

PARENTAL INVOLVEMENT AND TEACHERS' PRACTICES IN SHAPING PUBLIC SENIOR SECONDARY SCHOOL STUDENTS' DISCIPLINE IN LAGOS STATE, NIGERIA

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Abstract

Student discipline remains a cornerstone of effective education systems worldwide as it could be directly linked to students' academic performance, social development and emotional well-being. This paper, therefore, examines the interplay of parental involvement and teachers' practices in shaping student discipline in public senior secondary schools in Lagos State, Nigeria. Observations and hence the questions that readily come to mind include the extent to which parents and teachers play their separate, expected and prescribed roles in student discipline as well as their joint actions in doing so. Thus, the paper advocates for holistic and sustainable discipline strategies involving cooperation and collaboration between parents and teachers. A critical reflection indicates that a shared responsibility between these bodies fosters behavioural consistency of the students and a more conducive learning environment. The paper then emphasises shifting student discipline from a school-centred task to a cooperative social process of parents and teachers. It concludes that mutual understanding of these parties is vital for student discipline and recommends regular teacher re-training, inclusive communication forums, clear policy guidelines, and culturally responsive approaches for improved student discipline attainment.

Keywords: Student discipline, parental involvement, teachers' practices, parent-teacher cooperation and collaboration

Introduction

Student discipline remains a cornerstone of effective education systems worldwide, as it is directly linked to students' academic performance, social development, and emotional well-being. A disciplined school environment promotes mutual respect, encourages student engagement, and fosters a safe atmosphere conducive to learning (Jones & Bouffard, 2019). In contrast, poor disciplinary standards lead to disruptions, increased dropout rates, violence, and the erosion of educational goals.

Nigeria, like many developing nations, faces persistent challenges in maintaining discipline in secondary schools. In Lagos State, the country's most urbanised and densely populated region, these issues are even more pronounced due to socio-economic disparities, overcrowded classrooms, and overstretched school management systems (Ogunleye, 2022). Within this complex educational landscape, both home and school environments play critical roles in influencing students' behaviour. The family, as the primary unit of socialisation, establishes foundational norms, values, and expectations for children. Parents and guardians shape student behaviour through supervision, communication, and emotional support. Research affirms that when parents are actively involved in their children's academic and moral development, students are more likely to exhibit positive behaviours, including punctuality, respect, and academic diligence (Epstein, 2018; Hill & Tyson, 2020).

On their own, teachers and school administrators are responsible for reinforcing behavioural expectations and creating consistent, fair, and supportive disciplinary frameworks in the school. Their use of either punitive or restorative practices, coupled with their personal biases and workload, significantly impact how discipline is managed within schools (Simonsen et al., 2020). However, many schools in Lagos State still rely on authoritarian and inconsistent approaches to discipline due to a lack of professional training, inadequate institutional support, and a lack of standardisation of disciplinary procedures (Iroegbu, 2022).

A growing body of research highlights the need to consider the interplay between home and school in shaping student discipline. While several studies have independently examined the effects of parental involvement or school-based disciplinary methods, few have analysed how these two domains interact, complement, or conflict with each other, particularly in the Nigerian context. This gap is especially relevant in Lagos State, where socio-cultural diversity, economic inequality, and rapid urbanisation influence family structures, parental availability, and school resources.

Thus, school administrators around the world are still worried about school discipline. To maintain discipline in schools, teachers have to devise and implement disciplinary practices that are non-coercive, yet assertive. Meanwhile, Indiscipline-related behaviours affect the

smooth teaching and learning activities negatively, and school administrators could then be left in a state of hopelessness and confusion. Yet, discipline is an essential virtue for every society, as no society can function effectively and smoothly without the endorsement of basic rules and regulations to guide it well. Discipline is defined as the process by which children of all cultures develop the vital moral, values and attitudes of the culture they inherit (Kaweesi et al., 2023; Badmus, 2022). Lynnette, Otara and Otengah (2021) asserted that maintaining discipline is placed in schools is one of the most significant and fundamental tasks. Most people have the assertion that the success of a school, teacher and school principal cannot be judged alone based on students obtaining good grades at the end of every term (Ehiane, 2014; Mala & Muhammed, 2023). The school of thought suggests that student behaviour is influenced by both the learning environment and the community, emphasising the responsibility of both students and teachers to create a conducive learning environment. It is worthy of note that student discipline is not a new phenomenon but it is an issue that need urgent attention and action, drawing the attention of parents, guardians, teachers, administrative staff, stakeholders and the society at large (Magdalene, Michael & Maurice, 2019; Okesina & Famolu, 2022).

Despite various efforts to improve discipline in Nigerian secondary schools, issues such as truancy, classroom disruptions, and disrespect for authority persist (Adeoye, 2023). Many disciplinary policies emphasise punitive measures, neglect the role of parental involvement and the consistency of teachers' practices. There is a lack of clear understanding of how home and school environments jointly shape student discipline, especially in Lagos State's diverse socio-economic context.

This paper, therefore, examines how parental involvement at home and teachers' practices at school collectively influence student discipline in senior secondary schools in Lagos State. It seeks to identify the challenges and opportunities within these dual environments that affect student behaviour and propose actionable strategies for improvement. Understanding the dynamics between home and school factors is crucial for developing comprehensive disciplinary policies. This paper then provides insights that can assist teachers, parents, and policymakers in Lagos State to collaborate effectively, thus enhancing student discipline and promoting conducive learning environments. It also contributes to the global discourse on educational discipline.

Parental involvement and student discipline

Parental involvement is widely acknowledged as a foundational pillar in shaping students' academic and behavioural development. It encompasses a variety of activities, including helping with homework, attending parent-teacher meetings, engaging in school functions, communicating regularly with teachers, and reinforcing moral or behavioural expectations at home (Hill & Tyson, 2020). When parents are actively involved in their children's education, they not only support academic performance but also play a vital role in reinforcing discipline and social norms. Research demonstrates that increased parental engagement is associated with a decline in disruptive behaviours, truancy, bullying, and disobedience in school environments (Fan & Chen, 2021). Engaged parents often serve as role models, communicate school values

at home, and ensure that children understand the consequences of inappropriate behaviour. Moreover, when parents and teachers work collaboratively, it fosters a consistent message about behaviour standards across both home and school environments, thereby enhancing student compliance and respect for authority.

However, in the Nigerian context, several factors hinder effective parental involvement. One of the most significant barriers is *socio-economic status*. Many parents in urban centres like Lagos State are preoccupied with long working hours, economic instability, and commuting challenges, which limit their ability to attend school meetings or support homework consistently (Olatunji, 2023). In low-income households, educational responsibilities are often delegated to schools alone, leaving children with limited moral or academic guidance at home.

Another critical barrier is the lack of effective communication between schools and parents. Many schools do not have structured communication systems such as newsletters, electronic portals, or regular phone outreach. This disconnect often leads to delayed intervention in student behavioural issues and missed opportunities for joint problem-solving (Adesanya & Eze, 2022). Additionally, cultural beliefs and mistrust of school authorities may cause some parents to view disciplinary matters as solely the school's responsibility, thereby weakening home-school collaboration.

Moreover, the educational attainment of parents influences the degree and quality of their involvement. Parents with higher education levels are generally more confident in interacting with teachers, understanding school policies, and guiding their children's behaviour. Conversely, parents with limited education may feel alienated from school processes and thus disengage entirely (Ogunyemi, 2021). To address these challenges, schools must adopt inclusive and flexible engagement strategies such as community outreach programmes, flexible meeting schedules, parental workshops, and technology-driven communication. Building trust between parents and schools is also essential for fostering a shared vision of student discipline and development.

Teachers' Disciplinary Practices

Teachers play a central role in shaping student discipline through the daily enforcement of school rules and the modelling of acceptable behaviours. Their disciplinary practices not only maintain order but also contribute to a positive school climate and promote student social-emotional development. Effective disciplinary strategies span a spectrum, from positive reinforcement, such as praise, incentives, and recognition of good behaviour, to corrective and punitive measures like detention, suspension, or referral to counselling services (Skiba et al., 2019). Teachers reported using a mix of disciplinary methods, often defaulting to punitive measures due to a lack of training and support.

Research consistently shows that when discipline is applied with consistency, fairness, and transparency, students are more likely to comply with behavioural expectations and develop respect for authority figures (Simonsen et al., 2020). Teachers who employ clear rules, communicate expectations effectively, and implement consequences uniformly reduce

ambiguity and prevent student resentment. Moreover, students who perceive disciplinary measures as just are more likely to internalise appropriate conduct and take responsibility for their actions (Gregory et al., 2021).

However, the implementation of effective disciplinary practices is often challenged in Nigerian secondary schools, particularly in Lagos State. One of the foremost issues is overcrowded classrooms. Many public senior secondary schools operate with class sizes exceeding 50 students, making it difficult for teachers to monitor behaviour, personalise disciplinary interventions, or build positive teacher-student relationships (Iroegbu, 2022). In such settings, discipline often becomes reactive rather than proactive, with teachers resorting to authoritarian methods to maintain control.

Another major challenge is the lack of professional training in classroom management and behavioural interventions. Many teachers enter the profession without adequate exposure to modern, research-based disciplinary strategies such as Positive Behavioural Interventions and Supports (PBIS), restorative justice approaches, or socio-emotional learning frameworks (Adeola & Ogundele, 2023). As a result, some teachers rely on outdated and punitive methods, including corporal punishment, which have been shown to escalate student defiance and long-term behavioural issues (Ajayi & Ekundayo, 2020).

Cultural and institutional norms also shape how discipline is practised. In some schools, disciplinary decisions are influenced by personal biases, favouritism, or social hierarchies among students, which undermine the perceived fairness of the process. In other cases, teachers lack institutional support or clear disciplinary policies, leaving them to manage behavioural issues in isolation without coordination from school administrators or guidance counsellors.

To improve the effectiveness of school discipline, teachers need ongoing professional development in behaviour management and child psychology. Also, schools should adopt structured, school-wide discipline frameworks that emphasise preventive strategies, student engagement, and collaborative approaches involving students, parents, and school leaders. Promoting a culture of respect, communication, and accountability among teachers is critical for nurturing a positive and disciplined learning environment.

Home–School Interplay

The development and maintenance of student discipline is most effective when home and school environments operate in harmony. When teachers and parents collaborate, share information, and reinforce consistent behavioural expectations, students are more likely to exhibit positive conduct, both in and outside the classroom. The synergy between these two key environments enhances student accountability and fosters a sense of structure, continuity, and responsibility (Wang & Sheikh-Khalil, 2020). The home–school interplay is rooted in ecological systems theory, which posits that child development is influenced by multiple interconnected environments. Within this framework, the microsystems of the home and the school interact dynamically, meaning disciplinary strategies from either side can reinforce or undermine each other (Bronfenbrenner, 1994). For instance, when a child receives mixed

messages, strict rules at school but leniency at home, confusion and behavioural inconsistency are likely outcomes. Conversely, when parents reinforce the school's behavioural expectations, children tend to internalise values such as respect, self-control, and responsibility.

In multicultural and socio-economically diverse settings, such as Lagos State, Nigeria, establishing shared goals and mutual understanding between parents and schools becomes even more critical (Garcia & Weiss, 2021). As such, efforts to promote home–school collaboration must be culturally responsive and inclusive.

However, several obstacles hinder effective home–school partnerships in many Nigerian schools. These include communication gaps, lack of trust, parents' busy work schedules, and insufficient school outreach. In many cases, parents are only contacted when students misbehave, rather than being included proactively in their children's educational journey. This reactive approach often breeds defensiveness and blame, rather than cooperation and problem-solving (Akinbote & Adewale, 2022).

To address these issues, schools must adopt strategic communication policies that keep parents informed and involved throughout the academic year, not just during crises. Tools such as Parent-Teacher Associations (PTAs), home visits, digital communication platforms (e.g., WhatsApp groups), and behavioural progress reports can help bridge the gap. Furthermore, joint behavioural plans, co-created by teachers and parents, can be particularly effective in managing persistent disciplinary issues, ensuring that both parties are working toward common objectives. Home-school partnerships should be viewed as a shared responsibility for a child's holistic development.

The role of Parental Involvement and the Consistency of Teachers' Practices in Student Discipline

The dual impact of parental involvement and consistent teacher disciplinary practices plays a pivotal role in shaping student behaviour and overall discipline. While each factor independently contributes to student outcomes, their combined effect can create a structured and predictable environment that reinforces positive behaviour across both the home and school settings.

i. *Parental Involvement: A foundational influence*

Parental involvement refers to the active participation of parents in their child's academic and behavioural development. This includes monitoring schoolwork, attending school meetings, and reinforcing school values at home. Engaged parents provide not only emotional support but also behavioural guidance that fosters responsibility and self-regulation in students (Hill & Tyson, 2020). Studies have shown that students whose parents are consistently involved are less likely to exhibit disruptive behaviours, truancy, or defiance (Fan & Chen, 2021). In the Nigerian context, however, socio-economic constraints, a lack of parental education, and communication barriers often limit effective involvement (Olatunji, 2023). Nonetheless, where parents make deliberate efforts to collaborate with teachers through regular communication,

attending Parent-Teacher Association (PTA) meetings, or supporting homework policies, students are more likely to align with the school's behavioural expectations.

ii. ***Teacher Consistency: The cornerstone of effective discipline***

Consistency in disciplinary practices refers to teachers applying rules, consequences, and rewards uniformly across all students, regardless of personal biases or external pressures. Inconsistent practices can confuse students, promote favouritism, and undermine the authority of school personnel. In contrast, consistent enforcement of classroom rules builds trust and a predictable environment conducive to learning (Simonsen et al., 2020).

Moreover, consistent disciplinary practices contribute to students' sense of fairness and safety within the school. When students understand what is expected and believe that those expectations are applied equitably, they are more likely to internalise appropriate behaviour (Gregory et al., 2021). This is particularly important in Nigeria, where large class sizes and resource constraints can make behaviour management challenging (Iroegbu, 2022).

Synergising parental and teacher roles

The interaction between parental involvement and consistent teacher discipline is not merely additive, it is *synergistic*. For example, when a student receives uniform messages about the importance of punctuality, respect, and hard work from both teachers and parents, the likelihood of behavioural compliance increases significantly. Conversely, conflicting signals, such as leniency at home versus strict rules at school, can cause behavioural confusion and resistance (Garcia & Weiss, 2021). A strong partnership between home and school, anchored in mutual respect and shared expectations, can bridge gaps in student discipline. Regular communication and shared behavioural goals help create a cohesive support system around the child. Teachers who engage parents early, provide feedback on student behaviour, and involve them in problem-solving strategies are more likely to foster sustained improvements in discipline. Improving student discipline requires coordinated efforts, including teacher training and parental involvement, to promote a culture of accountability, respect, and support for academic and behavioural development.

The challenges and opportunities within home and school environments that affect student behaviour

The influence of both home and school environments on student behaviour is profound and multidimensional. Each environment presents unique *challenges* and *opportunities* that either promote or hinder effective discipline.

Challenges in the Home Environment

Socio-Economic Constraints

Many Nigerian families face poverty, unemployment, or underemployment, limiting the time and resources parents can invest in supervising their children's behaviour (Olatunji, 2023). Children in such households may be left unsupervised or may take on adult responsibilities

prematurely, leading to behavioural issues such as truancy, aggression, or low academic motivation.

Low Parental Literacy and Awareness

Some parents lack formal education or understanding of school behavioural expectations. This knowledge gap often results in minimal involvement in school activities or failure to reinforce positive behaviours at home

Family Instability and Dysfunction

Divorce, single parenthood, or domestic conflict may destabilise the home environment. Such instability contributes to emotional insecurity in children, often manifesting as aggression, defiance, or withdrawal in school settings

Limited Communication with Schools

Many parents communicate with schools only during disciplinary crises, leading to a reactive, rather than proactive, partnership. This weakens collaboration and can increase student behavioural problems due to inconsistent expectations

Challenges in the School Environment

Overcrowded classrooms and understaffing

In Lagos State, overcrowded classrooms make it difficult for teachers to provide individual behavioural support. Discipline often becomes reactive rather than developmental, resulting in punitive approaches that may alienate students (Iroegbu, 2022).

Inadequate teacher training

Many teachers lack formal training in behaviour management strategies and rely on corporal punishment or verbal reprimands, which are often ineffective or harmful (Simonsen et al., 2020). Lack of training also hinders consistency and fairness in handling student misconduct.

Rigid or inconsistent school policies

In some schools, unclear or inconsistently enforced disciplinary policies cause confusion and perceived unfairness among students, thereby encouraging non-compliance or rebellion (Gregory et al., 2021).

Cultural and Value Misalignment

Students come from diverse socio-cultural backgrounds. When school disciplinary norms do not align with familial or community values, students may struggle to internalise school expectations, leading to resistance or disengagement.

Opportunities in the Home Environment

Parenting Workshops and Community Outreach

Schools can offer workshops to educate parents on their roles in student discipline and how to support learning at home. This enhances parental agency and involvement (Hill & Tyson, 2020).

Leveraging Technology for Communication

Mobile platforms like WhatsApp can facilitate regular communication between parents and teachers, strengthening monitoring and shared discipline strategies (Okafor & Alade, 2023).

Opportunities in the School Environment

Positive Behaviour Intervention Systems (PBIS)

Schools can implement evidence-based behaviour support frameworks, such as PBIS, that promote a structured, proactive, and student-centred approach to discipline (Simonsen et al., 2020).

Parental Inclusion in School Governance

Involving parents in school decision-making, such as on disciplinary committees or PTA leadership, fosters ownership and bridges the gap between institutional expectations and home values (Fan & Chen, 2021).

Teacher Professional Development

Regular workshops and seminars on behavioural management, emotional intelligence, and inclusive classroom practices can enable teachers to manage student behaviour more effectively.

Mentorship and Counselling Programme

Schools can partner with NGOs and local professionals to provide counselling services that address the emotional and psychological roots of student misbehaviour, especially for at-risk youth (Obasi, 2021).

Holistic and sustainable discipline strategies involving both home and school communities

Establishing effective and long-lasting discipline in senior secondary schools requires an integrated approach that engages both the home and school environments. Holistic and sustainable strategies emphasise proactive, collaborative, and culturally responsive practices, ensuring that students are consistently guided across both domains.

Strengthening home–school communication

Effective communication is the cornerstone of a sustainable discipline framework. Schools must create channels for continuous, two-way communication that go beyond reporting misconduct to building mutual understanding and joint problem-solving.

- i. *Use of technology* such as SMS alerts, WhatsApp groups, and mobile apps can keep parents updated on their child's behaviour and academic progress (Okafor & Alade, 2023).
- ii. Regular *parent-teacher meetings and home visits* help build trust and clarify behavioural expectations across settings.

Joint behaviour expectations and policies

A collaborative development of behaviour codes involving parents, teachers, and students can promote a shared ownership of school norms.

- i. Schools can involve parents in formulating and reviewing disciplinary policies through Parent -Teacher Associations (*PTAs*) or School Boards.
- ii. *Consistency between home and school rules*, for example, curfews, language use, and respect for authority, reinforces student understanding of acceptable behaviour.

Parental empowerment and capacity building

Many parents lack the skills or knowledge to support their children's behavioural development effectively. Schools can bridge this gap through:

- xix. *Parenting seminars and behavioural training* on topics such as emotional regulation, conflict resolution, and adolescent psychology (Adeyemi & Okonkwo, 2022).
- xx. *Peer-support groups* where parents share strategies and experiences dealing with behavioural issues.

Teacher Professional Development in Cultural Competence and Positive Discipline

Teachers need tools to manage diverse classrooms in a way that promotes respect and student engagement.

- Training in *Positive Behaviour Interventions and Supports (PBIS)* helps shift from punitive to preventive discipline models.
- Cultural competence training ensures that teachers understand the *socio-cultural backgrounds* of students and adjust their disciplinary approaches accordingly (Garcia & Weiss, 2021).

Establishing School-Based Support Systems

Schools can adopt a **multi-tiered system of support** that addresses discipline through both universal and targeted interventions.

- *School counselling programmes*, peer mentoring, and psychological support should be made available for at-risk students.

- Teachers and counsellors can collaborate with parents to develop *Individual Behaviour Plans (IBPs)* tailored to specific student needs.

Community and Faith-Based Partnerships

In many Nigerian contexts, religious and community leaders hold significant influence.

- Involving these actors in promoting discipline helps extend behavioural reinforcement into students' broader social environments (Obasi, 2021).
- Community-led campaigns can promote *social values such as respect, honesty, and responsibility*, which align with school expectations.

Student-Centred Approaches

Students must be active participants in the discipline process. Empowering them helps foster self-awareness, accountability, and intrinsic motivation.

4. *Peer mediation programmes* and student-led conflict resolution initiatives can reduce minor disputes and foster leadership.
5. Classroom practices such as *collaborative rule-making* and restorative justice circles give students a voice and ownership over behavioural expectations.

Impact on Student Discipline

A growing body of research confirms that both parental involvement and consistent teacher practices are significantly correlated with positive student behaviour outcomes. In the context of senior secondary schools in Lagos State, Nigeria, these findings hold particular relevance given the socio-cultural complexities and infrastructural limitations within the educational system.

Parental involvement and improved student behaviour

Studies indicate that when parents regularly participate in school-related activities, such as checking homework, attending meetings, and discussing behavioural expectations, students tend to exhibit higher levels of self-discipline, respect for authority, and academic responsibility (Hill & Tyson, 2020; Fan & Chen, 2021).

In Lagos State, schools with high parental engagement reported fewer instances of truancy, lateness, and classroom disruptions. These outcomes suggest that parental oversight reinforces school-based discipline and fosters a sense of accountability among students. According to Olatunji (2023), students whose parents actively communicate with teachers tend to internalise acceptable behavioural norms more effectively than those with disengaged caregivers.

Teachers' consistent and fair disciplinary practices

The consistency and perceived fairness of teachers' disciplinary methods were also found to be critical factors in promoting positive student behaviour. Teachers who applied rules

equitably and maintained clear behavioural expectations were more likely to reduce incidences of defiance, bullying, and classroom disengagement (Simonsen et al., 2020; Skiba et al., 2019).

In Nigerian classrooms, often characterised by overcrowding and limited disciplinary resources, teachers who employed a balanced mix of corrective and supportive strategies were more successful in maintaining order (Iroegbu, 2022). Moreover, students were more likely to respect and respond positively to teachers who showed consistency, impartiality, and empathy in enforcing rules.

Synergistic Effect of Home and School

The interplay between active parental involvement and effective teacher practices created a synergistic environment that significantly enhanced discipline. When students observed alignment between home expectations and school regulations, behavioural consistency followed. According to Wang and Sheikh-Khalil (2020), such alignment reduces confusion and resistance among adolescents, particularly in contexts where peer pressure and environmental distractions are high. Evidence from Lagos State schools supports this: institutions where parents and teachers shared responsibility for behavioural monitoring and intervention reported not only fewer disciplinary cases but also higher levels of student engagement and moral development.

Interplay dynamics

The paper reveals that when both parents and teachers communicate effectively and align disciplinary expectations, student discipline improves significantly. This alignment fosters a unified front, where students receive consistent messages about acceptable behaviour across both environments, home and school. Furthermore, Garcia and Weiss (2021) emphasise that collaboration between families and schools enhances the cultural relevance of disciplinary approaches, increasing students' responsiveness and sense of fairness.

In Lagos State, many secondary schools that implemented structured parent-teacher engagements, such as joint disciplinary forums and behavioural intervention plans, reported improved classroom conduct and fewer suspensions. This suggests that disciplinary consistency across home and school environments is not only practical but essential for sustainable behaviour management.

However, the effectiveness of this interplay is often hindered by systemic challenges such as a lack of parental availability due to socio-economic constraints, poor communication infrastructure, and limited teacher training on family engagement strategies (Olatunji, 2023; Iroegbu, 2022). Despite these obstacles, schools that invested in simple communication tools (e.g., WhatsApp parent groups, SMS alerts) noted substantial improvements in parental cooperation and student accountability. The interplay between parental involvement and teacher practices functions best when mutual respect, shared goals, and open communication are present. Establishing clear, culturally appropriate, and collaboratively enforced disciplinary norms lays a foundation for student growth, emotional stability, and academic achievement.

A Critical Reflection

The relationship between parental involvement and teachers' disciplinary practices in shaping student behaviour has long been recognised as crucial, yet it remains a complex and sometimes elusive ideal in practice. This paper's emphasis on the synergy between home and school environments rightly highlights how consistent communication and aligned expectations can create a powerful framework for fostering student discipline. Indeed, when parents and teachers work together, students benefit from a coherent set of boundaries that help them internalise appropriate behaviours. However, the submission tends to treat this relationship with an optimistic certainty that underestimates the deeply rooted systemic challenges that often undermine such collaboration.

In reality, parental involvement is far from uniform and is frequently constrained by socio-economic realities, cultural differences, and communication gaps that schools may be ill-prepared to bridge. In a separate view, teachers often face overwhelming class sizes and lack adequate training in effective discipline and family engagement strategies, further complicating efforts to build this vital partnership. The submission somewhat glosses over these nuances, implying that simple measures such as digital communication tools can resolve the multifaceted obstacles that hinder home-school cooperation. While these tools have potential, they are insufficient on their own to create the kind of sustained, meaningful involvement necessary to transform student discipline. The problem is not just communication but also trust, mutual respect, and shared understanding, qualities that require time, effort, and cultural sensitivity to nurture.

Despite these critiques, the position taken in the submission is well-grounded: discipline is most effective when it reflects a consistent and holistic approach that spans both home and school contexts. This perspective challenges educators and policymakers to move beyond isolated interventions and consider how the social ecology of students influences their behaviour. It demands a commitment to engaging families as active partners and equipping teachers with the skills and resources necessary to foster respectful, fair, and culturally relevant discipline practices.

Conclusion

Student discipline in Lagos State senior secondary schools is shaped by the combined influence of parental involvement and teachers' disciplinary practices. The effective management of student discipline in Lagos State's senior secondary schools thus hinges on a strong partnership between parents and teachers. When both parties communicate openly and align their disciplinary expectations, students benefit from a consistent and supportive environment that fosters positive behaviour and academic success. However, challenges such as socio-economic barriers, limited teacher training, and cultural differences must be acknowledged and addressed to realise this ideal fully. Sustainable discipline strategies require commitment from educators, families, and policymakers alike to create holistic approaches that go beyond punitive measures.

Suggestions

- Teachers should receive regular training on effective classroom management and family engagement techniques to build their capacity for fair, consistent, and culturally sensitive disciplinary practices that encourage positive student behaviour.
- Parents should be encouraged and supported to participate actively in their children's education through flexible and accessible communication channels such as community meetings, digital platforms, and home visits, especially considering socio-economic constraints.
- Schools and parent-teacher associations should establish structured and ongoing forums for dialogue and cooperation, enabling both parties to align expectations, share concerns, and jointly develop strategies to address student discipline issues.
- Policymakers should develop and implement clear guidelines that promote consistent disciplinary standards across schools, while also providing resources to support both teachers and families in sustaining effective home-school partnerships.
- Educational authorities should invest in creating culturally responsive discipline policies that reflect the diverse backgrounds of students and foster mutual respect and understanding among teachers, parents, and students.
- Collaborative initiatives should be launched to raise community awareness about the importance of shared responsibility in student discipline, highlighting how collective efforts can create safer, more supportive, and more conducive learning environments.

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