

DISCIPLINARY STRATEGIES AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN AKOKO NORTHEAST LOCAL GOVERNMENT AREA OF ONDO STATE

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Abstract

The study examined the disciplinary strategies and students' academic performance in public secondary schools in Akoko North East Local Government Area, Ondo State. Students' indiscipline has become questionable by education administrators, teachers, parents and other education stakeholders. Parents, education administrators and other stakeholder are blaming heads of schools and teachers for students' indiscipline in secondary schools in Nigeria. The population of the study consisted of all teachers in public secondary schools in Akoko Northeast Local Government, Ondo State. Simple random sampling techniques was used to select 100 participants from public secondary schools in Akoko Northeast Local Government Area, Ondo State. Two research questions were raised and answered using descriptive statistics while three research hypotheses were formulated and tested using inferential statistics. Results from the analysis revealed a significant relationship between corrective disciplinary strategy and students' academic performance in public secondary schools in Akoko North-East Local Government [$r(98) = .280, p < .05$]; This means that adopting the corrective disciplinary strategy is related with an improvement in students' academic performance; result also showed a significant relationship between preventive disciplinary strategy and students' academic performance in public secondary schools [$r(98) = .354, p < .05$]. The study concluded that secondary schools' teachers can create a conducive learning environment, foster positive behavior among students, and ultimately contribute to improved academic performance. Based on the findings, it was recommended that schools should continue to focus on and enhance the implementation of corrective disciplinary strategies and schools should place emphasis on preventive disciplinary strategies to create a proactive approach to maintaining discipline.

Keywords: Disciplinary Strategies, Preventive Disciplinary Strategies, Supportive Disciplinary Strategies, Corrective Disciplinary Strategies, Students' Academic Performance

Introduction

Academic performance refers to the quality of performance in terms of tasks and class exercises with academic content. It is a level of attainment of a given standard of excellence or in other words, a qualified academic achievement. This means that to determine performance requires assessment of past performance with disciplinary measure. But for students, it can be measured and or determined based on the test scores of the subject concerned. For instance, performance level of the public secondary school students in mathematics

can be measured based on the test scores/academic performance of such a student in both internal and external examinations in mathematics. Hence, low academic performance in some schools is caused by acts of indiscipline.

Research findings carried out by many educational pundits have shown that education in Ondo State is being plagued by a series of challenges amongst which are poor and fluctuating rates in the quality and quantity of students' academic performance.

Some secondary schools in Akoko

Northeast Ondo State, have experienced instances of students manifesting acts of indiscipline like falling at loggerheads with the school administration, indulging into fight with teachers and among themselves and using harmful weapons like knives, hammers, causing strike actions, being deviant, and a host of others.

With the banning of corporal punishment in our school systems, some students have taken pride in exhibiting deviant acts consoling themselves that no punishment meted on them will be harmful or painful. Most of these students acting out of ignorance have failed to understand that they are putting their studies at risk. Studies have shown that most of the students who exhibit deviant acts are those who mostly record poor performance in sequence tests and end of term examinations.

Many scholars have attributed the drop and fluctuating rates of the academic performance of students to factors such as students' home backgrounds, the socio-economic status of parents (White, 1982), teaching learning process, (Bandura, 1977) students' study techniques, (Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Oyedele) indiscipline within the school environment, (Mumo, 2004) among other factors.

With all these taken into consideration, the researcher took interest in finding out the possible extent to which disciplinary strategies could be a possible cause as to why students' academic performance are on the decrease.

Okoroma specifically identified them as laziness, truancy, delinquency, cheating, disobedience, drunkenness, and sexual problem. His research shows that all these parameters of indiscipline in schools are contributory factors to academic performance of senior secondary school students (Okoroma, 2014). Low academic achievers are undisciplined and

uncommitted members of the school organization. Tec stated that, if members of a given system are dissatisfied, uninvolved and uncommitted to its basic aims and expectations, they will find it easier to engage in behaviour disapproved by the system than those who are satisfied, involved and committed to its basic aims.

Many secondary students have their hope of academic excellence dashed due to their uncontrolled habit of perpetrating unwholesome behaviour in the school. Thus, many of those students voluntarily drop out of school when they discovered that immoral behaviour is taking much of their time and they are gradually becoming academically redundant and hopeless. Hence, Bukar and Ibi (2002), they maintained that the entire students with poor academic performances are those notorious for deviant behaviour. High level of dropouts can have adverse effect on the efficiency of operation in schools. Some of these students were expelled from the school due to their unmanageable desire for evil.

Most of these students are usually products of broken homes, where there is instability, insecurity and lack of affection and regularly subjected to one form of punishment or the other. Infiltrations of secret cults into our secondary schools were causing school heads nightmares. Students' indiscipline has led to the loss of many lives either through drug addictions, riots and many violent demonstrations, abortion and robbery. It is in view of this therefore that this study investigated the disciplinary strategies and students' academic performance in public secondary schools in Akoko Northeast Local Government Area Ondo State.

School discipline is among the major concerns voiced by the public about school and the school systems in countries worldwide (Bussienei, 2012). These concerns come up when students riot, bully others in colleges and create violence in

classrooms and playgrounds around their school compass. Behaviour problems are widespread in secondary schools that teachers are struggling to maintain order, and school authorities are unable to guarantee the safety of students. Schools are expected to be centres of formation of good behavior and acceptable moral and social conducts among students (Mwaura & Thinguri, (2015). To ensure success in domestication of discipline, the heads of schools are a critical factor that will ensure that discipline is anchored in their schools.

The heads of secondary school are the ones who plan, control, command, organise and coordinate all the activities that take place in the school and chairpersons of the disciplinary council in schools and provide final decisions to students whose conduct is not satisfactory. Heads of schools have records of students' indiscipline and are in better position to explain to other education stakeholders, especially parents on the conduct of their children. Thus, every school administrator requires a good measure of discipline in his school. Students' indiscipline is prompting a threat in all parts of the world in relation to children's affairs.

In child development, discipline refers to all the strategies which are used to regulate, coordinate, and organize students and their activities in the secondary school as well as put in place the provision and procedures necessary to establish and maintain a conducive environment in which teaching and learning can take place (Thornberg, 2008). Discipline is about changing behaviour, not about punishing children (Yang, 2009). Discipline allows children to develop self-discipline, and that affects a child's moral and psychological development. Strategies mean careful plans or methods or a clever stratagem the art of designing or employing plans or stratagems towards a goal (Webster's Third New International Dictionary, 2019). The challenge of managing student discipline is

pervasive and constant. In Nigeria, discipline problems in high schools in the medium past were less serious. Today there are more compelling ones like presence of drugs, gangs, and weapons on campus and threats of assault, robbery, theft, vandalism, and rape.

Discipline strategies can be categorized into three main styles; preventive, supportive and corrective. Preventive aspect of discipline involves establishment of expectations, guidelines and rules for behaviour change during the first schooling days of a student. The ultimate goal of preventive disciplining style is to provide proactive interventions to potential disruptive behaviors by clearly explaining to Students what good behaviors are. Supportive aspect of discipline provides a student with suggestions and options for correcting behaviour before a consequence is necessary such as verbal warning, suggestions for correcting behaviour, reminders, redirection and nonverbal communication. Corrective aspect of discipline may be the alternative when the student has failed to redirect his/her behaviour after repeated attempts. It refers to the set of consequences delivered to Students following an infraction (Adeola, 2019).

Statement of the Problem

It appears that disruptions in the classroom by students, students missing lessons and a negative learning environment all contribute to a decline in academic performance, including lower grades, reduced test scores and increased risk of drop out in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

It was observed that there is low academic performance of students and indiscipline among students which occurred through absenteeism, truancy or tardiness, directly affecting a student's ability to access instruction and complete

assignments in public secondary schools in Akoko North-East Local Government Area, Ondo State.

It appears that students in public secondary schools in Akoko Northeast Local Government Area, Ondo State, exhibit the attitude of disrespect for authority, teachers and peers which create a hostile learning environment, making it difficult for students to engage with material and build positive relationships with educators and classmates.

It was also observed that the disciplinary strategies employed in public secondary schools in Akoko Northeast Local Government Area, Ondo State are not effective, this worsens the problem, leading to further acts of indiscipline and decreased students' academic performance.

There is the need for schools to implement effective disciplinary strategies that promote a positive learning environment, improve student engagement and enhance students' academic performance.

Research Questions

The following questions guide the study:

1. What is the level of students' academic performance in SSCE in 2020/2021 and 2021/2022 academic sessions in public secondary schools in Akoko Northeast Local Government Area, Ondo State?
2. What is the level of disciplinary strategies being currently used in public secondary school in public secondary schools in Akoko Northeast Local Government Area, Ondo State?

Research Hypotheses

H0₁: There is no significant relationship between corrective disciplinary strategies and students' academic performance in public secondary

schools in Akoko Northeast Local Government Area, Ondo State.

H0₂: There is no significant relationship between preventive disciplinary strategies and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

H0₃: There is no significant relationship between supportive disciplinary strategies and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

Methodology

Descriptive survey research design was adopted for this study. The target population for this study comprised of all teachers in the sixteen (16) public secondary schools in Akoko Northeast Local Government Area of Ondo State. Out of the 16 public secondary schools in Akoko Northeast Local Government Area of Ondo State, five (5) schools were selected through simple random sampling techniques

Two instruments were used for this study. The first instrument was a questionnaire titled: "Disciplinary Strategies Questionnaire (DSQ)" developed by the researcher. The second instrument used was pro-forma titled "Students Academic Performance Pro-forma" (SAPP), to collect students results for 2020/2021 and 2021/2022 academic sessions from the sampled schools in Akoko Northeast Local Government Area of Ondo State. The instrument was shown to experts in the field of Educational Management. The test-retest technique was used to ascertain the reliability of instruments. The reliability result showed 0.81, which revealed that, the result was reliable. The instrument was administered personally by the researcher with the help of a trained research assistant.

Data collected were analyzed using both descriptive and inferential statistics. The research questions were answered using descriptive statistics and research hypotheses were analyzed using Pearson Product Moment Correlation analysis at 0.05 level of significance. Mean below 2.5 considered low, scores above or equal to 2.5 and less than 3.5 were considered moderate

while mean below or equal to 3.5 were considered high.

Results and Discussions

Research Question 1: What is the level of students' academic performance in SSCE in 2020/2021 and 2021/2022 academic sessions in public secondary schools in Akoko Northeast Local Government Area, Ondo State?

Table 1: Level of Students' Academic Performance in WASSCE, 2020/2021 and 2021/2022 Academic Sessions in Public Secondary Schools in Akoko Northeast Local Government Area, Ondo State.

School Name	F	Average of Two Academic Years of Students Performance					Total
		5 Credit Pass with English & Maths	5 Credit Pass with either English or Maths	5 Credit Pass no English or Maths	Less than 5 Credits		
Osele High School	F	68	68	11	5	152	
	%	44.7	44.7	7.2	3.4	100.0	
Victory College	F	77	55	18	16	166	
	%	46.4	33.1	10.9	9.6	100.0	
Lennon Jubilee	F	71	49	19	7	146	
	%	48.6	33.6	13.0	4.8	100.0	
Mount Carmel Girls Grammar School	F	96	103	96	4	299	
	%	32.1	34.5	32.1	1.3	100.0	
Ugbe High School	F	53	48	20	5	126	
	%	42.1	38.1	15.8	4.0	100.0	

Table 1 presented result on the level of students' academic performance in public secondary schools in some selected public secondary schools in Akoko Northeast Local Government Area of Ondo State, in a period of two academic sessions. It was reported that 44.7% of students in Osele High School had 5 credits passed with English and Mathematics inclusive, and similar percentage of them (44.7%) of them had 5 credits passed with either a credit passed in either English or Mathematics. In Victory College 46.4% of the students had 5 credits passed with English and Mathematics inclusive, and 33.1% of them had 5 credits passed with either a credit passed in either English and or in Mathematics.

The report from the Lennon Jubilee Secondary School in the space of two academic sessions was such that 48.6% of

their students had passed their SSCE examination with 5 credits passed in which English and Mathematics was included, 33.6% of them had 5 credits passed with either a credit passed in either English or in Mathematics. It was further reported that 32.1% of the students from Mount Carmel Girls School had 5 credits passed with English and Mathematics inclusive, while 34.5% of them had passed SSCE within these two academic sessions with 5 credits passed with either a credit passed in either English or in Mathematics. Lastly, 42.1% of the students in Ugbe High School had passed SSCE within these two academic sessions with 5 credits passed with English and Mathematics included, and 38.1% of them had 5 credits passed with either a credit passed in either English or mathematics.

Considering the variation observed in frequencies, it could be affirmed that this result is valid for further conclusion. Thus, it is certified that students had an excellent academic performance as regards their credits passed, this was such that more than average of these students passed at least with 5 credits either both in English and Mathematics or with either a credit passed in any of the two subjects across all the

sampled public secondary schools in Akoko North-East Local Government Area of Ondo State.

Research Question 2: What is the level of disciplinary strategies being currently used in public secondary schools in Akoko Northeast Local Government Area, Ondo State?

Table 2: Frequency and percentage summary showing responses on statements relating to level of utilization of the corrective disciplinary strategy in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

Items	Response					X
	SA	A	D	SD		
Students who have been subjected to corrective disciplinary measures portrays high level of improvement in character	F 68 % 68.0	27 27.0	5 5.0	-	3.63	
The current disciplinary strategy positively contributes to a conducive leaning	F 38 % 38.0	60 60.0	2 2.0	-	3.36	
The school employs positive reinforcement strategies in addition to punitive measures	F 53 % 53.0	42 42.0	5 5.0	-	3.48	
There is a system in place to address the root causes of students' misbehaviour	F 57 % 57.0	37 37.0	5 5.0	1 1.0	3.50	
Teachers are adequately trained in corrective disciplinary techniques to improve students' moral developments	F 65 % 65.0	32 32.0	3 3.0	-	3.62	
Average Percentage/Grand Mean	F 56 % 56.0	40 40.0	4 4.0	-	3.52	

Note: Low= ≤ 2.0 ; Moderate= $> 2.0 < 3.5$; High= ≥ 3.5

The analyses of the statements relating to the level of utilization of the corrective disciplinary strategy in public secondary schools in Akoko Northeast Local Government Area of Ondo State, were presented in Table 2. It was indicated that nearly all the respondents (95%) affirmed that students who have been subjected to corrective disciplinary measures portrays high level of improvement in character, although 5% of them refuted. In a similar trend 98% of the respondents agreed that the adopting the corrective disciplinary strategy had contributed positively to conducive leaning in their schools, however 2% of them disagreed.

Majority of the respondents (95%) were of the impression that the adoption of corrective disciplinary strategy in their schools had strengthened the use of positive reinforcement measures in addition to punitive measures, meanwhile 5% of them refute this impression. The statement that says the adoption of corrective disciplinary strategy is to have a system in schools which addresses the root causes of student's misbehaviour was supported by 94% of the respondents, meanwhile 6% of them report contrarily. Lastly 97% of the respondents were of the perception that teachers are adequately trained in the use of corrective disciplinary techniques to improve

students' moral developments, although 3% of them report contrarily.

The average summary was with the indication that majority of the respondents (96%) consenting these statements affirmed the high level in the utilization of the corrective disciplinary strategies in public secondary schools. This was such that 56% of the respondents strongly agreed these statements, and 40% of them agreed, though 4% of them disagreed. Further confirming this result is the grand mean

value of 3.52 which had certified that there was a high level of utilization of the corrective disciplinary strategies in public secondary schools.

Hypothesis 1: There is no significant relationship between corrective disciplinary strategy students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

Table 3: Correlation summary showing the relationship between corrective disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

Variables	Mean	SD	N	Df	r	p
Corrective D. Strategy	17.59	1.615	100	98	.280	<.05
Students' Academic performance	51.77	21.89	100			

The result in Table 3 above indicated that there was a significant positive relationship between corrective disciplinary strategy and students' academic performance [$r(98) = .280$, $p < .05$]. This means that adopting the corrective disciplinary strategy is related with an improvement in students' academic performance. The result negates the

formulated null hypothesis 1 and it was then rejected.

Hypothesis 2: There is no significant relationship between preventive disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

Table 4: Correlation summary showing the relationship between preventive disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State.

Variables	Mean	SD	N	Df	r	p
Preventive D. Strategy	17.39	1.734	100	98	.354	<.05
Students' Academic performance	51.77	21.89	100			

The result in Table 4 indicated that there was a significant positive relationship between adoption of preventive disciplinary strategy and students' academic performance [$r(98) = .354$, $p < .05$]. This means that adopting the protective disciplinary strategy in managing morality among the students has an associate with an improvement in their

academic performance. The result negates the formulated hypothesis 2 and it was rejected.

Hypothesis 3: There is no significant relationship between supportive disciplinary strategy and students' academic performance in public secondary schools in Akoko North-East Local Government Area, Ondo State.

Table 5: Correlation summary showing the relationship between supportive disciplinary strategy and students' academic performance in public secondary schools in Akoko North-East Local Government Area, Ondo State.

Variables	Mean	SD	N	Df	r	p
Supportive D. Strategy	17.55	1.395	100	98	.261	< .05
Students' Academic performance	51.77	21.89	100			

The result in Table 5 had shown that there is a significant positive relationship between supportive disciplinary strategy and students' academic performance [$r(98) = .261$, $p < .05$]. This means that adopting the supportive disciplinary strategy in the guide of the students towards building a more acceptable character had a link with their improvement in academic performance. The result negates the formulated null hypothesis 3 and it was then rejected.

Discussion of Findings

The result from research question one affirmed that this result is valid for further conclusion. Thus, it is certified that students had an excellent academic performance as regards their credit passes, this was such that more than average of these students passed at least with 5 credits either both in English and Mathematics or with either a credit pass in any of the two subjects across all the sampled public secondary schools in Akoko Northeast Local Government Area, Ondo State. The result agreed with the findings of Shekarau (2017) he stressed that, in time past students exhibited the best behaviour wherever they were. They respected their teachers and obeyed them; they feared failing examinations and so, worked very hard. But today the reverse is the case. All these according to Shekarau boil down to low academic performance. Moreover, academic performance refers to the quality of performance in terms of tasks and class exercises with academic content. It is a level of attainment of a given standard of excellence or in other words, a qualified

academic achievement. This means that to determine performance requires assessment of past performance with disciplinary measure. But for students, it can be measured and or determined based on the test scores of the subject concerned. For instance, performance level of the public secondary school students in mathematics can be measured based on the test scores/academic performance of such a student in both internal and external examinations in mathematics.

The result from the research question two revealed that majority of the respondents (96%) consenting these statements affirmed the high level in the utilization of the corrective disciplinary strategies in public secondary schools. This was such that 56% of the respondents strongly agreed these statements, and 40% of them agreed, though 4% of them disagreed. Further confirming this result is the grand mean value of 3.52 which had certified that there is a high level of utilization of the corrective disciplinary strategies in public secondary schools. The result also revealed that the corrective disciplinary strategy was the most adopted measure to shaping students' behaviors in the public secondary schools ($M=17.59$, $SD=1.615$), and the preventive supportive strategy was more adopted ($M=17.55$, $SD=1.395$), than and the preventive disciplinary strategy ($M=17.39$, $SD=1.734$). This implied that in public secondary schools, administrators and class teachers had higher level of adoption of the corrective disciplinary strategy for student behavior modification than the other measures. The result agreed with the

findings of Kambuga, Manyengo and Mbalamula (2018), conducted a study on the corporal punishment as a strategic reprimand used by teachers to curb students' misbehaviours in secondary schools in Tanzanian. This study employed a quantitative approach using a descriptive survey design. The study sample size was 12 teachers and 45 students from secondary schools where by questionnaires were used as data collection procedure. The results revealed that majority of the teachers preferred Corporal punishment and continue using it as the only alternative punishment strategy.

The result from hypothesis one revealed that there is significant relationship between corrective disciplinary strategy students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State [$r(98)= .280$, $p < .05$]. This means that adopting the corrective disciplinary strategy is related with an improvement in students' academic performance. The result negates the formulated null hypothesis 1 and it was then rejected. The result agreed with the finding Kambuga, Manyengo and Mbalamula (2018), conducted a study on the corporal punishment and academic performance as a strategic reprimand used by teachers to curb students' misbehaviours in secondary schools in Tanzanian. This study employed a quantitative approach using a descriptive survey design. The study sample size was 12 teachers and 45 students from secondary schools where by questionnaires were used as data collection procedure. The results revealed that majority of the teachers preferred Corporal punishment and continue using it as the only alternative punishment strategy.

The result from hypothesis two revealed that there is significant relationship between preventive disciplinary strategy and students' academic performance in public secondary

schools in Akoko North-East Local Government [$r(98)= .354$, $p < .05$]. This means that adopting the protective disciplinary strategy in managing morality among the students has an associate with an improvement in their academic performance. The result negates the formulated hypothesis 2 and it was rejected. The result agreed with the finding of Adeola, (2019) explained the ultimate goal of preventive disciplining style is to provide proactive interventions to potential disruptive behaviors by clearly explaining to Students what good behaviors are. Supportive aspect of discipline provides a student with suggestions and options for correcting behaviour before a consequence is necessary such as verbal warning, suggestions for correcting behaviour, reminders, redirection and nonverbal communication. Corrective aspect of discipline may be the alternative when the student has failed to redirect his/her behaviour after repeated attempts. It refers to the set of consequences delivered to Students following an infraction.

The result from hypothesis three showed that there is significant relationship between supportive disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State [$r(98)= .261$, $p < .05$]. This means that adopting the supportive disciplinary strategy in the guide of the students towards building a more acceptable character had a link with their improvement in academic performance. The result negates the formulated null hypothesis 3 and it was then rejected. The result agreed with the finding of Way (2011) looked at the punitive strategy and preventive strategy to discipline, ignoring other strategies which could be of help to students such as corrective, supportive and rewards. Moreso, Ofoyuru and Too-okema (2011) in Gulu district of Uganda found that strategies adopted by teachers in

disciplining students include reward, punishment, communication and counseling. How teachers experience influences their choice of strategy 56 was looked at in this present study. It gave a better understanding of why they chose a particular strategy to discipline more than others.

Summary, Conclusion and Recommendations

Summary

The study investigated the disciplinary strategies and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State. The descriptive research design of the survey type and inferential statistics were adopted for the study. Purposive and simple random sampling techniques were adopted for the study.

One hundred (100) teachers were selected using simple random sampling technique after stratification into 20 teachers in five selected secondary schools in Akoko Northeast Local Government Area, Ondo State. Two (2) research questions were raised and answered using descriptive statistics. Three (3) hypotheses were formulated and tested with the use of inferential statistics, hypotheses one (1), two (2) and three (3) were tested with Pearson Product Moment Correlation at 0.5 level of significant. Having subjected the data collected to statistical analysis, the following are as the major findings:

- The result from the research question one revealed that majority of the respondents (96%) consenting these statements affirmed the high level in the utilization of the corrective disciplinary strategies in public secondary schools in Akoko Northeast Local Government Area, Ondo State. This was such that 56% of the respondents strongly agreed these statements, and 40% of them
- The result from research question two affirmed that this result is valid for further conclusion. Thus, it is certified that students had an excellent academic performance as regards their credit passes, this was such that more than average of these students passed at least with 5 credits either both in English and Mathematics or with either a credit pass in any of the two subjects across all the sampled public secondary schools in Akoko Northeast Local Government Area, Ondo State.
- The result from hypothesis one revealed that there is significant relationship between corrective disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State [$r(98) = .280, p < .05$]. This means that adopting the corrective disciplinary strategy is related with an improvement in students' academic performance.
- The result from hypothesis two revealed that there is significant relationship between preventive disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State [$r(98) = .354, p < .05$].

agreed, though 4% of them disagreed. Further confirming this result is the grand mean value of 3.52 which had certified that there is a high level of utilization of the corrective disciplinary strategies in public secondary schools. The result also revealed that the corrective disciplinary strategy was the most adopted measure to shaping students' behaviors in the public secondary schools ($M=17.59, SD=1.615$), and the preventive supportive strategy was more adopted ($M=17.55, SD=1.395$), than and the preventive disciplinary strategy ($M=17.39, SD=1.734$).

- The result from research question two affirmed that this result is valid for further conclusion. Thus, it is certified that students had an excellent academic performance as regards their credit passes, this was such that more than average of these students passed at least with 5 credits either both in English and Mathematics or with either a credit pass in any of the two subjects across all the sampled public secondary schools in Akoko Northeast Local Government Area, Ondo State.
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- The result from hypothesis two revealed that there is significant relationship between preventive disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State [$r(98) = .354, p < .05$].

- The result from hypothesis three shows that there is significant relationship between supportive disciplinary strategy and students' academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State [$r(98)=.261$, $p < .05$]. This means that adopting the supportive disciplinary strategy in the guide of the students towards building a more acceptable character had a link with their improvement in academic performance.

Conclusion

Based on the findings of the study, it can be concluded that disciplinary strategies play a significant role in shaping students' behavior and influencing their academic performance in public secondary schools in Akoko Northeast Local Government Area, Ondo State. The study revealed that corrective disciplinary strategies are widely utilized, with a high level of agreement among the respondents. The most adopted measures include corrective disciplinary strategies, preventive supportive strategies, and preventive disciplinary strategies.

Moreover, the study found that students generally performed well academically, with a considerable number achieving at least five credits, including English and Mathematics, across the sampled public secondary schools in Akoko Northeast Local Government Area, Ondo State. The study concluded that secondary school teachers can create a conducive learning environment, foster positive behavior among students, and ultimately contribute to improved academic performance.

Recommendations

- Schools should continue to focus on and enhance the implementation of corrective disciplinary strategies.

- Schools should place emphasis on preventive disciplinary strategies to create a proactive approach to maintaining discipline.
- The adoption of supportive disciplinary strategies should be encouraged to guide students toward building more acceptable character traits.
- Schools should establish systems for continuous monitoring and evaluation of disciplinary strategies to assess their effectiveness.
- Teachers should undergo continuous professional development to stay updated on effective disciplinary strategies and educational practices.
- Collaboration between schools and parents is crucial. Schools should actively involve parents in disciplinary matters and provide them with tools and resources to support their children's behavioral and academic development.

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