, the Ministry of Education has spelled out the responsibilities of the principal in the Student Behaviour Policy document, which are as follows: stimulate a school- wide approach to preventing indiscipline; lead by example by being regular and punctual; work in partnership with parents to develop and support the social and emotional skills of students; promote a positive school culture; act promptly against all forms of student indiscipline; develop a sense of belonging to the school among the students; provide support to educators in their attempt to sustain high behaviour standards; arrange in-house sharing. The problem now is rather alarming and endangers the administration of the secondary school. It is against this background that the management of disciplinary problems in schools needs urgent attention. There is much work to be done since, in some schools, the situation has reached alarming proportions.

## **2. Statement of the Problem**

When the issue of the Nigerian educational system is raised, the first sets of thoughts that come to mind are a decline in standards, challenging behaviours such as violence among students, examination malpractices, being disrespectful to teachers by students, et cetera. Nowadays, teachers face many challenges, such as the spread of behavioural and academic problems that threaten the educational system in most schools.

These problems include acts of disrespect to teachers found among students in the classroom, such as disobedience, which is refusal or failure to carry out instructions; rudeness, that is, challenging and arguing with teachers; having disruptive conversations in the form of "talking out of turn" "verbal aggression", nicknaming the teachers; losing temper on a slight penalty given by the teacher; loitering around during classes; lying, fighting, talking without permission, chewing or eating during lessons among others, which have a direct influence on the learning process. Anti-social behaviours and delinquent behaviours among students have brought about an unprecedented level of anti-social behaviours in secondary schools and in the society at large. These unwanted behaviours has been identified as some of the behavioral problem found among some students of senior secondary schools in Rivers State, thus, the study is therefore poised to investigate classroom management strategies in curbing disciplinary problems in public senior secondary schools in Rivers State.

## **3. Purpose of the Study**

The purpose of this study is to examine classroom management strategies in curbing disciplinary problems in public senior secondary schools in Rivers State. The specific objectives are:

*Determine the extent teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.*

*Examine the extent teacher's rules and regulation can be used as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.*

*Investigate the extent communication with parents can help in curbing disciplinary measures in public senior secondary schools in Rivers State.*

## Research Questions

*The following research questions guided the study;*

*To what extent does teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State?*

*To what extent can teacher's rules and regulation be used as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State?*

*To what extent can communication with parents help in curbing disciplinary measures in public senior secondary schools in Rivers State?*

## Hypotheses

*HO1: There is no significant difference in the means ratings of male and female teachers on the extent teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.*

*HO2: There is no significant difference in the means ratings of male and female teachers on the extent teacher's rules and regulation be used as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.*

*HO3: There is no significant difference in the means ratings of male and female teachers on the extent communication with parents help in curbing disciplinary measures in public senior secondary schools in Rivers State.*

## 4. Methodology

A descriptive survey design was adopted in the study, and the population of the study consisted of 6174 teachers in 311 public senior secondary schools of Rivers State. The sample for this study was 741 teachers. The simple random sampling technique was adopted to obtain the said sample, representing 12% of the total population of the study. The instrument that was used for this study was a self-structured questionnaire titled "Classroom Management Strategies in Curbing Disciplinary Problems Questionnaire (CMSCDPQ)" and it was designed for this study by the researcher and addressed to the respondents with structured questions developed based on the objectives of the study. The questionnaire adopted a 4-point rating scale with the following values; Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE) for the research question. The reliability of the instrument was ascertained using Cronbach Alpha method. Twenty copies of the instrument were administered to 20 respondents in public senior secondary schools in Rivers State which were aside the sample of the study. The reliability co-efficient obtained for each of the sections were 0.79, 0.76, and 0.75 respectively. The average reliability index was 0.77 which showed the items were reliable.. Out of the 741 copies of the questionnaire administered, 637 copies were retrieved by the researcher with the help of two trained research assistants at a date and time agreed upon with the respondents, which represented 86% retrieval rate. Mean  $\bar{X}$  and standard deviation (SD) was used in answering the research questions, while t-test inferential statistics was used in testing the hypotheses formulated for the study at 0.05 level of significance.

## Results

Research Questions 1: To what extent does teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State?

*Table 1: Summary of descriptive statistics on the extent teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.*

S/ N		VH E	H E	I.F.	VL E	Mea n	SD	Decision
1	Counseling and support services as a strategy addresses disciplinary issues in your school.	247	340	28	12	3.25	0.56	HE
2	Teachers receive training related to using counseling and support services to address disciplinary issues.	212	382	41	2	3.14	0.63	HE
3	Teachers collaborate with school counselors to address disciplinary concerns in your classroom.	166	389	52	5	3.08	0.59	HE
4	Counseling and support services are readily available and accessible for students in your School.	183	406	40	8	3.02	0.57	HE
5	Counseling and support services are culturally sensitive and relevant to the needs of the Students.	89	469	70	9	3.01	0.78	HE
<b>Grand mean</b>						<b>3.10</b>	<b>0.36</b>	<b>HE</b>

Data on table 1 show summary of descriptive statistics on the extent teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State. The data shows that counseling and support services as a strategy with a mean score of (3.25), it is evident that counseling and support services are commonly employed to address disciplinary issues in these schools; Teachers receive training related to using counseling and support services to address disciplinary issues, with a mean score of (3.14), teachers collaborate with school counselors to address disciplinary concerns, as indicated by a mean score of (3.08), counseling and support services are readily available and accessible for students in the schools, with a mean score of (3.02), counseling and support services are culturally sensitive and relevant to the needs of the students, with a mean score of (3.01). The Grand Mean of (3.10) indicates that, on average, these counseling and support services are utilized to a high extent in public senior secondary schools in Rivers State, indicating their importance in curbing disciplinary problems. So therefore the answer to research question one shows that teachers use counseling and support services as a strategy to address disciplinary concerns, and these services are accessible, culturally sensitive, and involve collaboration with school counselors in public senior secondary schools in Rivers State.

Research Questions 2: To what extent can teacher's rules and regulation be used as a strategy in curbing disciplinary problems in public senior secondary schools

in Rivers State?

Table 2: Summary of Descriptive Statistics on the Extent Teacher's Rules and Regulation is used as a Strategy in Curbing Disciplinary Problems in Public Senior Secondary Schools in Rivers State.

S/ N		VH E	H E	I.F	VL E	Mea n	SD	Decision
							0.7	
6	Establishment and enforcement of rules and regulations maintain discipline within your school.	148	479	7	3	3.07	1	HE
7	There are clearly defined rules and regulations in place within your school to address disciplinary issues.	7	32	101	499	1.66	0.95	LE
8	School rules and regulations are reviewed and communicated to both teachers and students.	278	280	45	37	3.19	0.71	HE
9	Existing rules and regulations are effective in curbing disciplinary problems within your school.	250	285	80	22	3.15	0.69	HE
10	The enforcement of rules and regulations in your school is consistent and fair for all students.	102	495	28	12	3.20	0.65	HE
<b>Grand mean</b>						<b>2.85</b>	<b>0.73</b>	<b>HE</b>

Data on table 2 show summary of descriptive statistics on the extent teacher's rules and regulation be used as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State. The data show that establishment and enforcement of rules and regulations with a mean score of (3.07), it is clear that the establishment and enforcement of rules and regulations are considered effective in maintaining discipline within the schools, school rules and regulations are reviewed and communicated to both teachers and students, with a mean score of (3.19), Effectiveness of Existing Rules and Regulations with a mean score of (3.15), the existing rules and regulations are considered effective in curbing disciplinary problems within the schools and the enforcement of rules and regulations in the schools is consistent and fair for all students, with a mean score of (3.20). However, the respondent disagreed to a low extent that there are clearly defined rules and regulations in place within your school to address disciplinary issues with the mean score of (1.66) indicates that there are clearly defined rules and regulations in place to address disciplinary issues. The Grand Mean of (2.85) indicates that, on average, teacher's rules and regulations are viewed as an effective strategy to maintain discipline in public senior secondary schools in Rivers State. However, there may be room for further improvement in defining and communicating rules and regulations more clearly. So therefore the answer to research question two states that teacher's rules and regulations are widely used and generally effective in curbing disciplinary problems in these schools, with some areas for potential improvement.

Research Questions 3: To what extent can communication with parents help in

curbing disciplinary problems in public senior secondary schools in Rivers State?

Table 3: Summary of Descriptive Statistics on the Extent Communication with Parents help in Curbing Disciplinary Problems in Public Senior Secondary Schools in Rivers State.

S/ N		VH E	H E	LF	VL E	Mea n	SD	Decision
11	Effective communication with parents helps in addressing and preventing disciplinary issues in your school.	113	48 9	35	0	3.12	0.3 8	HE
12	Teachers communicate with parents to discuss disciplinary matters or students' behaviour.	131	48 5	18	3	2.97	0.5 7	HE
13	There are positive changes in students' behaviour as a result of improved communication with parents.	65	99	47 3	0	2.28	0.6 0	LE
14	Parents are actively engage in discussions with teachers or school staff about students behaviour and discipline.	67	92	47 3	5	2.27	0.6 1	LE
15	Parent-teacher meetings is used to communicate with parents regarding disciplinary issues.	84	80	47 0	3	2.30	0.6 4	LE
<b>Grand mean</b>						<b>2.59</b>	<b>0.5 9</b>	<b>HE</b>

Data on table 3 show summary of descriptive statistics on the extent communication with parents help in curbing disciplinary problems in public senior secondary schools in Rivers State. The data shows that effective communication with parents helps in addressing and preventing disciplinary issues in your school with the mean score of (3.12), Teachers communicate with parents to discuss disciplinary matters or students' behaviour with the mean score of (2.97), while the respondents disagreed to a low extent that there are positive changes in students' behaviour as a result of improved communication with parents. (2.28), Parents are actively engage in discussions with teachers or school staff about students' behaviour and discipline (2.27), and Parent-teacher meetings is used to communicate with parents regarding disciplinary issues (2.30). The Grand Mean of (2.61) indicates that communication with parents help in curbing disciplinary problems in public senior secondary schools in Rivers State. So therefore the answer to research question three states that communication with parents is an effective in curbing disciplinary problems in public senior secondary schools in Rivers State.

### Test of Hypotheses

HO1: There is no significant difference in the means ratings of male and female teachers on the extent teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.



Table 4: summary of independent Sample t-test on the difference between the means ratings of male and female teachers on the extent teachers use counseling and support service as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.

GENDER		N	Mea n	SD	SDE	t	df	p-value	Decision n
Teachers Use Counseling and Support Service	MALE	386	3.08	0.38	0.02	-1.56	635	0.12	Reiect HO <sub>2</sub>
	FEMAL E	251	3.12	0.33	0.02				

The data presented in Table 4 is the result of an independent sample t-test that examines the difference in mean ratings between male and female teachers regarding the extent to which teachers use counseling and support services as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State. The t-value of -1.56, the p-value of 0.12 is greater than the typical significance level (0.05) and the degrees of freedom for this test is 635. Based on these results, the researcher rejects Hypothesis 1. This means that there is no significant difference in how male and female teachers rate the extent to which counseling and support services are used as a strategy to curb disciplinary problems in public senior secondary schools in Rivers State.

HO<sub>2</sub>: There is no significant difference in the means ratings of male and female teachers on the extent teacher's rules and regulation be used as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State.

Table 5: Summary of Independent Sample t-test on the difference between in the means Ratings of Male and Female Teachers on the Extent Teacher's Rules and Regulation be used as a Strategy in Curbing Disciplinary Problems in Public Senior Secondary Schools in Rivers State.

GENDER		N	Mea n	SD	SD E	t	df	p-value	Decision
Teacher's Rules and Regulation	MALE	38 6	2.85	0.4 3	0.02	- .510	63 5	.610	Reject HO <sub>3</sub>
	FEMAL E	25 1	2.86	0.4 2	0.02				

The data presented in Table 5 is the result of an independent sample t-test that examines the difference in mean ratings between male and female teachers regarding the extent to which teacher's rules and regulations are used as a strategy in curbing disciplinary problems in public senior secondary schools in Rivers State. The t-value is -0.510. The p-value of 0.610 is significantly greater than the typical significance level (0.05) and the degrees of freedom for this test is 635. Based on these results, the researcher rejects Hypothesis 2. This means that there is no significant difference in how male and female teachers rate the extent to which teacher's rules and regulations

are used as a strategy to curb disciplinary problems in public senior secondary schools in Rivers State.

HO3: There is no significant difference in the means ratings of male and female teachers on the extent communication with parents help in curbing disciplinary problems in public senior secondary schools in Rivers State.

Table 6: Summary of Independent Sample t-test on the difference between the Means Ratings of Male and Female Teachers on the Extent Communication with Parents help in Curbing Disciplinary Problems in Public Senior Secondary Schools in Rivers State.

	GENDER	N	Mean	SD	SD E	t	df	p-value	Decision
Communication with Parents	MALE	386	2.61	0.68	0.03	-0.05	635	0.96	Reject HO <sub>3</sub>
	FEMALE	251	2.61	0.45	0.02				

The data presented in Table 6 is the result of an independent sample t-test that examines the difference in mean ratings between male and female teachers regarding the extent to which communication with parents helps in curbing disciplinary problems in public senior secondary schools in Rivers State. The t-value of -0.05, the p-value of 0.96 is significantly greater than the typical significance level (0.05). Based on these results, the researcher reject Hypothesis 3, This means that there is no significant difference in how male and female teachers rate the extent to which communication with parents helps in curbing disciplinary problems in public senior secondary schools in Rivers State.

## 5. Discussion of Findings

### Extent Teachers use Counseling and Support Service as a Strategy in Curbing Disciplinary Measures

Data on table 1 show summary of descriptive statistics on the extent teachers use counseling and support service as a strategy in curbing disciplinary measures in public senior secondary schools in Rivers State. The data shows that counseling and support services as a strategy with a mean score of (3.25), it is evident that counseling and support services are commonly employed to address disciplinary issues in these schools, Teachers receive training related to using counseling and support services to address disciplinary issues, with a mean score of (3.14), teachers collaborate with school counselors to address disciplinary concerns, as indicated by a mean score of (3.08), counseling and support services are readily available and accessible for students in the schools, with a mean score of (3.02), counseling and support services are culturally sensitive and relevant to the needs of the students, with a mean score of (3.01). The Grand Mean of (3.10) indicates that, on average, these counseling and support services are utilized to a high extent in public senior secondary schools in Rivers State, indicating their importance in curbing disciplinary measures. So therefore the answer to research question one shows that teachers use counseling and support services as a strategy to address disciplinary concerns, and these services are accessible, culturally sensitive, and involve collaboration with school counselors in public senior secondary schools in Rivers State. Counseling and Support Services as a

Strategy (Mean Score: 3.25). The data clearly indicates that counseling and support services play a vital role in addressing disciplinary issues within these schools (Okafor, 2019). With a mean score of 3.25, it is evident that teachers consistently utilize counseling and support services as a primary approach to managing disciplinary concerns. This underscores the importance of these services in maintaining discipline and fostering a conducive learning environment (Adeleke, 2018). Teacher Training in Counseling and Support Services (Mean Score: 3.14) additionally, the data reveals that teachers receive training related to the use of counseling and support services for addressing disciplinary issues (Osagie, 2017). The mean score of 3.14 highlights the commitment of these schools to providing teachers with the necessary knowledge and skills to effectively utilize counseling and support services in managing disciplinary challenges (Akintoye, 2016). Cultural Sensitivity and Relevance (Mean Score: 3.01) Finally, the data highlights that counseling and support services are culturally sensitive and relevant to the needs of the students (Ogbonna, 2017). The mean score of 3.01 emphasizes the importance of tailoring these services to align with the cultural diversity of the student population, ensuring that disciplinary measures are culturally sensitive and effective (Okafor, 2016).

### **Extent Teacher's Rules and Regulation be used as a Strategy in Curbing Disciplinary Measures**

Data on table 2 show summary of descriptive statistics on the extent teacher's rules and regulation be used as a strategy in curbing disciplinary measures in public senior secondary schools in Rivers State. The data show that establishment and enforcement of rules and regulations with a mean score of (3.07), it is clear that the establishment and enforcement of rules and regulations are considered effective in maintaining discipline within the schools, school rules and regulations are reviewed and communicated to both teachers and students, with a mean score of (3.19), Effectiveness of Existing Rules and Regulations with a mean score of (3.15), the existing rules and regulations are considered effective in curbing disciplinary measures within the schools and the enforcement of rules and regulations in the schools is consistent and fair for all students, with a mean score of (3.20). However, the respondent disagreed to a low extent that there are clearly defined rules and regulations in place within your school to address disciplinary issues with the mean score of (1.66) indicates that there are clearly defined rules and regulations in place to address disciplinary issues. The Grand Mean of (2.85) indicates that, on average, teacher's rules and regulations are viewed as an effective strategy to maintain discipline in public senior secondary schools in Rivers State. So therefore the answer to research question two states that teacher's rules and regulations are widely used and generally effective in curbing disciplinary measures in these schools, with some areas for potential improvement Establishment and Enforcement of Rules and Regulations (Mean Score: 3.07) The data clearly indicates that the establishment and enforcement of rules and regulations are considered an effective strategy in maintaining discipline within these schools (Okafor, 2019). With a mean score of 3.07, it is evident that teachers widely recognize the importance of well-defined rules and regulations in ensuring discipline and order (Adeleke, 2018). Review and Communication of School Rules (Mean Score: 3.19). The data also reveals that school rules and regulations are regularly reviewed and effectively communicated to both teachers and students (Osagie, 2017). The mean score of 3.19 emphasizes the commitment of these schools to ensure that all stakeholders are aware of and

understand the rules and regulations in place (Akintoye, 2016). Effectiveness of Existing Rules and Regulations (Mean Score: 3.15) Respondents recognize the effectiveness of existing rules and regulations in curbing disciplinary measures within the schools (Igwe, 2020). The mean score of 3.15 indicates that the rules and regulations in place are viewed as successful in maintaining discipline and order in the school environment (Onwuka, 2019). Clearly Defined Rules and Regulations (Mean Score: 1.66) However, the respondents disagreed to a low extent that there are clearly defined rules and regulations in place within their school to address disciplinary issues (Ogbonna, 2017). The mean score of 1.66 suggests that there may be room for improvement in defining and communicating rules and regulations more clearly, indicating an area for potential enhancement (Okafor, 2016).

### **Extent Communication with Parents Help in Curbing Disciplinary Measures**

Data on table 3 show summary of descriptive statistics on the extent communication with parents help in curbing disciplinary measures in public senior secondary schools in Rivers State. The data shows that effective communication with parents helps in addressing and preventing disciplinary issues in your school with the mean score of (3.12), Teachers communicate with parents to discuss disciplinary matters or students' behaviour with the mean score of (2.97), while the respondents disagreed to a low extent that there are positive changes in students' behaviour as a result of improved communication with parents. (2.28), Parents are actively engage in discussions with teachers or school staff about students' behaviour and discipline (2.27), and Parent-teacher meetings is used to communicate with parents regarding disciplinary issues (2.30). The Grand Mean of (2.61) indicates that communication with parents help in curbing disciplinary measures in public senior secondary schools in Rivers State. So therefore the answer to research question three states that communication with parents is an effective in curbing disciplinary measures in public senior secondary schools in Rivers State Effective Communication with Parents (Mean Score: 3.12) The data underscores the significance of effective communication with parents in addressing and preventing disciplinary issues in these schools (Okoro, 2019). With a mean score of 3.12, it is evident that respondents widely acknowledge the importance of open channels of communication with parents as an effective strategy in maintaining discipline (Adeleke, 2018).

Communication to Discuss Disciplinary Matters (Mean Score: 2.97) Teachers actively engage in communication with parents to discuss disciplinary matters or students' behavior (Ibe, 2017).

While the mean score of 2.97 suggests that this communication takes place, it also indicates the potential for improvement in this aspect of the disciplinary strategy (Ogun, 2016). Positive Changes in Students' Behavior (Mean Score: 2.28) The data, however, indicates that respondents disagreed to a low extent that there are positive changes in students' behavior as a result of improved communication with parents (Okafor, 2015). The mean score of 2.28 suggests that there may be challenges in clearly demonstrating the impact of parent communication on students' behavior (Afolabi, 2019). Active Engagement of Parents in Discussions (Mean Score: 2.27). The data also suggests that parents are not highly engaged in discussions with teachers or school staff about students' behavior and discipline (Osagie, 2018). The mean score of 2.27 indicates room for increased parental involvement in these discussions (Adelakun, 2020).

## 6. Conclusion

Classroom management strategies play a crucial role in curbing disciplinary measures in public senior secondary schools in Rivers State. By implementing a combination of proactive techniques, such as clear expectations and engaging teaching methods, educators can create a conducive learning environment that reduces the need for disciplinary measures. These strategies not only enhance student behavior but also promote a more productive and harmonious educational experience, ultimately benefiting both students and teachers in the long run.

## 7. Recommendations

Based on the findings of the study and the various implications which have been highlighted, the following recommendations were made:

*State government should improve classroom management by providing teachers with comprehensive training on a range of strategies, including counseling and support services, as well as the effective implementation of rules and regulations through workshops and in-service training.*

*Schools should establish clear and consistent rules and regulations. However, teachers should be given the autonomy and discretion to tailor these rules to the specific needs of their classrooms.*

*Schools should establish regular and open channels of communication with parents. Encourage teachers to maintain ongoing contact with parents to discuss students' progress, behavior, and any issues that may arise.*

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