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## Home-School Discipline and Enabling Environment Partnership as Predictors of Sustainable Development Goal 4 Attainment in Public Senior Secondary Schools in Rivers State, Nigeria

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### Abstract

The study examined home-school discipline and enabling environment partnership as predictors of Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State. Two (2) research questions and two (2) null hypotheses guided the study. The study design was correlational, the population was 5,833 teachers in the 320 public senior secondary schools in Rivers State with a sample of 400 teachers, selected using Taro Yamane Mathematical Technique and the stratified sampling technique. The instruments for the study were two scales. These were the validated 'Home-School Discipline and Enabling Environment Partnership Scale' (HSDEEPS) and 'Sustainable Development Goal 4 Attainment Scale' (SDG4AS) with reliability coefficients of 0.84 and 0.87, respectively. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the null hypothesis at 0.05 alpha level. The findings revealed that home-school discipline partnership predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State to a high extent by 50%, but home-school enabling environment partnership predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State to a very low extent by 11.5%. The study concluded that home-school discipline partnership significantly predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State, however, home-school enabling environment partnership does not significantly predict Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State. It was recommended that school administrators, teachers and parents should not be afraid to discipline students, rather they should continue with strategies that are been adopted and at the same time explore alternative measures and not see the provision of an enabling environment as a silver bullet, which should be left in the hands of government alone, rather they should devise means to provide facilities that will promote conducive enabling environment for teaching and learning for both teachers and students to boost academic productivity and to guarantee Sustainable Development Goal 4 attainment.

**Keywords:** Home-School, Discipline, Enabling Environment, Sustainable Development Goal 4, Secondary Schools

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### Introduction

In this 21st century of technological advancement, there is a need to transform education into a social repositioning by striking a balance between traditional academic pursuits and the development of practical skills. To achieve the purpose of secondary education, which is to develop functional individuals, education must be able to develop in learners the skills necessary to meet the needs of the fast-changing world. Therefore, education needs to be repositioned to mix and integrate activities that take place in students' lives at home and school. The relationship between family and school is one of the most critical factors in a student's education. The parents, teachers, and other members of the school community work together to ensure students receive the best possible academic and social education.

A home-school partnership is a collaboration between parents, guardians, school administrators, and teachers. This is a coordinated effort to support and improve student learning outcomes. This means that this partnership recognizes that parents and teachers share responsibility for the academic, social, and emotional well-being of students.

Therefore, the purpose of this partnership is to build mutual trust, support communication, and foster collaboration toward the attainment of SDG4. Nweke *et al* (2020) [27], stated that home-school partnership is a two-way process between parents and educators in decision-making which allows for all participants to share interests, responsibilities, and a common understanding of mutually set goals and solutions for the children. Therefore, it is expected for parents and educators involved in the partnership to share resources and develop collaborative interdependent relationships.

Ayeni (2020) [7] opined that home-school partnership is the driving force behind quality assurance practices that aim to improve the quality of school operations, learning environments, curriculum delivery, and student learning outcomes through active parental involvement. To support the foregoing, Animba (2021) [3] stated that a home-school partnership is a collaborative active relationship between families and schools that aims to boost the attainment of quality education by stimulating students' interest, motivation, and engagement which will in turn enhance their productivity and work-behavior consistency, by resulting in increased engagement in learning both at home, school, and society. This synergy is necessary because a strong and sensitive relationship between schools and families produces high-quality outcomes that meet established standards, set goals, and attain the expectations of students, educational institutions, and society. Peter, Olena, Gisela, and Shirley-Anne (2022) [30], referred to home-school partnership as a relationship between people with parental responsibilities and educational practitioners working together with a common understanding of a shared responsibility for children's learning. It is worth stating that, this concept of "shared responsibility" captures the essence of the partnership which reveals the activities of schools that empower parents to be co-educators of their children. Axford *et al* (2019) [6], summed up that home-school partnership is a predictor of students' academic success.

The working relationship between the home and the school involves various roles for collaboration. In the view of Murray (2022) [25], the home and the school can partner in the following various roles;

1. Discipline and routine: in which the home implements initial discipline guidelines and daily routines, while the school reinforces discipline and provides a structured routine in line with school guidelines.
2. Education support: in this role, the home creates a safe and conducive environment for learning at home, and provides emotional support while the school provides a structured learning environment that fosters intellectual development.

The above-stated points imply that the family is the smallest unit that reflects the essential qualities of society, and the child learns to share, participate in the community, and be active in life within the family. The attitudes and behaviours of the family directly affect the upbringing of a healthy child: this is because a child's first experience in socialization occurs within the family, where he learns to share, participate in group activities, and be active in life. When a child starts school, he or she enters a whole new world, where the relationship between family and school begins. This new environment with its teachers, classmates, and other educational professionals signals the start of an important relationship between home and school: the "home-school

partnership".

In Nigeria, secondary education forms the second wing of the educational ladder. Students are expected to spend six years under the established rules of the Universal Basic Education (UBE) programme, which provides free education up to the junior secondary level. Federal Republic of Nigeria (FRN) in Ononogbo (2020) [29], defined secondary education as the type of education that students receive after primary education and before tertiary education. Therefore, secondary education serves as a bridge between a student's primary and higher education. Two purposes can be identified with secondary education; to prepare individuals for higher education, and to prepare students to live and function usefully in society.

The UN Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet, and ensure that all people can enjoy peace and prosperity (UNESCO, 2021) [34]. The right to education is not only the right to access education but also the right to receive an education of good quality. To support this narrative, A4ID (2020) [1] affirmed that, the aims of education go far beyond acquiring numeracy and literacy skills, and should include 'life skills such as the ability to make well-balanced decisions, critical thinking, creative talents, and other abilities, which give children the tools needed to pursue their options in life.

SDG 4 connotes Quality Education, which is expressed as "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." United Nations (2017) [35] summed that, among other aims, SDG 4 focuses on eliminating gender disparity at all levels of education by 2015. Similarly, the language of SDG 4 aims to ensure access to all levels of education and learning for all, irrespective of age, gender, ethnicity, disability or other circumstances.

Discipline is a way to set boundaries and make an individual understand what is right and, or wrong. This improves the character of the individual and makes him stronger, and more independent. Discipline develops students' analytical skills. As they grow up, they can use their skills to solve real-world challenges. Carneval (2023) [9], defined discipline as the practice of teaching others to obey rules or norms by using punishment to correct unwanted behaviours. In the school setting, it is obvious that in a classroom, a teacher uses discipline to ensure routine is maintained, school rules are enforced, and the students are in a safe learning environment. The assertion that discipline is the mother of all great achievements cannot be overemphasised in the field of education. In affirmation of the above narrative, Gyan *et al* (2015) [18] summed that, good discipline allows children to do their best in academic attainments which also leads to the effective achievement of the goals of the school and the aspirations of the community. This statement buttresses the fact that schools are put up primarily to train students to become responsible adults so that they can conduct their affairs with dignity.

School discipline refers to the rules and strategies used in schools to manage students' behaviours and help students develop self-management skills. In line with the above paragraph, it is justifiable to say that, without discipline, the goals of learning cannot be accomplished. Anunsiata and Daniel (2020) [4] posit that, if students constantly disrupt the teacher, the others in class are affected, and if a student does not follow the rules and does not complete classwork or

homework, that student is missing out on valuable learning opportunities. From the foregoing, it is clear that the goal of discipline is to ensure each student receives the most from their education.

To support this backdrop, Luti-Mallei (2022) <sup>[22]</sup> summed that, the home and the school have to jointly enforce discipline in the students in attainment of SDG4. Discipline in the school setting can however be seen as a complex term that requires cooperation, understanding, and support from both the school and the home towards its actualization. This narrative aligns with the views of Asoro (2021) <sup>[5]</sup> which states that, if any party chooses to achieve it alone in the lives of the students; such efforts may be futile. Hence, the partnership between the home and the school has to be intentional and objectively geared towards quality outcomes. Discipline develops students' analytical skills. As they grow up, they can use their skills to solve real-world challenges. Anunsiata and Daniel (2020) <sup>[4]</sup>, defined school discipline as the rules and strategies used in schools to manage students' behaviours and help students develop self-management skills.

Gyan *et al* (2015) <sup>[18]</sup> further posit that discipline in schools is very important, 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 the home and school. In affirmation of the above, Daniel (2023) <sup>[11]</sup>, defined discipline as the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. Disciplining students can be difficult, but the important thing to remember is it keeps the school and home safe and makes sure all students feel comfortable and secure. A lack of proper home and school discipline can result in disruptive behaviours in the classroom (Oluwatosin, Tanko, & Ehi 2017) <sup>[28]</sup>. In the views of Kulu and Martin (2021), disruptive behaviour interferes with the teacher's ability to effectively deliver a lesson, because it requires a large amount of the teacher's time and attention, to be addressed.

By implication, disruptive students can also influence their peers with their actions and encourage them to behave similarly, thereby compromising the teacher's authority. This statement justifies the need for an effective home-school partnership as stated by Tshering (2021) <sup>[33]</sup>, who summed up that when the home and school are jointly involved in the disciplinary process of the students, there will be less disruptive behaviours, but more positive behaviour. Warhurst (2021), supported the above by stating that in the partnership between the home and school, the school communicates with the home about areas of the student's behaviours that need modification and strategies that are being adopted, and the home in return will reciprocate by stepping in to modify weak areas that have been identified.

Discipline and SDG 4 Attainment:

Carnevale (2023) <sup>[9]</sup>, enumerated the following for the home and the school to adopt in the disciplinary process of students in other to attain SDG 4;

1. **Systems and Preemptive Tools:** When thinking about classroom discipline, the result for some individuals is usually about punishment, but it can be more commendable to stop the negative behaviours before they start.

As stated by Carnevale (2023) <sup>[9]</sup>, the expectations for the

home and school to attain this strategy can be to enforce rules and norms, with clearly established goals. This implies that students need to know what is expected of them and how to behave, and this can only be obtainable through class rules set up by teachers. For the classroom rules, it is best to keep things concise and use positively worded statements (Example; "Please remain on seats until dismissed" instead of "Do not stand up when the bell rings").

2. **In-the-Moment Tools and Strategies:** setting up guidelines is a great way to prevent discipline problems, but these procedures don't ensure a perfect classroom setting. To support this view, Luti-Mallei, Daniel, and Musembi, (2022) <sup>[22]</sup> posit that, students are going to act out and push boundaries because they are still learning their path in the world. Therefore, in-the-moment strategies assist teachers in working through pushback. A strategy to employ in this situation is the signalling technique as stated by Asoro (2021) <sup>[5]</sup>, this can be employed when a disruption occurs, by using methods such as eye contact, snapping fingers, gentle tapping on desks, or hand signals to show students that they should cease the negative behaviour. If the teacher's body language changes, the students should learn to be aware of the change and correct their behaviour.

Vocal commands are another great strategy to also employ, sometimes teachers need to stop the lesson and verbally tell a student to stop talking, sit, or work on their assignment. The tone here is the key; therefore the teacher should make sure their tone is neutral.

Discipline is an important part of everyone's life. It plays a crucial role in maintaining a civilised life. It helps in significantly decreasing unnecessary chaos in daily life. For the effective operation of an organisation like a school or an institution like the home, discipline is necessary. School discipline is a well-defined system of certain rules and regulations that each student must have to follow. The system also includes punishments for students who break those rules and rewards for students who abide by the rules. To support this notion, Raphael (2020) <sup>[31]</sup> summed that, to make the school environment well-organised, and the teaching-learning process effective, discipline is a must.

Discipline can feel like a negative chore every home and school must complete, but the goal of discipline is to ensure that students become respectful and successful members of society. Therefore, before we can discipline students, the students need to understand what is expected of them. Creating a set of rules, expectations and teaching routines by the home and the school are important parts of the discipline process. For the students who act out of character, using body signals or verbal commands can help stop negative behaviour while it occurs. In more severe cases, constant communication between the home and the school on outcomes and steps to follow sometimes becomes necessary to ensure a safe and positive learning environment. Discipline can, therefore, be seen as the bridge between goals and accomplishment.

### Ways to Improve Discipline in Students

Divyansh (2020) <sup>[13]</sup>, outlined the following points as ways to improve discipline in students and further noted that, since schools play an important part in character development and behavioural modification, discipline in school is pivotal, and of paramount importance.

1. **Plan and Organise:** teachers should ensure that there is a routine and a rhythm in the classroom. This way, the students know what to expect from the class and what is expected out of them.
2. **Resolve issues from the beginning:** it is ideal to manage issues that spring up before they become too enormous to even consider handling.
3. **Establish proper procedures:** the school should have a decent control procedure to keep the students in check. Maintain a balance between strictness and flexibility in implementing school rules and regulations.
4. **Explain the rules:** next to establishing the right procedures, the most important thing is to communicate the procedure to your students. They must know what is expected of them so that they can do it accordingly.
5. **Practise what you preach:** the teachers, staff, management, and everyone within the school must practise the code of conduct that has been established by the school. Other ways include; make your classes interactive; establish a connection with your students; reward good behaviour; and be fair and Optimistic. Additionally, having a positive attitude can help with discipline in school. The students must not feel hostile in the classroom. They should feel at ease, and have room for expressing themselves.

### Types of Discipline in School

Different types of discipline can be employed within the school setting depending on the situation beforehand. The three main types of discipline as stated by Kulu and Martin (2021) <sup>[21]</sup> are; preventive discipline, which refers to measures taken before preventing any unacceptable behaviour. A way to manage this is for teachers to explain their expectations and set ground rules to ensure discipline. Supportive discipline; in a situation where the preventive measures do not work as perfectly as expected and things may go wrong, the teachers may give warnings and show the students the right way of doing things. Corrective discipline; this comes after supportive discipline. When a student has failed to show any improvement despite numerous efforts at supportive discipline, corrective disciplinary actions come into play. Punishments such as suspension, and likewise fall under corrective discipline.

The home and the school have to be a role model for the students so that they can pick up the good things from them. Exemplary principals, parents, and teachers observe their students, the school, the classroom, and the home and adapt tips and strategies to ensure that they implement best practices that work in the home and schools. Discipline plays an essential role in keeping up a healthy social life. A disciplined life helps to eliminate hindrances to growth and other confusions that stand in the way of success.

Kulu and Martin (2021) <sup>[21]</sup> affirmed that discipline is what keeps a child motivated to work for a balanced life, indulging in both academic and recreational activities. However, in schools, discipline is strictly adhered to for creating an ideal learning environment for all and ensuring that the teaching-learning process is effective without unnecessary disruptions. Discipline helps to maintain order and allows students to focus on their studies. No matter how much they dislike discipline in school actions, later in life students do thank their principals, teachers and parents for disciplining them.

The environment plays a key role in supporting and extending students' development and learning. Abdulkadir

(2017) <sup>[2]</sup> defined an enabling environment as one that encourages students to feel relaxed, comfortable and at home in them. This definition justifies the notion of Buckley and Budzyna (2023) <sup>[8]</sup>, which states that, when students feel emotionally safe and secure, they are able to explore and find out more about the expectations of their environment, including what they can create, behaviour to exhibit, and objectives to accomplish.

Eyalliance (2019) <sup>[16]</sup> further posits that an enabling environment is a rich and varied space where risks are minimised, well well-managed, and children are protected from harm and abuse. Today's educational environment emphasises that schools are more than a place for learning. Therefore, teachers and principals ought to recognize that fostering a positive school-enabling environment helps students feel safe and motivated with routines and options for learning styles. As stated by Warhurst (2022) <sup>[36]</sup>, it is vital for educators to learn about strategies and elements for accommodating all learning styles and how to use these elements to create an enabling and productive environment in the school.

To ensure an enabling environment, the home and school should create a friendly environment that is inviting, cultivating, and provides a sense of belonging. In the definition of Indeed (2023), an enabling school environment is one in which students feel comfortable sharing their thoughts, taking risks, asking questions and confronting challenges in their learning. From the points given, it can be deduced that educators can create this type of environment by presenting clear classroom expectations, providing opportunities to improve social skills, building relationships with their students and offering relevant content. Therefore, in this type of school setting, students feel as though educators value their input. This type of environment ignites students to become more active participants in the learning process, which makes for a more productive learning environment.

### Enabling Environment and SDG 4 Attainment

Indeed (2023), outlined the following as methods educators can adopt that can help create a positive enabling environment:

1. **Build positive relationships:** when teachers strengthen positive relationships with students it helps them feel as though they can come around with questions on assignments, or when they're facing a challenge. NCBI (2023) posits that many students may appreciate knowing they have someone they can trust and to whom they can confide. You can build rapport with your students by taking time to interact with them individually, listening to their comments or concerns, and showing enthusiasm when they come to you to share their experiences and stories.
2. **Arrange the physical environment:** the physical environment of a classroom provides a structure for students, which can decrease stress levels and help them feel more comfortable in class. In addition to the above, Hargraves (2019) summed that, teachers should consider organising their classroom by assigning seats to students, establishing routines for passing out and collecting work, and ensuring all desks face the front of the room so they can see the board.
3. **Set high academic expectations:** It is important for teachers to set high academic expectations for their

students early in the school year. Teachers should also explain their expectations by letting students know they are going to do their best to help them learn and are always available if they need assistance, but in return, they are expected to do their best on their work.

4. Provide positive reinforcement: providing positive reinforcement helps to promote a strong classroom culture. One method of positive reinforcement is through providing extrinsic motivators. Murray (2022) <sup>[25]</sup> posits that extrinsic motivators are external factors that motivate students to behave positively, such as giving students candy for doing well in a test, or allowing them five minutes of free time at the end of class. Providing students with public praise is also a good extrinsic motivator. In the views of Crea *et al* (2015) <sup>[10]</sup>, teachers can complement a student's behaviour or academic performance in front of their classmates, or take the time to contact their parents and let them know the positive behaviours their child has been exhibiting.
5. Be open to feedback: throughout the school year, teachers usually provide a lot of feedback regarding students' work and behaviour. It's beneficial for teachers to consider asking for feedback from their students as well. McWayne (2015) affirmed that, receiving feedback from learners about how the class was managed, the content that is taught and the general mannerisms can give teachers insight into what they are doing well and how they can improve.

Other methods include; encouraging collaboration; use current curriculum and teaching methods; be there for them; give students a voice and a choice; establish a routine; create rules and expectations; review classroom procedures; and provide flexibility;

### Methods to create an enabling environment

Scholars have discovered different approaches that can create an enabling environment. Terence (2023) <sup>[32]</sup>, specifically outlined the following five tips as methods to create an enabling environment.

1. Establish clear expectations: clear expectations help students understand what they need to do to be successful in the classroom.
2. Create a welcoming physical environment: it is hard to get any learning done if the classroom can be linked to a dark dungeon. With a little bit of work, even the most unwelcoming spaces can be transformed into a conducive study area.
3. Foster a judgement-free zone: making mistakes is inevitable, and it forms an essential part of learning. Students should therefore, be allowed to experiment and express themselves without fear of ridicule, or being judged.
4. Be open to change: no two classrooms are exactly alike. A teaching activity which worked spectacularly with one might completely flop with another. The joy of teaching comes from really getting to know your learners, and discovering what works best for them.

The home and the school need to have a list of activities in place that can guarantee an enabling environment. The benefit of the checklist is to ensure that the environment is always safe and healthy for the students to carry out their expectations. Eyaliance (2019) <sup>[16]</sup> outlined the following as

a checklist for home and school to cultivate an enabling environment; create an environment that is warm, welcoming, nurturing and facilitates a sense of belonging. Schools can offer a range of resources, which are familiar to the students, as well as activities that are new to them and ensure that the activities and environment offer room for outdoor and indoor play, sufficient space for children to move, collaborate, and encourage exploration and risk-taking.

Additionally, the home and the school can provide a range of activities which serve different purposes such as to inspire imagination and role play, exploration of personal relationships and feelings, problem solving, quiet time and reflection. The activities and environment should meet the needs of all the children who attend irrespective of cultural differences. The home and school should therefore consider how they can ensure all children feel welcomed and valued. Some ideas to help in attaining this can include fostering close collaboration with parents by including family photos on display boards, singing songs sung in the family home, and providing a comfortable welcoming area with places for parents to sit with staff and their child (ren).

The school should pay close attention to individual children, and consider what they are interested in and how it could be incorporated into the environment. Furthermore, Parents and schools should consider asking the following questions as stated by Moro *et al.* (2020) <sup>[24]</sup>, how can I help them communicate better? When are they ready to play and ready for rest? When are they intrinsically motivated to learn? How can they have choice and control? Is the environment meeting their individual needs?

Furthermore, the school should ensure that staff understand the importance of building warm and supportive relationships and the importance of nurturing a child's development. Therefore, students should be involved in setting the ground rules for behaviour, and creating the behavioural codes of practice, involving them as much as possible. It is also important to engage children in activities to build their emotional resilience and social skills.

Teaching is certainly a challenging profession. But imparting knowledge to new generations of students can be a formidable task, especially when dealing with diverse classroom dynamics. Creating a healthy enabling environment which celebrates the joy of learning, therefore, can go a long way in helping the home and the school build connections with students/children. Voelkl in Terence (2023) <sup>[32]</sup> posits that students who value school and feel that they belong there are more likely to enjoy in-depth learning, and experience improved academic achievements. Allowing students a comfortable setting to grow and study safely is crucial for their academic well-being and progress.

### Types of Enabling Environment

To ensure that the key areas of learning and developing are being met, the environment where students learn and play are grouped into key areas, so that, the home and the school can manage and organise their spaces appropriately, and ensure that they have valuable and relevant resources for students' growth and development. The three areas that enabling environments can be grouped into are the emotional environment, indoor environment and outdoor environment. Earlyyearsatters (2023), explained the three kinds of enabling environments to include:

1. Indoor environment: this is the environment where most

- students spend their time learning, so the environment to play and develop is essential. Environments should be attractive and make children feel safe, secure, and happy to be there, and they should also be places where children can confidently play and learn (Gyan *et al* 2015) <sup>[18]</sup>.
2. Outdoor environment: students gain enormous benefits from learning outdoors. Ideally, they should have access to outdoor space on a daily basis regardless of all except the worst weather.
  3. Emotional environment: this environment focuses on principals, teachers, parents, and students to be aware of one's emotional wellbeing. The emotional environment is an invisible measure of 'feelings' sometimes it can have a 'feel-good' factor where the children, staff and parents feel positive, and at others, it can have a 'not-so-good' feel about it when children, staff or parents are down or unhappy.

Anusiata and Daniel (2020) <sup>[4]</sup>, investigated Effectiveness of Secondary School Boards in Managing Students' Discipline among Public Secondary Schools in Ulanga District, Morogoro Tanzania. The study revealed that although school boards discussed discipline issues in public secondary schools, they did not take any appropriate disciplinary action such as discontinuing students with disciplinary issues, warning or suspending the students. The study recommended that apart from discussing disciplinary issues, school boards should take appropriate disciplinary actions such as suspending, discontinuing and giving warnings to the students with disciplinary issues. This study is related to the present study because both studies reviewed the concept of discipline in public secondary schools.

Luti-Mallei, Daniel, and Musembi, (2022) <sup>[22]</sup>, investigated Impact of Student Leaders' Participation in School Open Forums on Learners' Discipline in Public and Private Secondary Schools in Machakos Sub-County, Kenya. The study established student leaders' participation in school open forums as an opportunity to express learners' views and suggestions on school routines, rules, and regulations. The participation resulted in ownership of school rules and regulations hence improving learners' discipline. The study recommended that school principals should organise frequent school open forums and encourage openness to encourage student leaders and other learners to air their views. This study is related to the present study because both studies reviewed the concept of discipline in secondary schools.

Raphael, Atoni, and Muniya (2020) <sup>[31]</sup>, examined Influence of Home Environment Factors on Students' Discipline in Public Secondary Schools in Loima Sub-County, Kenya. The results of the study showed that the home environment had a significant influence on students' discipline. Based on the findings, the study recommended that parents should be good role models to their children and support schools in matters of discipline for any meaningful improvement in students' discipline to be realised. This study is related to the present study because both studies reviewed the concepts of discipline and environment in public secondary schools in Africa.

Demiroz (2020) examined The Relationship between Secondary Schools Students' Perceptions of School Climate, Their School Belonging and Their Academic Achievement in Ankara Turkey. The study found no significant difference between the students' perceptions of school climate and their school belonging by gender and grade. However, a

significant difference was found between the students' perceptions of school climate and their school belonging, and their perceptions of school climate, school belonging and their academic success. This study is related to the present study because both studies adopted a correlational research design to review the concept of school climate in secondary schools.

Fakunle and Ale (2018), investigated the relationship between school climate and students' academic performance in public secondary schools in Ekiti State, Nigeria. The findings revealed that there was a significant difference between students' academic performances in schools having an open climate and the academic performance of students in schools having controlled climate. This study is related to the present study because both studies reviewed the concept of school climate in public secondary schools in Nigeria.

Tshering (2021) <sup>[33]</sup>, investigated Effective School Discipline Practices of Some Primary Schools in PemaGatshel Dzongkhag. The study was conducted under PemaGatshel Dzongkhag (district) to investigate the effectiveness of school discipline under PemaGatshel district in Bhutan. The major findings of this study revealed that for efficient functioning of school discipline policy, various stakeholders like parents, teachers, students and the community should work collaboratively. This study is related to the present study because both studies reviewed the concept of discipline in schools.

Abdulkadir, Ali, and Raqia, (2017) <sup>[2]</sup>, examined School Environment and Academic Performance: Empirical Study from Secondary Schools in Mogadishu-Somalia. The main aim of this study was to investigate the influence of school environment on academic performance from secondary schools in Mogadishu-Somalia. The study found that academic performance (Dependent variable) had significant positive influence with three dimensions of independent variable. The result of regression analysis found that two constructs had statistically significant, cognitive, and straight effects with academic performance. This study is related to the present study because both studies reviewed the concept of school environment in secondary schools.

Oluwatosin, Tanko and Ehi (2017) <sup>[28]</sup> studied Influence of class size on students' classroom discipline, engagement and communication: a case study of senior secondary schools in Ekiti state, Nigeria. The study revealed that class size has a significant influence on senior secondary classroom discipline, engagement and communication. It was recommended among others that senior secondary schools in Ekiti State, Nigeria should adopt a maximum of 40:1 student-teacher ratio (small class size) for effective classroom discipline, engagement and communication. This study is related to the present study because both studies reviewed the concept of discipline in senior secondary schools in Nigeria with a population of teachers.

Gyan, McCarthy, McCarthy and Baah-Korang (2015) <sup>[18]</sup> examined Teachers' And Students' Perceptions of Discipline and How Often Acts of Indiscipline Occur in Ghanaian Secondary Schools: Case Study of a Secondary School in Sunyani. The main findings of the study were that both teachers and students of the school generally agreed on what constitutes discipline, and also teachers and students admitted that eight out of the sixteen acts of indiscipline that were administered were found to occur most frequently in the school. This study is related to the present study because both studies reviewed the concept of discipline in secondary

schools in Africa.

Ekezie (2020), examined Effects of Environment on Academic Performance of Students in Agricultural Science in Secondary Schools in Rivers State, Nigeria. The findings of the study revealed among others that poor parental guidance, lack of motivation, poor training environment, lack of competent teachers, and lack of pilot farms are some of the issues affecting the performance of students in Agricultural Science in secondary schools in Rivers State. This study is related to the present study because both studies used a population of teachers and reviewed the concept of environment in secondary schools in Rivers State, Nigeria.

### Statement of the Problem

The success of a student's learning and education depends on an effective partnership between the home and school. Discipline and enabling environment are important components in the academic attainment and grooming of students. The home and school have complementary roles that are expected to aid the attainment of quality education for students, a breach in these roles by either of the parties can result in decline in quality of education received by students. Some students lack the discipline required to inject into their academic pursuits in terms of behaviour and learning, this might be due to negligence which now calls for joint efforts of the home and school to remedy. Due to multiple responsibilities, some parents may not take into cognisance the environment their children dwell in because they leave home in the morning and return at night to meet pressing demands with the view that the school should be more comfortable and accountable for the students because resources have been provided and teachers are being paid to take up the task. The school also has the notion that the home of the students should be more promising because parents are expected to provide food, shelter, and clothing, hence their basic focus should be teaching and writing with the students. These perspectives of the home and the school often force them to ignore some seemingly important responsibilities that enhance the attainment of SDG 4. It is therefore imperative to study how the partnership between the home and the school can lead to the attainment of quality education by the student, hence the axiom of this study.

### Aim and Objectives of the Study

The study investigated home-school discipline and enabling environment partnership as predictors of sustainable development goal 4 attainment in public senior secondary schools in Rivers State. Specifically the objectives of the study were to:

1. Determine the extent of prediction of home-school discipline partnership and sustainable development goal 4 attainment in public senior secondary schools in Rivers

State.

2. Ascertain the extent of prediction of home-school enabling environment partnership and sustainable development goal 4 attainment in public senior secondary schools in Rivers State.

### Research Questions

The following research questions were answered in the study:

1. To what extent does home-school discipline partnership predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State?
2. To what extent does home-school enabling environment partnership predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State?

### Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

1. Home-school discipline partnership does not significantly predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State.
2. Home-school enabling environment partnership does not significantly predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State.

### Methodology

The design for the study was correlational, the population of 5833 teachers from 320 public senior secondary schools in Rivers State, out of which 400 teachers were sampled for the study using the Taro Yamane and stratified sampling techniques. The instruments used in collecting data for this study were two scales. These were the validated 'Home-School Discipline and Enabling Environment Partnership Scale' (HSDEEPS) and 'Sustainable Development Goal 4 Attainment Scale' (SDG4AS) with reliability coefficients of 0.84 and 0.87 obtained using Cronbach Alpha mathematical procedure. Simple regression was used in answering the research questions while t-tests associated with simple regression were used in testing the hypothesis at 0.05 level of significance.

### Results

The result of the study came from the answers to the research questions and test of hypotheses.

**Research Question 1:** To what extent does home-school discipline partnership predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State?

**Table 1:** Simple Regression Analysis on the Extent Home-School Discipline Partnership Predicts Sustainable Development Goal 4 Attainment in Public Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Extent of Prediction	Decision
1	0.726 <sup>a</sup>	0.501	0.500	50.1%	High Extent

Decision Rule: 100% - 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Data on Table 1 presents the summary of simple regression analysis on the extent home-school discipline partnership predicts sustainable development goal 4 attainment in public senior secondary schools in Rivers State with the model as 1. The regression (R) score value came out as 0.726<sup>a</sup>, the

regression square (R<sup>2</sup>) coefficient as 0.501 and the adjusted regression square as 0.500 while the extent of prediction (coefficient of determinism) was calculated to be at 50.1% (0.501 × 100). When reference is made to the decision rule, 50.1% falls between 74% - 50% (High Extent), hence, this

suggests that the prediction of home-school discipline partnership and Sustainable Development Goal 4 attainment is to a high extent. Based on the foregoing observations, the result shows that home-school discipline partnership predicts Sustainable Development Goal 4 attainment in public senior

secondary schools in Rivers State to a high extent by 50%.

**Research Question 2:** To what extent does home-school enabling environment partnership predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State?

**Table 2:** Simple Regression on the Extent Home-School Enabling Environment Partnership Predicts Sustainable Development Goal 4 Attainment in Public Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Extent of Prediction	Decision
1	0.368 <sup>a</sup>	0.115	0.114	11.5%	Very Low Extent

Decision Rule: 100% - 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Data on Table 2 revealed the summary of simple regression analysis on the extent home-school enabling environment partnership predicts sustainable development goal 4 attainment in public senior secondary schools in Rivers State with the model as 1. The regression (R) score value came out as 0.368<sup>a</sup>, the regression square (R<sup>2</sup>) coefficient as 0.115 and the adjusted regression square as 0.114 while the extent of prediction (coefficient of determinism) was calculated to be at 11.5% (0.115 × 100). When reference is made to the decision rule, 11.5% falls between 0% - 24% (Very Low Extent), hence, this suggests that the prediction of home-

school enabling environment partnership and Sustainable Development Goal 4 attainment is to a very low extent. Based on the foregoing observations, the result shows that home-school enabling environment partnership predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State to a very low extent by 11.5%.

**Hypothesis 1:** Home-school discipline partnership does not significantly predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State.

**Table 3:** Summary of t-test Associated with Simple Regression on the Extent Home-School Discipline Partnership Significantly Predicts Sustainable Development Goal 4 Attainment in Public Senior Secondary Schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
1 (Constan)	2.622	0.079		33.120	0.000		
1 Discipline	0.026	0.029	0.026	0.888	0.000	0.05	Hypothesis is rejected

**a. Dependent Variable: Sustainable Development Goal 4**

Data on Table 3 presents the summary of t-test associated with simple regression analysis on the prediction of home-school discipline partnership analysis on sustainable development goal 4 attainment in public senior secondary schools in Rivers State. The t-calculated values used in testing the hypothesis came out as 0.888, while the p-value remained 0.000, with an alpha level of 0.05. At 0.05 alpha level and t-observed value of 0.888, the p-value of 0.000 is less than the alpha level of 0.05, this suggests a significant

prediction of the independent variable (home-school discipline partnership) on the dependent variable (Sustainable Development Goal 4). Based on this premise, the null hypothesis is rejected, by implication, home-school discipline partnership significantly predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State.

**Hypothesis 2:** Home-school enabling environment partnership does not significantly predict sustainable development goal 4 attainment in public senior secondary schools in Rivers State.

**Table 4:** Summary of t-test Associated with Simple Regression on the Extent Home-School Enabling Environment Partnership Significantly Predicts Sustainable Development Goal 4 Attainment in Public Senior Secondary Schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	T	P-value	Alpha level	Decision
	B	Std. Error	Beta				
1 (Constant)	2.512	0.079		31.615	0.000		
1 Enabling Environment	0.067	0.029	0.068	2.328	0.321	0.05	Hypothesis is accepted

**a. Dependent Variable: Sustainable Development Goal 4**

Data on Table 4 reveals the summary of t-test associated with simple regression analysis on the prediction of home-school enabling environment partnership analysis on sustainable development goal 4 attainment in public senior secondary schools in Rivers State. The t-calculated values used in testing the hypothesis came out as 2.328, while the p-value remained 0.321, with an alpha level of 0.05. At 0.05 alpha level and t-observed value of 2.328, the p-value of 0.321 is greater than the alpha level of 0.05, this suggests an insignificant prediction of the independent variable (home-school enabling environment partnership) on the dependent variable (Sustainable Development Goal 4). Based on this

premise, the null hypothesis is accepted, by implication, home-school enabling environment partnership does not significantly predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State.

**Discussion of Findings**

The first findings of the study revealed that home-school discipline partnership predict Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State to a high extent by 50%. Similarly, a corresponding finding from hypothesis establishes that home-school discipline partnership significantly predict Sustainable Development Goal 4 attainment in public senior secondary

schools in Rivers State. These findings are in consonance with Gyan *et al* (2015) <sup>[18]</sup>, Oluwatosin, *et al* (2017), Tshering (2021) <sup>[33]</sup>, Warhurst (2021), Luti-Mallei (2022) <sup>[22]</sup> whose academic contribution identified home-school discipline partnership as one of the effective measure for attainment of Sustainable Development Goal 4 in schools.

This report further justifies the need of an effective home-school partnership as stated by Tshering (2021) <sup>[33]</sup> who summed that when the home and school are jointly involved in the disciplinary process of the students there will be less disruptive behaviours but more positive behaviour. Warhurst (2021) supported the above by stating that in the partnership, the school communicates with the home about areas of the students behaviours that need modification and strategies that are being adopted, the home in return will reciprocate by stepping in to modify weak areas that have been identified for quality education of the students.

The second finding of the study showed that home-school enabling environment partnership predict Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State to a very low extent by 11.5%. Also, a corresponding hypothesis established that home-school enabling environment partnership does not significantly predict Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State. These findings contradict the observations of Eyalliance (2019) <sup>[16]</sup>, Warhurst (2022) <sup>[36]</sup> and Indeed (2023), whose studies indicated that an enabling environment significantly determines quality education. Eyalliance (2019) <sup>[16]</sup> further posits that if an environment for teaching and learning is not enabling, rich and varied enough with space where risks are minimised, well managed, and children are protected from harm and abuse, then it difficult for quality education which is the hallmark for SDG4 to be achieved.

Today's educational environment emphasises that schools should be more than a place for learning. Therefore, teachers and principals ought to recognize that fostering a positive school enabling environment helps students feel safe and motivated with routines and options for learning styles. As stated by Warhurst (2022) <sup>[36]</sup> it is vital for educators to learn about strategies and elements for accommodating all learning styles and how to use these elements to create an enabling and productive environment in the school, less the attainment of Sustainable Development Goal 4 will be a mirage.

### Conclusion

Based on the findings of the study, it was concluded that home-school discipline partnership significantly predicts Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State. However, home-school enabling environment partnership do not significantly predict Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State. This is because the prediction of both variables were high and low on Sustainable Development Goal 4 attainment in public senior secondary schools in Rivers State.

### Recommendations

The following recommendations are made based on the findings of the study:

1. The administrator, parents and local community members should continue to develop the right attitude in students. Administrators, teachers and parents should not be afraid to discipline, they should continue with

strategies that have been adopted and at the same time explore alternative strategies for doing as society in dynamic in order to ensure conducive school environments where Sustainable Development Goal 4 can be attained.

2. The school management and parents should not see the provision of enabling environment as a silver bullet, which should be left in the hands of government alone, rather they should devise means to provide facilities that will promote conducive enabling environment for teaching and learning for both teachers and students to boost academic productivity and to guarantee Sustainable Development Goal 4 attainment.

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