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ASSESSMENT OF STUDENTS' SOCIAL BEHAVIOUR AND SCHOOL DISCIPLINE POLICY

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Abstract
The study assessed Students' Social Behaviour and School Discipline Policy. The specific objectives were to determine the impact of Punitive and Non Punitive Discipline Policy on Students' Behaviour. The population of the study was 21,726 Senior Secondary Two (SS2) Students drawn from 86 public Secondary schools in Akwa Ibom North East Senatorial district of Nigeria. A sample size of 1090 (SSS2) Students was adopted for the study using the Nssiuma formular. Descriptive statistics was used to answer the research questions while r2 value Regression Analysis was applied to test the Hypotheses. The result showed that there is no significant impact of Punitive Discipline Policy on Students' Social Behaviour while there is significant impact of the enforcement of Non punitive Discipline Policy on Students' Social Behaviour. Recommendations made include the need for Schools to implement Non Punitive Discipline Policies such as Positive behavioral interventions and supports, Counseling, Peace Education, Social and Emotional Development Programme and Behaviour modification.

Keywords: Social Behaviour, Antisocial Behavior, School Discipline, and School discipline.

Introduction

In recent years, the problem of school discipline has become an important problem for school leaders. This is a result of the emergence of bad behaviour among secondary school students. Antisocial behaviour is personal behaviour that violates social norms, harms others, and disregards others, whether intentionally or not, rather than the behaviour that is beneficial to people. Gillette (2021) has it that crime harms other people. Some of the bad behaviours that occur by middle school students include damaging school property, using bad language, bullying or mocking, harassment, violence, torture, theft, etc. Idiong (2023) remarked that in the contemporary Nigerian society that good characters are degraded. In recent years, mischief has increased in many public and private schools. Peer violence, bullying, violence in teacherstudent relationships, harassment, prostitution, theft, cheating in examinations, damaging, etc. These traits were not the needed trait to produce good graduates and successful leaders in the future.

According to Wilson (2022), social behaviour is a conversation between two or more people from the same family. Berger (2021) stated that social behaviour refers to the behaviour that controls the interaction between two or more people in the same family and includes all behaviours that affect a member of the family. Good behaviour is important to children's growth, health and development. For this reason, school discipline must comply with the necessary rules in order to achieve the desired results from the practice of

law and culture in schools and to create a positive attitude in students for a successful education and career. According to Alhassan (2021) and Egwunyenga (2021), discipline is education that enables people to develop good behaviour, and self-control. Alhassan (2021) argues that discipline connects people so that they can work, live and socialize with and benefit from each other. Peretomode (2021) says that discipline means self respect and respect for others. At school, Adesina (2021) explains that school discipline is a situation in which students are taught to respect school rules, obey school rules and regulations, and control their behaviours. Lukman and Hamadi (2021) think that school discipline is the main source of school administration because discipline is a way of living according to the rules of relationships and crimes against relationships are blamed and punished, (Yusuf, 2021). Discipline is a set of laws and policies that govern the school environment and encourage students to act appropriately and effectively to improve academic performance. (Charles, 2023)

The impact of not recognizing the school's rules and regulations on student behaviour is clear, and most of those who do not follow the school's rules and regulations are punished accordingly. The Education Act allows discipline against any student in the education system who violates the school's rules and regulations. Schools operate within the framework of the Education Act to maintain discipline and make school effective. Discipline is a prerequisite for every school, (Carlon,2022).

Students are the most important and relevant stakeholders in education. Educating students to behave well in and out of school is crucial. To ensure a unified, peaceful environment and maintain law and order, the school administration has established rules and regulations for the activities of the students, ANA Institute of Education (2021).

Different strategies are used for disciplinary management at the national and school levels to monitor and prevent student behaviours. Odoyo (2021) in his study argued that necessary disciplinary policy should be applied from school rules and regulations, which should be taken from the National School Discipline Education Policy. He also highlights the need to involve students, parents and the community in developing school policies, regulations and penalties for violations. This policy should be documented and made available to students and teachers. The study also advocates for school policy to take into account specific aspects of the school and the judiciary.

Statement of Problem

The lack and enforcement of appropriate school discipline policies is challenging many schools. Thus, there are untold cases of undesirable behaviours such as theft, prostitution, cheating, violence, bullying, disrespect of teachers, absenteeism, etc. For this reason, when the wrong discipline policy is applied, it also destroys the purpose of correcting and improving the behaviours of students. This affects the students, Schools and the nation as well, resulting in poor education and future leadership. Therefore, there is evidence that inappropriate discipline policy is not successful in reducing students' misbehaviours. It is against this challenges that this study attempts an Assessment of Students' Social Behaviour and School Discipline Policy. **Objective of the study**

The main objective of the study is to proffer an assessment of students' social behaviours and school discipline policy. Specifically, the study aims to;

(i) Determine the impact of Punitive Discipline Policy on students' social behaviours

(ii) Determine the impact of Non- Punitive Discipline Policy on students' social behaviours.

Research Questions

The research questions which guide the study are;

(i) To what extent does Punitive Discipline impacts on students' social behaviours

(ii) To what extent does Non-Punitive Discipline Policy impacts on students' behaviours

Research Hypotheses

The research hypotheses formulated for the study are stated in null as follows;

Ho1 There is no significant impact of the enforcement of Punitive Discipline Policy on students' social behaviours

Ho2 There is no significant impact of the enforcement of Non-Punitive Discipline Policy on students' social behaviours

Concept of Social Behaviour

The concept of behaviour is seen as behaviours that exist between two or more people of the same type and affect each other during interaction, (Suckow,2022). The behaviour exhibited in this way is influenced by both personal qualities and the environment. Thus, social behaviour results from the interaction between a person and his environment. The behaviours that occur between people and their environment determine the nature of human behavuior. (Snyder, Mark; Ickes, 2021). The growth and development of social behaviour is constantly changing at different stages of life, which is associated with changes in the body and skills over time. The combination of two factors; A person's characteristics and circumstances determine behaviour.

So just as the combination of the two factors influences the development of character, so does the combination of the young child's desire and the child's location. (Rothbart,2022)

Concept of Antisocial Behaviour

The Gale Encyclopedia of Child Health (2021) states that behavioral disorders are associated with children's abnormal behaviour and lack of cooperative problem solving such as the use of drugs, fighting, smuggling, neglecting public safety, dangerous driving, etc. Violation of community laws such as negligence and violation of the rights of others. Other examples of school indisciplines include dress code violations and disrespectful behaviour. Violence, profanity, damage to school property and school facilities, theft, leaving school without permission, and disobeying orders. Alidzulwi (2021) noted that serious crimes are committed in secondary schools, adding that secondary schools have turned into battlefields with dangerous weapons such as guns sitting with pens and books in students' school bags. Idiong (2023) opined that such incessant cases play down on the moral ideals.

Adolescence is an important period of human development when people begin to learn, develop their own identity, gain independence, gain unique characteristics and try to adapt to their environment. This is also a time when people seek relationships with their peers and develop physical, intellectual, moral and social skills (Steinberg,2019). This period is also challenging for many young people, as they face tough choices in matters as they move into adulthood. This is why many young people who do not have the proper guidance and protection fall into the misbehaviour that occurs at this stage.

Drug use continues to rise among many young people. The World Health Organization (2019) defines illicit drug use as the associated and dangerous use of illicit drug rules, especially among young people, and psychoactive substances such as alcohol. Drug use is an unhealthy behaviour with serious consequences for young people in our society. This situation can lead to lack of support from parents, lack of support from caregivers, emotional and psychological neglect, etc. Other negative behaviours include stealing and cheating.

Family condition and peer relationships are also factors related to the cause of negative behaviour. The impact of misbehaviour at school on young people leads to poor academic performance, suspensions and expulsions from school, physical and mental stress, and eventually death.

Causes and Symptoms

Bad behaviour results from relationships in the family, community, and school. It also depends on whether the child is already being abused by inappropriate friends who engage in violence and other bad behaviour. The impact of negative behaviorus in young people is often associated with other behaviours such as impulsivity, depression, hyperactivity and learning difficulties.

Family risk factors include chronic parental involvement in unhealthy behaviours, parental alcohol and drug use, ineffective parenting, parental effort and child abuse, parental divorce, separation or death, parental mental illness, parental depression, parental poverty, and unemployment.

Addiction to violent movies, internet videos, violent TV broadcasts, drama can affect a child's behaviour to become violent, and anti-social. Walker, (2019) noted that previous research has shown that using violent video games confers negative behaviour depending on the condition, design, and quality of the video.

Peers also influence Children's Behaviour. Previous research has shown that boys with behaviour problems are influenced by friends and colleagues who talk about and engage in crime.

Concept of Disciplinary Policy

The Disciplinary Policy defines and establishes procedures for responding to cases of violations of school policy. A well-written school disciplinary policy clearly outlines the school's rules and regulations and the consequences when those policies are violated. (Keley,2023). The Disciplinary policy is the basis for schools to look at students' various types of crime and how they often respond to it. Coles (2021) refers it to crime considered more serious than others and indicates the discipline that the student will face. School discipline is a reaction to those school behaviours being legal or illegal. All school policies should be listed

in the school handbook. Discipline can range from verbal or written warnings to suspension or even dismissal, depending on the severity of the offense.

Discipline is a way of life based on rules and regulations laid down and followed by the best laws. Discipline is the "door" to learning. For this reason, it is necessary to establish a good discipline in schools. Student discipline is an important part of providing a suitable learning environment for all. Schools have a social environment that needs to be supported as students are taught how to take responsibility for their actions. Discipline is important for a peaceful and harmonious life and for a safe and secure school. It is very important to instill the right values in order for children to grow up as virtuous and responsible individuals who adhere to human values and principles. Recognizing the importance of discipline in schools preparing future citizens, appropriate disciplinary systems must be in place to ensure that schools are safe and supportive. Therefore, knowing the importance of good discipline, schools should establish a policy based on Ministry of Education guidelines to achieve high expectations, viz;

- Be careful, balanced and fair when solving disciplinary problems.
- Create a safe, supportive and enabling learning environment.
- Try to have high academic expectations and be free of distractions at school.
- Reiterate the importance of involving parents and other stakeholders.

Types of Discipline Policy

Punitive and Non Punitive Discipline Policy.

Oyelola (2021), in his study of Nigerian law and discipline, noted that discipline in Nigerian schools is divided into Punitive and Non-Punitive Discipline Policy. Punitive Discipline Policy include corporal punishment, expulsion from school, etc. Non-Punitive Discipline Policy include counseling, positive support, communication with parents, etc.

Punitive Discipline Policy

This includes absenteeism, corner sitting, suspension, expulsion from school, etc. Punitive Discipline Policy is a disciplinary sanction with negative consequences for student misconduct, such can result in dismissal, written reprimand for the purpose of punishment. (Lawinsider, 2021). Punishment rules are based on the idea that students will remember the negative next time they try to break the rules and not do it again. These policies are designed to make schools safer places to learn. However, there is no clear evidence that these policies are effective. There is no evidence that discipline that removes students from school, such as suspension and expulsion, improves student behaviour or school climate. Instead, they negatively affect all students. When schools try to hold students accountable for their actions, it causes them to be submissive, but it also causes them to become angry, embarrassed and have other negative emotions that stop working, (Raussch,2022).

Zero-Tolerance Policies

A zero-tolerance policy is a policy of strict punishment regardless of the circumstances, the reason for the behaviour (such as self-defense), or the student's disciplinary background, (Welch, 2022). Some critics

have called the policy "one hit and you are out". This particular law was created in the 1990s in response to school shootings and concerns about crime.

Zero tolerance became a popular idea in the 90s, embraced by many schools, and often involved the use of harsh and punitive preliminary judgments, regardless of the severity of the behaviour and the context of the situation (Skiba & Rausch, 2006).

Suspensions and Dismissals

- In a longitudinal study of 1,354 youths in poor condition, suspended or expelled from school, their chances of being arrested per month would increase regardless of race, ethnicity or gender.

Research studies on early suspension from school show that these practices lack research support and contribute to the “preschool-to-prison pipeline” model of placing children in the criminal justice system.

- Disciplinary measures, such as suspension and expulsion from school, are frequently abused, often negatively affecting minority students and students with disabilities, and lead to failure and expulsion from school.

Non Punitive Discipline Policy

The Non Punitive Discipline Policy is an effective discipline method that teaches and encourages good behaviour that is applied openly and fairly to all students and let students stay on campus, without access to juvenile justice and including family involvement. They focus on both justice and discipline; positive behavioral interventions and support (Dilberti, 2021); social and emotional development; criminal justice (including involving everyone affected by crime in discussion, violence); and good school climate. This system operates in a multilayered support system that includes international protection and intelligence development, early detection and intervention, and targeted support for learning and behaviour issues. School policies and practices for discipline are critical to supporting students' academic success and well-being. It strengthens student behaviour and supports the achievement of long-term learning and behavioral goals by addressing the causes of student misbehaviour, while maintaining the integrity of the learning environment, ensuring the safety and dignity of all students and staff. However, there are many factors that affect school discipline, including the use of a variety of punitive and unruly methods and practices that students perceive as unfair and that particularly affect minorities and students with disabilities. (Dilberty, 2022). According to research, some school districts have adopted more flexible approaches to trauma recovery, such as "restorative justice" that focuses on social healing and helps students take responsibility for their actions. Below are the details of some of them.

Positive Behavioral Interventions and Supports

Behavioral interventions and support have been shown to reduce student suspension, student indiscipline, latency, inactivity, bullying, and student rejection. (Vasdorp, 2022). Effective school wide behavioral interventions and supports are associated with equitable discipline among students of all races and ethnicities. • Research supports the conclusion that greater use of positive behaviour reinforcement in the

classroom in primary schools is associated with higher levels of student decision-making and discipline, fairness, and teacher-student relationships. (Mitchell, 2022)

Social and Emotional Development

Students who participated in the school's social and emotional studies program showed significant improvements in social, emotional, and behavioral skills and a reduction in affected behaviours. Social and emotional studies have a significant protective effect on the emergence of aggressive behaviour in schools. Discipline in school and in the care of the elderly is associated with a reduction in bullying and victimization, suggesting that discipline should not be "hard" and healthy and clean. (Gregory, 2022). Social-emotional integration in the classroom can teach students to manage emotions, set and achieve positive goals, think and express understanding for others, build and maintain relationships, and make responsible decisions. Students who receive effective SEL education have better academic performance, improved attitudes and behaviours, less negative behaviour, and less stress. For every dollar invested in social-emotional education, $11 in long-term benefits, including reductions in youth delinquency, greater lifetime income, and improvement of body and mind can be achieved.
(Goug,2022)

Restorative Justice

• A one-year review of 9,039 students' disciplinary records found that students' participation in remedial interventions reduced the likelihood of students being suspended from school. (Gregory, 2022). In a social justice intervention involving 90,546 students in the first semester, participants were less likely to receive discipline and were suspended in the second semester. (Anion,2021). While research shows that restorative justice systems that address abuses in schools are effective, they are rarely effective in schools with predominantly black, Hispanic and economically disadvantaged students

Positive School Climate

An analysis of 36 studies involving approximately 114,000 students with an average age of 13.5 years found a strong correlation between students' perceptions of school climate at home and school violence. (Payne,2021)

Research on nearly 26,000 students in classrooms shows that positive school climate is associated with behavioral/cognitive outcomes and emotions at all levels. (Lamb,2022)

Strong Student-Teacher Relationships

Many studies have shown the importance of teacher-student relationships on student achievement and behaviour. Teacher-student conflict has been shown to increase risk among students. However, better teacher-student relationships are associated with less risky student behaviour, safer schools, and may also distract students from the negative effects of other social factors on achievement. (Mitchell, 2023)

Training teachers on race and bias

Persons who will become teachers should receive training in race issues, and should not fall into the evil of being "colorblind". Teaching in different classrooms is not enough for teachers to learn about racism and

other racial issues in school. More needs to be done to ensure that new teachers continue to consider race and racial issues as a role in their relationships with students. (Mitchell, 2022)

Empathetic Discipline Policies

Fixing discipline can be as simple as training teachers to recognize the discipline that fosters teacher-student relationships at critical times. A brief online intervention that encourages teachers to take a proactive approach to disciplining half of the students who are suspended from school each year, and re-establishing at-risk students a high reputation from their teachers. (Mitchell, 2023)

Counseling Aspect

Counseling aspect can be combined to control bad behaviour in schools and to maintain discipline, to prevent body-punishing scars. Egbochukwu (2021) opined that there may be mental disorders that affect school discipline because delinquent students may come from families without mental disorders; therefore, abnormal behaviours are used as a cause of stress. **Behaviour Modification**

It is the use of the basics of education to change people's behaviour (Mather & Goldstein, 2022). Okeke (2021) suggests strategies to change behaviour in schools, but these are rarely used. These include: systematic desensitization derived from the classical conditioning model, rational emotional behaviour therapy, modelling, alternative support methods, self-efficacy, symbolic economy, peer reinforcement, positive and negative. According to Onyeachu (2021), Nigeria's Abia State, Isiukwuato Local Government Area has colorful documents, posters and pictures that foreigners and terrorists teaching to fix classrooms can deter students from misbehaving. Behaviour change is a good strategy for dealing with negative problems, stress, anxiety and other negative consequences at schools. Behaviour change assumes that observable and measurable behaviour is a good target for change and that all behaviours follow a set of rules that must be properly implemented and followed in order to be successful in changing behaviour.

Egbochukwu (2021) proposes a behavioral therapy approach whose general therapeutic goals include identifying behavioral problems, creating new learning and experiences, and expanding responses to the specialist's behaviour. Some of the behavioral techniques include: systems desensitization, modelling, homework, activation and role playing (e.g. managers), some of which have been scientifically proven to be used in treating behaviour that needs to be changed. Egbochukwu also recommends cognitive behavioral therapy, which focuses on visualizing and identifying and replacing negative thoughts and negative thoughts in the wearer's mind. Egbocukwu believes that when a change in knowledge occurs in a student, there will be a change in their behaviour as the person follows their thoughts. Conflict, absenteeism, tardiness, theft and many other student violence, as well as stress, anxiety and depression can be resolved with this method.

Peace Education

According to Ogunyemiandadetoro (2022), peace education is a good tool to engage young people and can help reduce the spirit of discontent that leads to conflict in schools. The absence of a culture of peace in the school has reached a level where there is no threat or use of corporal punishment to remedy the situation.

Unachukwu and Nwasor propose peace as the key to the discipline of learning at home and managing academic and social relationships at school for corporal crimes that will drive them away from schools. Unachukwu and Nwasor (2021) advocated peace education to promote cooperation and ultimately reduce injustice in the school setting.

According to Unachukwu and Nwasor, maladaptive behaviour is indicated by conflict in schools, such as inappropriate behaviour, and other unethical behaviour. With peace education there would be serene environment for quality education. Quality education, according to Idiong(2023) will bring about good nation building.

THE EFFECT OF DISCIPLINE POLICY ON LONG-TERM LEARNING.

Suspensions and Expulsion Discipline Policy

Suspension is associated with negative student outcomes such as lower academic performance, lower on-time graduation rates, higher re-tuition fees, lower tuition, and exclusion for the future. In addition, recent data has shown that schools with more suspensions and expulsions have worse test performance, regardless of the student's economic or social status. (Braman, 2021).

In addition, suspension and disciplinary action can affect all classroom and/or school activities. In fact, a recent study that followed the impact of suspension on 17,000 students who were not expelled found that over three years, suspension rates were high and they learned to lower their Mathematics and reading skills. (Contenbader, 2021)

Students convicted of a crime are more likely to be expelled or exposed to the criminal justice system. High school dropouts shorten life expectancy by 9 years, and even ten years after their release, 75% of criminals still come to share the bottom 20%. School suspensions also lead to a lack of home care, which can mean increased public exposure to police and violence in poor, segregated communities. (Lawson,2022). Punishments and disciplinary action disproportionately affect students. Evidence suggests that this is not a reflection of students' bad behaviour, but that they are often expelled from the classroom for similar or lesser offenses compared to their peers. (Losen, 2022). Punitive approaches do not work. They simply suppress unwanted behaviour temporarily while increasing negative consequences, such as reduced perceptions of safety and connectedness among students and the perpetuation of the school-toprison pipeline. While research on the negative effects of harsh discipline has increased in recent years, the problems have been known for decades. Many schools deal with student delinquency and refer student delinquents to juvenile justice.

Methodology Research Design

The study was a survey design. The study was conducted in Akwa Ibom North East of Nigeria. As a Senatorial District (Uyo), it is consisting of Nine Local government Area; Ibiono Ibom, Itu, Uyo, Uruan, Ibesikpo, Asutan, Nsit Ibom, Nsit Atai , Etinan, and Nsit Ubium.

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Official Journal of Ethan Publication

Population of the Study

The population of the study was made of 21, 726 High School (SS2) students from 86 public secondary schools in Akwa Ibom's North East Senatorial District.

Sample and Sampling Techniques

The researchers used a total sample size of 1090 using the Nassiuma formular

Sample Size Determination

Using the Nassiuma (2000) formular

$$S = \frac{N(CV2)}{CV2+(N-1)\,e2}$$

Where S = The sample size

N = The population size

CV = Coefficient of variation (30%)

E = Standard Error (2% = 0.05)

Fitting the values into the formular

$S = 2182\ (0.3)^2$

$$S = (\text{Respondent})\ 2182\ (o.3^2) \over 0.3^2 + 2182\text{-}1)\ 0.05^2$$

= 1,090

Instrumentation

The tool used for the study is a questionnaire consisting of A, B and C. Part A contains background information from the respondents, while Parts B and C contain multiple choice questions. Participants were asked to tick the following options on a four-point scale: agree (A), agree (SA), disagree (D), and strongly disagree (SD).

Method of Data Analysis

Descriptive statistics were used to answer the research questions, while Hypothesis was tested using the Rs value of the regression analysis.

Result and Discussion Data Presentation Analysis and Discussion The answers to the research questions and Analysis are presented as follows Research question one

To what extent does punitive measures impacts on students social Behaviour The answer to research question one is presented in **Table 1.**

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Table 1

RESEARCH QUESTIONS	AGREED	**STRONGLY AGREED**	**DISGREED**	**STRONGLY DISAGREED**	**TOTAL**	**PERCENTAGE**
Do your agree that punitive discipline Policy such expulsion and suspension impacts positively on students Behaviour	10	20	120	940	1090	86%

Source: Field survey 2023

Interpretation of Result

The result in Table 1 shows that 940 respondents representing 86%% of the total respondents strongly disagreed that Punitive measures impacts positively on students social Behaviour

Research question Two

To what extent does punitive measures impacts on students social Behaviour

The answer to Research Question Two is presented in **Table 2**

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Table 2

RESEARCH QUESTIONS	AGREED	STRONGLY AGREED	DISGREED	STRONGLY DISAGREED	TOTAL	PERCENTAGE
Do you agree that Nonpunitive discipline Policy such as positive behavioral interventions, Restorative justice intervention, social and Emotional learning programme, Peace Education, Counseling etc. impacts positively on students Behaviour	300	750	30	10	1090	69%

Source: Field survey 2023

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Interpretation of Result

The result in Table 2 shows that 750 respondents representing 69% of the total respondents strongly agreed that Non -punitive measures impacts Positively on students social Behaviour **Test of Hypotheses**

HO 1 There is no significant impact of the enforcement of Punitive Discipline Policy on students social Behaviour

Table 3

The R-Square value shows the extent to which the dependent variable relates with the independent variable.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.050[a]	.020	.060	0.86263	0.203

a. Predictors: (Constant), Punitive discipline Policy

b. Dependent Variable: students social Behaviour

Source: spss regression analysis

Interpretation of Result

The result of the analysis shows that the r^2 values stood at 2.0% which is low. Therefore, there is no significant impact of the enforcement of Punitive Discipline Policy on students social Behaviour.

Test of Hypothesis 2

HO2 There is no significant impact of the enforcement of Non - punitive discipline Policy on students social Behaviour

Table 4. The R-Square value shows the extent to which the dependent variable relates with the independent variable.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996[a]	.992	.990	1.63663

a. Predictors: (Constant), Non - punitive discipline Policy

b. Dependent Variable:Attendance to class activities

source: spss regression analysis

Result- model summary

The result of the analysis shows that the r^2 value stood at 99.2% which is high. Therefore, the analysis shows There is a significant impact of the enforcement of Non - Punitive Discipline Policy on students social Behaviour

Discussions of findings The findings from the study shows that

1. There is no significant impact of the enforcement of Punitive Discipline Policy on students social Behaviour.
2. There is a significant impact of the enforcement of Non - Punitive Discipline Policy on students social Behaviour

The result of the study shows that the Punitive Discipline Policy does not change nor modify the students' social behaviours. Punitive discipline Policy such as expulsion and suspension have been found affecting students' learning and psychology and also result in poor academic performance. Many students who lack proper home discipline and supervision are worst affected as there is no body to supervise them during suspension or expulsion thus leading to antisocial behaviours rather than correcting the wrong. The early years of students require proper guidance, supervision and monitoring which is lacking in Punitive Discipline Policy.

The result however shows that Non - Punitive Discipline Policy significantly impacts on students' social Behaviours. Non-Punitive Discipline Policy such as positive behavioral interventions, Restorative justice intervention, social and Emotional learning programme, Peace Education, and Counseling have been found to provide the students the needed correction and better understanding of the negative consequences of antisocial behaviours which also appeals to their conscience thereby leading to behavioral change, student commitment to learning and improved academic performance.

Conclusion

The study therefore advocates for the implementation of Non – Punitive discipline Policy for students since they are within their youthful age which required proper supervision, monitoring, support, correction, education and care. It is apparent that many students are from poor and broken homes which lacks the adequate guidance and supervision thereby imposing on the schools the much needed responsibility to fill the gap of providing counseling, intervention, support, education, social and emotional learning programme. This will bring about School and societal Positive behaviour for effective learning, academic success and future careers.

Recommendations

Based on the findings of the study, it is highly recommended that Schools should implement the following Non Punitive Discipline Policies;

1. Positive behavioral interventions and supports
2. Counseling
3. Peace Education
4. Social and Emotional Development Programme
5. Behaviour modification, that is, the systematic application of learning principles to alter human behaviours.

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