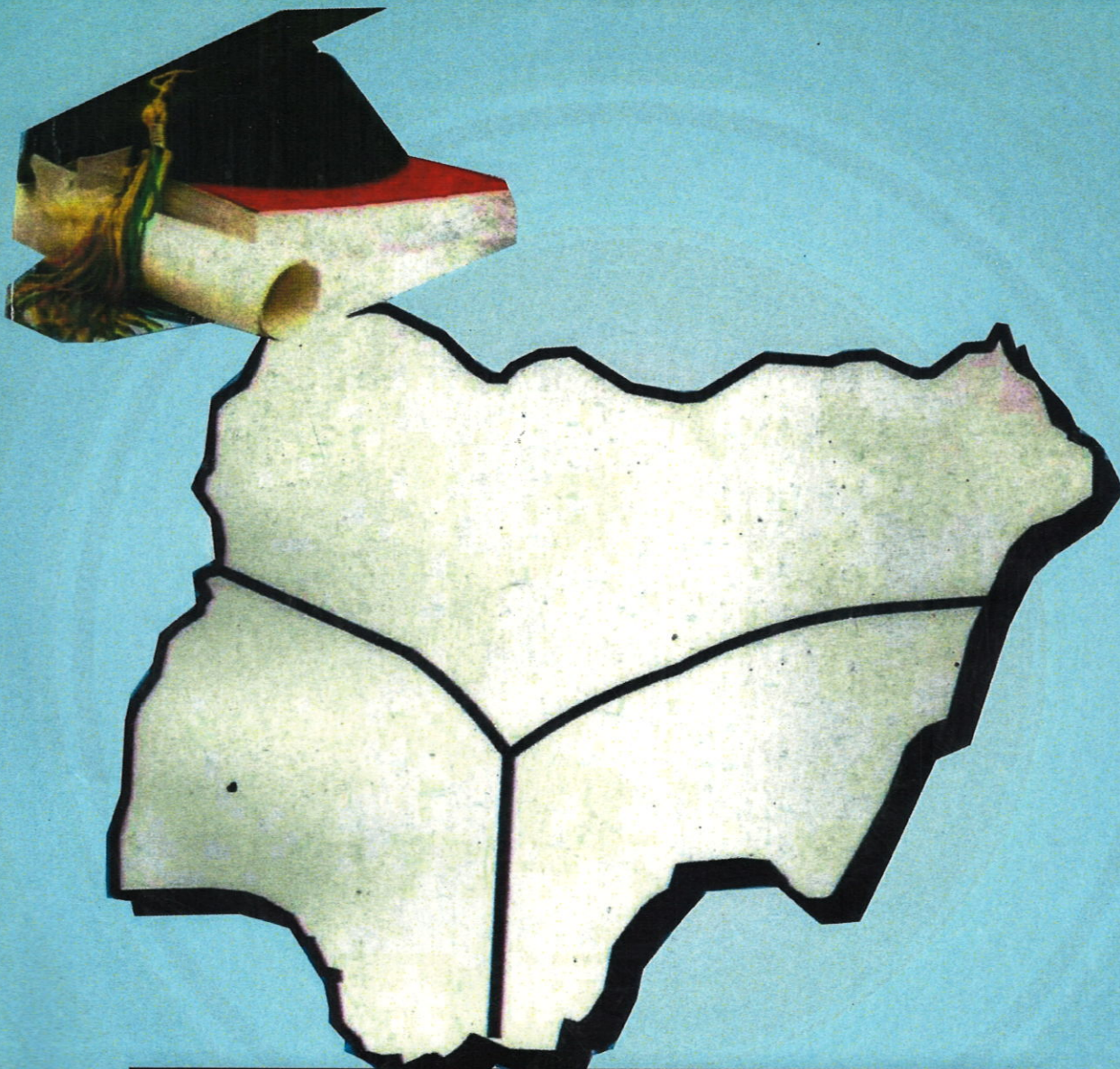


EDUCATIONAL JOURNAL

OF

**MULTI-DISCIPLINARY STUDIES (EJMUDIS)
UNIVERSITY OF PORT HARCOURT**



VOL.14, NO.1 FEBRUARY 2024, ISSN: 0896-8164

EDUCATIONAL JOURNAL

OF

MULTI-DISCIPLINARY STUDIES (EJMUDIS)
UNIVERSITY OF PORT HARCOURT

VOL. 14, NO. 1, FEBRUARY 2024, ISSN: 0896 – 8164

EDUCATIONAL JOURNAL
OF
MULTI-DISCIPLINARY STUDIES (EJMUDIS)
UNIVERSITY OF PORT HARCOURT
VOL. 14, NO. 1, FEBRUARY 2024, ISSN: 0896 – 8164

EDITORIAL BOARD

Prof. Okpako J.E.F

University of Port Harcourt, Port Harcourt
(Editor in Chief)

Dr. A.V. Ogunleye

University of Port Harcourt
(Managing Editor)

EDITORIAL BOARD

Prof. Yakassai Musa

Bayero University Kano, Kano

Prof. Okeneye R.O.

Lagos State University, Ojo

Prof. Ojeme E.O.

University of Benin, Benin City

Prof. K. Anugweje
Harcourt

Institute of Sports, University of Port Harcourt, Port

Dr. Okunade .A.

University of Port Harcourt

EDITORIAL ADVISERS

Prof. Ayo Agbonjimi

University of Venda South Africa

Prof. J.F. Babalola

University of Ibadan, Ibadan

Prof. O.A. Akeredolu

Lagos State University, Ojo, Lagos

Prof. O.A Onifade

University of Ilorin, Ilorin

Prof. Ezra Gunem

Ahmadu Bello University, Zaria

Dr. E.U Asogwa

University of Port Harcourt, Port Harcourt

Dr. A.J. Esan

University of Lagos, Akoka Lagos

Dr. P.O. Omeregje

University of Winniba, Ghana

LIST OF CONTRIBUTIONS

EMEFO, BLESSING UJUNWA

Department of Sports and Exercise Science
(Rehabilitation Therapy)

DR. MAINASARA DAJEN GWOTMUT; AGBAYIM, WISDOM CHISIMDI; JAHKA, JUSTIN & NYEBUCHI, CAROLINE CHITURU

Department of Human Physiology
Faculty of Basic Medical Sciences
College of Health Sciences
University of Port Harcourt

BANIGO TAMUNOTONYE CHRIS

Sport Institute
University of Port Harcourt

LAPITE, AKOLADE OLUBUNMI

Department of Guidance and Counselling
Lagos State University of Education, Lagos, Nigeria.
lapiteao@lasued.edu.ng

OGUNJIMI, MAYOWA OLUROTIMI

Department of Adult and Primary Education
Faculty of Education
University of Ilorin, Ilorin, NIGERIA.
ogunjimi.mo@unilorin.edu.ng; ogunjimimayowa@gmail.com

ADEDOTUN, KIKELOMO OLUWAYEMISI

Department of Guidance and Counselling
Lagos State University of Education, Lagos, Nigeria.
kikelomoadedotun@yahoo.com

EVARISTA AGHAMA ALEGIEUNO

Department of Educational Evaluation and Counselling Psychology,
Faculty of Education, University of Benin, Benin City, Edo State.
E-mail Address: evarista.alegieuno@uniben.edu.
Tel. no: 08054337303

BENJAMIN CHINEDUM NWOKO

Department of Educational Evaluation and Counselling Psychology,
Faculty of Education, University of Benin, Benin City, Edo State.
Tel no: 09058404437

IDOU KEINDE, Ph.D

Department of Human Kinetics and Health Education,
Faculty of Education, University of Lagos, Akoka-Yaba, Nigeria.
Email: ikeinde@unilag.edu.ng Phone: +2348033469714

PAUL MELIKA OKECHUKWU

Anambra State Sports Development Commission, Government House, Awka, Nigeria.

WOKO FORTUNE CHIYEGARUM

Department of Sport and Exercise Science
(Rehabilitation Therapy)
University of Port Harcourt

DR. STANLEY C. ALAUBI

Department of Sport and Exercise Science
Faculty of Education
University of Port Harcourt, Port Harcourt

UBOM, IME MATHIAS,

Department of Human Kinetics and Health Education
Faculty of Education
University of Port Harcourt
Port Harcourt, Nigeria.

PROF. J. E. F. OKPAKO

Department of Human Kinetics and Health Education
Faculty of Education
University of Port Harcourt
Port Harcourt, Nigeria.

WONDIKOM, FORTUNE ULOMA

Department of Human Kinetics And Health Education,
Faculty of Education, School of Graduate Studies, University of Port Harcourt,
Port Harcourt, Nigeria.

BOMO-ENE, TIENE

Department of Public Health Ministry of Health Yenagoa, Bayelsa State

PROF. (MRS) AUDU VIVIAN ESTHER

E-mail: viviaudu@yahoo.com

Department of Educational Evaluation and Counselling Psychology

University of Benin, Benin City.

IMAFIDON INIABASI FAITH

E-mail- iniabasifaith1@gmail.com

Department of Educational Evaluation and Counselling Psychology

University of Benin, Benin City.

EPE JULIET UKAMAKA

Department of Educational Evaluation and Counselling Psychology

University of Benin, Benin City.

ADEDUGBE BENJAMIN OLUWOLE Ph.D

Department of Human Kinetics and Health Education,

Adekunle Ajasin University (AAUA), Akungba-Akoko, Ondo State, Nigeria.

Email: emiben2001@yahoo.com, benjamin.adedugbe@aaua.edu.ng

Phone: +234-803-319-0862, +234-802-662-0510.

Sports and Science Physiologist

DR A.N. HORSFALL (Ph.D)

Department of Nursing Science

Faculty of Clinical Science, College of Health Science

University of Port Harcourt

TABLE OF CONTENTS

EMEFO, BLESSING UJUNWA	1
<i>HYPOTHERMAL STRESS IN RELATION TO PHYSIOLOGICAL MECHANISM</i>	
DR. MAINASARA DAJEN GWOTMUT; AGBAYIM, WISDOM CHISIMDI; JAHKA, JUSTIN & NYEBUCHI, CAROLINE CHITURU	8
<i>EFFECTS OF EXERCISE ON COLD PRESSOR TEST</i>	
BANIGO TAMUNOTONYE CHRIS	18
<i>IMPACT OF ANTI-DOPING EDUCATION AND DOPING CONTROL EXPERIENCE ON ATHLETES</i>	
 LAPITE, AKOLADE OLUBUNMI; OGUNJIMI, MAYOWA OLUROTIMI	36 
ADEDOTUN, KIKELOMO OLUWAYEMISI <i>PERCIEVED IMPACT OF TEACHERS DISCIPLINE STRATEGIES ON SOCIAL COMPETENCE OF MIDDLE BASIC PUPILS IN ILORIN SOUTH</i>	
EVARISTA AGHAMA ALEGIEUNO & BENJAMIN CHINEDUM NWOKO	49
<i>EFFICACY OF SELF AND PEER ASSESSMENT TECHNIQUES ON SELF REGULATED LEARNING IN MATHEMATICS AMONG SECONDARY SCHOOL STUDENTS IN EDO STATE</i>	
IDOU KEINDE, Ph.D & PAUL MELIKA OKECHUKWU	61
<i>INFLUENCE OF EFFECTIVE FACILITY MANAGEMENT ON SUSTAINABLE UTILISATION OF PUBLIC RECREATIONAL PARKS AND GARDENS IN LAGOS STATE</i>	
WOKO FORTUNE CHIYEGARUM	71
<i>CONSTANT IRRITATION OF THE STOMACH: PREVENTION AND TREATMENT</i>	
DR. STANLEY C. ALAUBI	87
<i>LITIGATION OF LEGAL LIABILITY IN SPORTS AMONG SPORT COUNCIL PERSONNEL IN SOUTH-SOUTH, NIGERIA.</i>	
UBOM, IME MATHIAS & PROF. J. E. F. OKPAKO	98
<i>DETERMINANTS OF LOW BACK PAIN AMONG NURSES IN PUBLIC AND PRIVATE HOSPITALS IN PORT HARCOURT METROPOLIS.</i>	

WONDIKOM, FORTUNE ULOMA <i>HEALTH RISKS ASSOCIATED WITH STREET HAWKING AMONG YOUNG PEOPLE IN PORT HARCOURT METROPOLIS OF RIVERS STATE</i>	108
BOMO-ENE, TIENE <i>KNOWLEDGE AND ATTITUDE ON SEXUALITY EDUCATION EFFECT AMONG ADOLESCENT IN OGBIA LOCAL GOVERNMENT AREA OF BAYELSA STATE</i>	123
PROF. (MRS) AUDU VIVIAN ESTHER; IMAFIDON INIABASI FAITH & EPE JULIET UKAMAKA <i>TEACHERS' PERCEPTION OF CLASS POPULATION, INSUFFICIENT SCHOOL FACILITIES AND WORK OVERLOAD AS STRESSORS ON JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN OREDO LOCAL GOVERNMENT AREA, EDO STATE.</i>	135
ADEDUGBE BENJAMIN OLUWOLE Ph.D <i>THE PLACE OF DIETARY SUPPLEMENTS IN SPORT PERFORMANCE</i>	146
DR A.N. HORSFALL (Ph.D) <i>PREFERENCE FOR ALTERNATIVE MEDICINE OVER ORTHODOX MEDICINE AMONG ADULTS INDIGENES OF OMUOKO-ALUU COMMUNITY IN KELGA LOCAL GOVERNMENT AREA</i>	153

PERCIEVED IMPACT OF TEACHERS DISCIPLINE STRATEGIES ON SOCIAL COMPETENCE OF MIDDLE BASIC PUPILS IN ILORIN SOUTH

BY

LAPITE, AKOLADE OLUBUNMI

Department of Guidance and Counselling
Lagos State University of Education, Lagos, Nigeria.
lapiteao@lasued.edu.ng

OGUNJIMI, MAYOWA OLUROTIMI

Department of Adult and Primary Education
Faculty of Education
University of Ilorin, Ilorin, NIGERIA.
ogunjimi.mo@unilorin.edu.ng; ogunjimimayowa@gmail.com

ADEDOTUN, KIKELOMO OLUWAYEMISI

Department of Guidance and Counselling
Lagos State University of Education, Lagos, Nigeria.
kikelomoadedotun@yahoo.com

ABSTRACT

This study examines the perceived impact of teachers' discipline strategies on social competence of middle basic pupils in Ilorin South Local Government Area. The study adopts a descriptive research design. The population of the study covers all registered basic school in Ilorin South Local Government Area while the target population consisted of 100 middle basic school teachers from both private and government owned schools. Ten (10) teachers were randomly selected from Ten sampled school. One research question and three hypotheses were raised to guide this study. The instrument used for data collection was self-constructed questionnaire titled: perceived impact of teachers' discipline strategies on social competence of basic school pupils. The instrument was validated for content analysis while the test-retest reliability method used yielded a value of 0.74. The data collected were analyzed using descriptive statistic and inferential statistic respectively, with the used of statistical packaged for social science were utilized to generate answers to the research questions and hypothesis respectively. The study revealed that primary school teachers showed positive perception towards the impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin south LGA and the school management should ensure perfect discipline strategies are put in place to shape and mold pupils' social competence.

Keywords: Discipline, Punishment and Teacher Strategies.

INTRODUCTION

Children are the future leaders of any nation; they form the major tool for driving the growth of any nation. However, the incidence of indiscipline has been a burden for

parents, educators, administrators and the entire public. Therefore, for meaningful and long lasting development of any society, the children would not only be nurtured but also be of Good morals. Indiscipline is a maladaptive behavior that is categorized under delinquency; it is usually the basis of many psychological damages. A child who is not disciplined is an unruly, ungovernable child that can cause any disruption to the peace of the society (Kercher, 2020). It has been documented that indiscipline among pupils is caused by lack of teaching Aids/materials in school, peer influence, family, society, poor leadership, lack of Justice and realistic regulations (Odebode, 2020). Parental influence, teacher Influence, political, social and economic factors cause indiscipline among pupils (Karimi, 2021).

Gardner (2021) discussed how discipline in schools is very important as it helps to build the foundation for the school children's success later in life. It is what helps children achieve good performance in school and it is responsible for maintaining order in the classroom, yet it constitutes one of the greatest challenges facing teachers nowadays. Discipline is defined as "the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience." Effective discipline in schools is crucial for achieving educational achievement and is linked to positive and negative consequences for students, teachers, administrators, and parents.

Tunick (2023) stated that punishment, literally understood, is to achieve the purpose of "discipline" by means of "punishment." It is the right and duty of teachers to discipline students as professional educators and Punishment is often seen as detrimental to students' physical and mental health, violating the educational philosophy of democracy and equality. Teachers' caring behavior and positive attitudes towards learning are crucial environmental factors that encourage students' engagement and effort in language learning tasks as O'Leary (2020) stated that classroom discipline and management has been appreciated both from a social practice perspective and an effective teaching stand. Socially, teachers' discipline strategies have been suggested to be a potent force to promote students' sense of responsibility in the classroom and to produce more responsible citizens at a grand vision.

Wong, & Wong (2018) posited that discipline is crucial for effective classroom management, as it involves strategies used by teachers to manage student behavior and attitudes during instructional time. Consistent discipline strategies are more effective than inconsistent ones. Discipline extends beyond punishment and involves structured instruction and training. When given correctly, discipline signifies a child's love and respect, ensuring a structured and respectful learning environment. However, due to the lack of laws and regulations, the current chaos in teacher punishment is a serious problem, it not only puts the school education system in a predicament but also makes it difficult for teachers to keep fit with their rights (Tiwari, 2019).

Fincault (2023) stated three types of discipline. Preventive Discipline -- measures taken to preempt misbehavior by keeping students engaged; Supportive Discipline -- measures

taken to assist students with self-control by helping them get back on task; and Corrective Discipline -- measures taken when students are not following classroom or school rules. Each aimed at teaching children the correct way to function and prevent them from continuing poor behavior choices over time. It is helpful to divide the subject of classroom discipline into three types: Preventive, Supportive, and Corrective.

The effects of school discipline on students are far reaching. Discipline shares links to student-teacher relationships and consequences related to those relationships, as well as students' future social skills and citizenship qualities (García-Moya, 2020). In *Discipline Strategies and Interventions*, it was noted that individual interventions are crucial for addressing social skills deficits in learners. Social skills instruction is most effective when tailored to meet individual needs (García-Moya, 2020). Teachers identify and prioritize individual skills, then use a structured teaching process. Teaching social behaviors is not enough; the focus should be on generalizing learned behaviors across settings, time, and behavior. In line with Hasibuan (2024) research, the teacher is expected to monitor primary school children to determine if they possess social skills such as punctuality, sharing toys, sitting quietly, and playing vigorously when it's time for play, in addition to academic activities. Classroom disruption is a significant challenge for teachers themselves, as they often focus on it to achieve their instructional goals, leading to wasted time and emotional exhaustion, as it is often cited as a primary cause of classroom disruption.

Classroom discipline clearly is a complex issue that cannot be reduced to a technical and/or scientific problem. Classroom discipline encompasses complex interactions among teacher variables, student variables, school variables, and societal variables (e.g., general attitudes and values towards schooling). In fact, because classroom discipline is structured around the parceling of power in a specific public space, the issue becomes important politically and educationally (Cushing, 2021). Welsh, & Little (2018). stated that many countries worldwide have embarked on a paradigm shift in terms of maintaining discipline in schools. It has been observed that because of a lack of knowledge in effective discipline intervention strategies, most teachers, in an attempt to manage learner behaviour, resort to reactive approaches that focus on immediately terminating challenging behaviour through aversive consequences.

Since indiscipline is a global issue, numerous theories and ideas have been written about school discipline, making it challenging to cover all these approaches and how schools and educators should handle them. Discipline theory impacts student-teacher relationships in schools. Severe discipline and rigid rules create a formal, distant student-teacher relationship. Conversely, guidelines and rapport-based reprimands create a casual, informal teacher-student relationship. These approaches are influenced by conflicting assumptions about student growth and how rules, authority, and punishment impact or hinder it. Such theories are William Glasser's (1998) *Theories of Educational Transformation*; B.F. Skinner's (1992) *Behavioural Modification Model*; Curwin and Mendler's (1999) *discipline with dignity model*; L. and M. Canter's (1997) *assertive*

Behavioural Model; R Dreikurs's (1971) Mistaken Goal Model; J.S. Kounin's (1971) Behaviourist, Stimulus-Response Model; H. Ginott's (1971) Constructivist, Congruent Communication Model; F.H. Jones's (1987) Management Model; and Gordon's (1974) Effective Educator Training Model.

Without school-wide discipline plans, schools will continue to use reactionary methods like suspension, which negatively impact offending learners by removing them from productive learning environments. Schools prioritize managing and reducing learner discipline problems to create a quality learning environment and promote safety for both students and teachers, as minimal behavior issues have been found to be most effective in achieving academic success (Burden, 2020). Disruptive learner behaviours may hinder the teaching and learning process. It is, therefore, the responsibility of the school administration to provide an environment that is both physically and emotionally safe for teachers and learners. Thus, the unbecoming behaviour of learners, results in school personnel spending a lot of time and resources dealing with learner discipline issues and use of punishment (Mahvar, Farahani, & Aryankhesal, 2018).

Punishment has two meanings. The first is "punishment," that is, punishment; then there is "punishment," that is, abstinence. This means discipline comes in two ways; positive and negative discipline. Classroom management in middle-basic pupils differs from younger grades as teenagers often test boundaries. Teachers and administrators prioritize the safety and well-being of students, and it is a top concern for teachers and what they are set to achieve with discipline. (Sutton, et al., 2021)

Statement of Problem

It has Become a norm among student in Nigeria; pupils engage in all sort of unruly behavior such as stealing, fighting, disruption of society peace to mention a few. The resultant of indiscipline is manifesting in high pace with many young people falling prey. Young people now misbehave which disrupt peace and smooth running of the school and society. Many efforts had been put forward to curb indiscipline to no avail. It is Sad that the indiscipline has not been curbed rather; it continues to rise in the Nigerian Society.

Many of these studies either centered on the triggers of indiscipline or its patterns. Therefore, this study focused on the views of Nigerian teachers on the strategies for curbing indiscipline with moderating variables like Gender, length of service and educational level. It also led to the question that what are the Views of Nigerian teachers on the strategies for curbing indiscipline?

Purpose of the study

The main purpose of this study is to assess the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State:

1. Examine the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State.

2. Find out when there is gender difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State.
3. Ascertain whether there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State based on experience.
4. Ascertain whether there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State based on qualification.

Research Questions

What is the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State?

Research Hypotheses

HO₁: There is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State based on gender.

HO₂: There is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State based on teaching experience.

HO₃: There is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State based on qualification.

METHODOLOGY

This study adopts a descriptive survey method. The population covers all registered basic schools in Ilorin South Local Government Area, Kwara State, where the focus of the study would be all basic school teachers from both private and government owned schools. There are 118 registered basic schools in Ilorin South Local Government Area (Kwara State Educational Reform, 2022) with a total of 1416 teachers. The middle basic teachers in all the sampled schools would be focused as the target population for the study. From this, ten (10) teachers with randomly sampling technique was used to select 10 sampled schools, and this gave a total number of 100 teachers as the respondents for the study.

The instrument used to elicit information from the respondents, is self-developed questionnaire titled perceived impact of teachers' discipline strategies on pupils' social competence (PITDSPSC). Validity of the instruments both face and content validity was done by the expert in the field of test and measurement. To measure the reliability of the tool, scores was tested against the instrument to ensure its reliability using Cronbach Alpha the test-retest reliability method used yielded a value of 0.74.

The data collected from the respondents was analyzed using descriptive statistic. Frequency count and percentage used for respondents' demographic data. Descriptive statistics (mean and standard deviation) used to answer the research questions raised, while inferential statistics (independent sampling t-test and Analysis of Variance) used to test the hypothesis formulated.

RESULTS

This study is concerned with an assessment of the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State.

Demographic Description of Respondents

This section describes demographic characteristics of the respondents using frequency counts and percentage as illustrated below:

Table 1: Frequency and Percentage Distribution of respondents

Gender	Frequency	Percentage (%)
Male	51	51.0
Female	49	49.0
Total	100	100
Qualification		
Below Degree	37	37.0
First Degree	54	54.0
Above First Degree	09	9.0
Total	100	100
Experience		
0 – 10 years	61	61.0
11 – 20 years	24	24.0
21 years and above	15	15.0
Total	100	100

Table 1 showed that out of 100 respondents that participated in this study, 51 (51.0%) were male while 49 (49.0%) were female. From this, it can be deduced that majority of the respondents were male teachers. Also, it was revealed in this study that, 37 (37.0%) were teachers with below first degree, 54 (54.0%) were teachers with first degree, while 09 (9.0%) were teacher with above first degree. From this, it can be deduced that majority of the teachers were first degree holders. More so, the table shows that 61 (61.0%) were teachers with 0 – 10 years teaching experience, 24 (24.0%) were teachers with 11 – 20 years teaching experience, while 15 (15.0%) were teachers with 21 years and above teaching experience. It can therefore be deduced that majority of the respondents were teachers with 0 – 10 years teaching experience.

Research Question: *What is the perceive impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South LGA?*

In order to find out the perceive impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South LGA, mean of responses of the teachers to each items on the questionnaire were computed, having four likert scale format of Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point). In other to get the cut-off mark, the average of the total point was calculated to be 2.50 (That is; $4+3+2+1 = 10$; $10/4 = 2.50$). Therefore, any mean point below 2.50 was tagged negative while mean score above 2.50 is tagged positive. The result is presented in the table below:

Table 2: Mean and Standard Deviation showing the perceive impact of teachers' discipline strategies on social competence of basic school pupils

S/N	ITEMS	X	SD	Remark
1.	Discipline is essential to maintain a good learning environment in school	2.77	0.89	Positive
2.	Discipline develops the students into strong individuals	2.59	1.12	Positive
3.	Discipline gives pupils a teaching of a lifetime	2.67	1.14	Positive
4.	Proper discipline leads to the social development of a child	2.52	1.06	Positive
5.	Discipline strategies have positive effect on pupils' social competence	2.57	1.06	Positive
6	Teachers make use of positive reinforcement in their discipline strategies	2.61	1.06	Positive
7	Teachers rely too much on punishment for discipline pupils	2.60	0.64	Positive
8	Teachers feel reluctant to discipline pupils because of fear of retribution	2.64	0.73	Positive
9	Teachers have clear communication channels with parents/guardians on discipline issues	2.61	0.73	Positive
10	Incorporation conflict resolution techniques help improve pupils' social competence	2.57	0.75	Positive
11	Blanket discipline strategies work for all pupils despite individual differences	2.63	0.83	Positive
12	Teachers address the underlying cause of behavioural problems when disciplining pupils	2.55	0.74	Positive
13	Discipline strategies differ in their effectiveness depending on the age of basic school pupils	2.61	0.74	Positive
14	Teachers collaborate with fellow teachers for a unified approach to discipline	2.55	1.06	Positive
15.	There is need for an overhaul of the entire discipline system in basic schools to improve social competence in pupils	2.56	0.92	Positive
Weighted Mean		2.60		

Table 2 above revealed the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State. The evidence on the perception of teachers was seen from the table above where the

mean value of all the items are greater than 2.50. From the teachers' response, it was perceived that; discipline is essential to maintain a good learning environment in school, discipline gives pupils a teaching of a lifetime, teachers feel reluctant to discipline pupils because of fear of retribution, blanket discipline strategies work for all pupils despite individual differences, teachers make use of positive reinforcement in their discipline strategies, discipline strategies differ in their effectiveness depending on the age of basic school pupils, teachers have clear communication channels with parents/guardians on discipline issues. These were ranked 1st, 2nd, 3rd, 4th, 5th, 6th, and 7th respectively in accordance with their mean values from the highest to the least. The overall mean value of **2.60** which is greater than the cut-off mean of 2.50 indicated that primary school teachers' showed positive perception towards the impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State.

Testing the Hypotheses

Three research hypotheses were formulated, and were tested with the use of t-test and Analysis of Variance (ANOVA) at a significant level of 0.05.

HO₁: *There is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on gender.*

Table 3: Summary table of t-test showing the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on gender

Gender	N	X	SD	df	Cal. value	Sig.	Decision
Male	51	18.25	2.24	98	0.11	0.03	Significant
Female	49	19.38	2.65				

From table 3 above, result shows cal. value = 0.11, degree of freedom (98). The null hypothesis is rejected since the significant value of 0.03 is less than 0.05 of Alpha level. This means that, gender does impact the perception of teacher towards the impact of teachers' discipline strategies on social competence of basic school pupils. This implies that, what was perceived by the male teachers is different from their female counterparts. Therefore, the null hypothesis above which stated that there is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on gender is thereby accepted.

HO₂: *There is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on experience.*

Table 4: Summary of Analysis of Variance showing the significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on experience.

	Sum of Squares	DF	Mean Square	f	Sig.	Decision
Between Groups	79.55	2	21.18	1.19	0.04	Significant
Within Groups	1870.69	97	17.77			
Total	1950.24	99				

From table 4 above, result showed f value = 1.19, degree of freedom (99). The null hypothesis is rejected since the significant value of 0.04 is less than 0.05 of Alpha level. This means that, teachers' experience has intervention on their perception towards the impact of teachers' discipline strategies on social competence. Therefore, the null hypothesis above which stated that there is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils is retained.

HO₃: *There is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on qualification.*

Table 5: Summary of Analysis of Variance showing the significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on qualification.

	Sum of Squares	DF	Mean Square	f	Sig.	Decision
Between Groups	78.92	2	20.71	0.18	.24	Not significant
Within Groups	1877.15	97	17.42			
Total	1955.87	99				

From table 5 above, result showed f value = 0.18, degree of freedom (99). The null hypothesis is accepted since the significant value of 0.24 is greater than 0.05 of Alpha level. This means that, teachers' qualification does not affect their perception. That is, the perception of teachers with lower academic qualification is not different from their counterparts with higher academic qualification. Therefore, the null hypothesis above which stated that there is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on qualification is accepted.

DISCUSSION OF FINDINGS

It was revealed from the findings that primary school teachers' showed positive perception towards the impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State. This was seen from the teachers' responses to all the items on the list where it was clearly revealed that their perception towards the impact of teachers' discipline strategies on social competence of basic school pupils is positive. This was as a result of their knowledge on the importance of school feeding programme on the pupils' enrolment, their health and

which can as well boost their academic performance. This simply shows that, school teachers' discipline strategies when properly maintained will go a long way to assist in moulding and shaping pupils' social competence. This corroborates the submission of García-Moya (2020) who contended that the effects of school discipline on students are far reaching. Discipline shares links to student-teacher relationships and consequences related to those relationships, as well as students' future social skills and citizenship qualities.

In addition, it was also revealed from the findings above that there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on gender. This was revealed by the significant value of 0.03 obtained from the response which is less than the alpha value of 0.05. This shows that teachers' gender does determine their perception towards impact of teachers' discipline strategies on social competence of basic school pupils. This affirmed that, the perception of male teachers towards the impact of teachers' discipline strategies on social competence of basic school pupils is different from their female counterparts. It can therefore be concluded that there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on gender.

More so, the result from the findings revealed that there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on experience. This was revealed by the significant value of 0.04 obtained from the response which is less than the alpha value of 0.05. This shows that teachers' teaching experience does impact their perception towards impact of teachers' discipline strategies on social competence of basic school pupils. This revealed that, the perception of teachers with high experience is different from their counterparts with low or moderate experience. It can therefore be affirmed that there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on experience.

Additionally, the result from the findings revealed that there is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on qualification. This was revealed by the significant value of 0.24 obtained from the response which is greater than the alpha value of 0.05. This shows that teachers' qualification does not determine their perception towards impact of teachers' discipline strategies on social competence of basic school pupils. That is, the perception of teachers with higher education qualification is not different from their counterparts with lower educational qualification. It can therefore be concluded that there is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on qualification.

CONCLUSION

From the findings, it was concluded that there is positive perception of primary school teachers towards impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area, Kwara State. Also, it was concluded from the findings that there is significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils based on gender and experience whereas, there is no significant difference in the perceived impact of teachers' discipline strategies on social competence of basic school pupils in Ilorin South Local Government Area based on qualification.

RECOMMENDATIONS

Based on the findings above, the following suggestions are hereby proffered:

1. The school management should ensure perfect discipline strategies are put in place to shape and mould pupils' social competence.
2. The school management should ensure the use of appropriate discipline is not gender based.
3. School management should make sure that all teachers are involved in the discipline irrespective of their years of experience.
4. School management should ensure that teachers' qualification does not serve as a determinant for their involvement in school discipline.

REFERENCES

- Burden, P. R. (2020). *Classroom management: Creating a successful K-12 learning community*. John Wiley & Sons.
- Cushing, I. (2021). Language, discipline and 'teaching like a champion'. *British Educational Research Journal*, 47(1), 23-41.
- Foucault, M. (2023). Discipline and punish. In *Social Theory Re-wired* (pp. 291-299). Routledge.
- García-Moya, I. (2020). *The importance of connectedness in student-teacher relationships: Insights from the teacher connectedness project*. Springer Nature.
- Gardner, H. (2021). *Disciplined mind: What all students should understand*. Simon & Schuster.
- Hasibuan, E. M. S. (2024). Importance Of Practical Life Activity For The Development Of Self-Regulation Skills In Children Aged 4-5 Years. *International Journal Of Humanities Education and Social Sciences*, 3(4).
- Karimi, J. W. (2021). Emotional intelligence, indiscipline and academic achievement among secondary school students in Kilifi County, Kenya.
- Kercher, B. (2020). *An unruly child: A history of law in Australia*. Routledge.
- Mahvar, T., Farahani, M. A., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: Systematized review. *Journal of Advances in Medical Education & Professionalism*, 6(3), 102.
- Odebode, A. A. (2020, April). Views of Nigerian Teachers on Strategies for Curbing Indiscipline: Implications for Counselling Practices. In *Elementary School Forum (Mimbar Sekolah Dasar)* (Vol. 7, No. 1, pp. 30-42). Indonesia University of Education. Jl. Mayor Abdurachman No. 211, Sumedang, Jawa Barat, 45322, Indonesia. <https://ejournal.upi.edu/index.php/mimbar/index>.
- O'Leary, M. (2020). *Classroom observation: A guide to the effective observation of teaching and learning*. Routledge.
- Sutton, G. M., Nist, A. N., Nall, R. W., Browning, K. O., & Shahan, T. A. (2021). Resurgence of alcohol seeking following abstinence induced by punishment in male and female rats. *Behavioural brain research*, 410, 113345.

- Tiwari, A. (2019). The corporal punishment ban in schools: Teachers' attitudes and classroom practices. *Educational Studies*, 45(3), 271-284.
- Tunick, M. (2023). *Punishment: Theory and practice*. Univ of California Press.
- Welsh, R. O., & Little, S. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of educational research*, 88(5), 752- 794.
- Wong, H. K., & Wong, R. T. (2018). *The classroom management book*. Harry K. Wong Publications, Inc..