AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

PARENTAL AND COMMUNITY PERSPECTIVES ON PRINCIPALS' OVERSIGHT OF TEACHER PUNISHMENT IN SECONDARY EDUCATION: LEGAL IMPLICATIONS

Dr. Iloka, Patricia Chinwe
Faculty Of Law,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State
E-Mail: cp.iloka@coou.edu.ng

ABSTRACT

This paper explored parental and community perspectives on the oversight of teacher punishment by principals in secondary education, with a focus on the associated legal implications. In many educational settings, teacher punishment is essential for maintaining discipline and promoting academic success. However, the fairness and appropriateness of such disciplinary practices are increasingly scrutinized by parents and community members. This study highlights key concerns including perceptions of fairness, the need for transparent disciplinary policies, and the emphasis on student emotional well-being. It underscores the importance of effective communication and accountability in fostering trust between schools and their communities. The paper further examines the legal framework governing teacher punishment, including federal and state laws that safeguard students' rights and ensure due process in disciplinary actions. These legal standards compel schools to adopt equitable and non-discriminatory practices, reflecting societal shifts towards the recognition of children's rights. Ultimately, this research affirms that addressing the perspectives of parents and communities is crucial for creating an educational environment that balances effective discipline with legal and ethical considerations. By fostering collaboration among educators, parents, and community stakeholders, schools can navigate the complexities of student discipline and uphold the principles of fairness and justice in their disciplinary practices. This comprehensive understanding of the interplay between community perspectives and legal obligations is vital for improving school governance and student outcomes in secondary education.

Keywords: Parental Perspectives; Community Perspectives; Principals' Oversight; Teacher Punishment; Legal Implications

Introduction

The management of discipline within educational institutions, particularly at the secondary level, has long been a topic of interest among educators, policymakers, and families. This paper examines the perspectives of parents and community members regarding principals' oversight of teacher punishment and explores the legal implications that arise from these dynamics.

Understanding these viewpoints is essential for fostering a supportive educational environment that promotes student well-being while ensuring legal compliance and professional accountability.

Overview of Teacher Punishment in Schools
In secondary education, teachers are endowed with the responsibility of maintaining discipline and enforcing behavioral standards. Teacher punishment can take various forms, ranging from verbal reprimands and detention to more severe consequences like suspension or expulsion (Gordon, 2017; Okeke, Okaforcha & Ekwesianya, 2019; Osegbue, 2019). However, the authority to administer these punishments often falls under the purview of school principals, who must balance maintaining order in the classroom with adhering to legal standards and ethical considerations.

According to Okoye (2021) Punishment administered by teachers in educational institutions has evolved significantly over time and varies across cultural, legal, and ethical contexts. Historically, corporal punishment was widely practiced as a disciplinary measure. However, contemporary perspectives emphasize non-violent approaches rooted in restorative justice and positive reinforcement (Anthony, 2019; Onyekwelu & Adinna, 2022).

In many countries, legislation and educational policies govern the types of punishment teachers may employ, ranging from behavioral correction techniques to suspension from privileges ((Iloka & Nwakoby, 2025; Okaforcha & Okeke, 2019; Ojimba, 2020). Research highlights the impact of punitive measures on student development, both academically and psychologically. While some (Ugwaka & Igbokwe, 2023) argue that punishment maintains discipline and order, critics (Anushiem & Anushiem, 2023; Enwezor & Chukwunonye, 2021) point to its potential harm, advocating for alternative strategies such as mentorship, counseling, and conflict resolution.

Ethical considerations remain central to discussions on teacher punishment. According to Onyekwelu (2024) respect for student dignity and adherence to child protection policies are emphasized in professional codes of conduct.

Teacher punishment, according to Ekwesianya (2022) refers to a range of disciplinary actions taken by educators to address student behavior that violates school rules or disrupts the learning environment. In the context of secondary education, where students are typically aged 12 to 18, such punishments can vary significantly in severity and rationale, often reflecting the educational philosophy of the school, the individual educator's approach to discipline, and relevant legal standards (Anushiem, 2023; Enwezor & Chukwunonye, 2021).

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Forms of Teacher Punishment

Common forms of teacher punishment include verbal reprimands, detention, suspension, and, in some extreme cases, expulsion (Ekwesianya, 2022; Okeke, Okaforcha & Ekwesianya, 2019). Verbal reprimands, according to Azubuike (2024) are typically used for minor infractions and serve as an immediate corrective measure. Detention, which requires students to spend additional time at school, is often utilized for more serious behavioral issues or repeated infractions (Okechukwu, 2025; Osegbue, 2021). Suspensions, which remove students from the classroom for a specified period, may be assigned for serious violations of school policy, such as fighting or substance abuse (Ezeamama & Ofozoba, 2023; Ibe, 2022). Expulsion, the most severe form of punishment, permanently removes a student from the educational environment (Ezeaku & Okoye, 2025; Gordon, 2017).

Principles of Discipline

Teacher punishment is ideally grounded in educational principles that aim to correct behavior rather than simply penalize students (Adinna & Onyekwelu, 2021; Okaforcha, 2021). According to the principles of effective discipline, corrective measures should promote understanding of the consequences of one's actions, foster personal accountability, and encourage positive behavior in the future (Emmer & Evertson, 2013; Ezeaku & Okoye, 2025). Consequently, Ekwesianya (2025) reiterated that restorative practices have gained traction as an alternative to traditional punitive measures. These practices focus on restoring relationships and resolving conflicts, encouraging students to take responsibility for their actions while also engaging in dialogue with affected parties (Zehr, 2002).

Legal Context

The administration of teacher punishment is also heavily influenced by federal and state laws, which establish the rights of students and the obligations of educators (Edwin, Olaoye & Emmanuel, 2023; Igbokwe, 2024; Okechukwu, 2025). Laws such as the Individuals with Disabilities Education Act (IDEA) mandate that students with disabilities receive fair treatment, and different procedural safeguards apply when disciplining these students (U.S. Department of Education, 2020). In addition, educational institutions are required to adhere to principles of due process, ensuring that students are informed of the charges against them and given fair opportunities to respond before disciplinary actions are imposed (Azubuike, 2025; Dougherty, 2018; Onyekwelu, 2021).

Therefore, teacher punishment in schools, according to Enwezor and Obi (2022) and Ezeaku (2025), is a complex phenomenon that encompasses a variety of disciplinary actions informed by educational philosophies, legal constraints, and a growing emphasis on restorative practices. The challenge for educators lies in implementing discipline that is fair, effective, and conducive to fostering an environment where

all students can learn and thrive (Onyekwelu, 2024; Osegbue & Nnubia, 2020).

According to Ucheagwu-Okoye (2025) punishment in schools varies widely depending on cultural norms, legal frameworks, and educational philosophies.

Corporal Punishment: Physical punishment, such as spanking or caning, has been used historically but is increasingly banned in many countries due to ethical concerns and its impact on student well-being (Abonyi, 2021).

Verbal Reprimand: Teachers may use stern warnings or scolding to address student behavior, aiming to correct it through verbal communication (Izuchukwu, Ugwaka, Arazu and Ezechi, 2023).

Detention: Students are required to stay after school or during breaks as a consequence for misbehavior, often to reflect on their actions or complete assigned task (Obumse & Egenti, 2021).

Loss of Privileges: Removing certain privileges, such as participation in extracurricular activities or access to rewards, as a way to enforce discipline (Ekwesianya, Okaforcha & Okeke, 2020).

Timeout or Isolation: Students may be separated from their peers temporarily to encourage self-reflection and calm behavior (Enwezor, 2021).

Suspension: Temporary removal from school, typically for serious offenses, to emphasize the severity of the behavior (Ojimba, 2024).

Expulsion: Permanent removal from the school, reserved for extreme cases of misconduct (Nwakoby & Iloka, 2025).

Behavioral Contracts: Written agreements between students and teachers outlining expected behavior and consequences for failing to meet them (Enwezor & Obi, 2022).

Restorative Practices: Encouraging students to take responsibility for their actions by engaging in dialogue, mediation, or community service to repair harm caused (Nwakoby, 2025).

Positive Reinforcement: Though not a punishment per se, redirecting negative behavior by encouraging good behavior through rewards and recognition is increasingly promoted (Enwezor, 2021).

Schools can adopt various alternatives to traditional punishment methods, focusing on fostering a positive and supportive learning environment. Here are some effective strategies as recommended by Okeke (2022), Okeke and Okaforcha (2025) and Iloka (2025)

Restorative Practices: Encouraging dialogue and mediation between students, teachers, and affected parties to resolve conflicts and repair harm.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Positive Reinforcement: Highlighting and rewarding positive behavior to motivate students to act responsibly.

Counseling and Support: Providing access to school counselors or mentors who can guide students in understanding and addressing behavioral issues.

Social-Emotional Learning (SEL): Teaching students skills like empathy, self-awareness, and conflict resolution to proactively prevent misbehavior.

Classroom Management Plans: Creating structured systems where expectations are clear, and consequences align with fostering growth rather than punishment.

Role-Playing and Workshops: Using interactive methods to help students explore the impact of their actions and develop problem-solving skills.

Collaborative Goal Setting: Involving students in setting personal or academic goals, helping them take ownership of their actions and progress.

Peer Mediation: Allowing trained student mediators to help resolve disputes among peers in a constructive manner.

Behavior Intervention Plans (BIP): Customizing approaches based on individual needs, focusing on underlying causes of behavioral issues.

Conflict Resolution Programs: Implementing school-wide initiatives to teach peaceful and effective ways to resolve disagreements.

Parental Perspectives on Teacher Punishment in Nigeria

In Nigeria, the education system is characterized by a complex interplay of cultural values, socio-economic factors, and government policies. One crucial aspect of this system is the discipline imposed by teachers on students, which often takes the form of punishment (Nwankwo & Ezeibe, 2021; Okaforcha & Okeke, 2020). Parental perspectives on teacher punishment are vital for understanding how educational practices are viewed within the context of Nigerian society. This essay explores parental views on teacher punishment in Nigeria, focusing on the rationale behind such disciplinary methods, the perceived impacts on students, and the sociocultural factors influencing these perspectives (Ethelmary, Nwankwo & Aroh, 2019; Ezeaku (2019); Okaforcha & Okeke, 2020).

Teacher Punishment in Nigeria

In Nigerian schools, the term "teacher punishment" according to Okaforcha and Okeke (2020) and Obumse (2022) encompasses a range of disciplinary actions, including verbal reprimands, physical punishment, detention, and suspension. Historically, physical punishment, such as corporal punishment, was widely accepted and practiced as a means of instilling

discipline among students (Ogbogu, 2015). However, the increasing advocacy for children's rights and the recognition of the negative impacts of corporal punishment have led to debates about its appropriateness in educational settings (Ogunleye & Afolabi, 2017). Despite the challenges associated with teacher punishment, Nwankwo (2022) asserted that it remains a significant component of classroom management in many Nigerian schools.

Parental Perspectives on Teacher Punishment

Rationale Behind Support for Teacher Punishment

Many Nigerian parents support the use of teacher punishment as a necessary tool for maintaining discipline and promoting academic success. From their perspective, punishment is seen as a means of instilling respect for authority and fostering a sense of responsibility among students (Abonyi, 2022; Nonyem & Chimaa, 2020). This belief is often rooted in cultural norms that emphasize obedience and deference to elders, including teachers (Amadiume, 2016; Onyekwelu, 2024). Parents may feel that without some form of punishment, students might not take their education seriously or would exhibit disrespectful behavior (Okaforcha & Iloka, 2025; Osegbue, 2022).

Additionally, Obumse and Chinwe (2021) noted that many parents view teacher punishment as a reflection of the seriousness of education. In a country where educational attainment is closely linked to socio-economic mobility, parents may believe that discipline is essential for their children's success (Abonyi, 2020; Ogbogu, 2015). This view is reinforced by the idea that a disciplined student is more likely to excel academically and secure a better future.

Concerns About Excessive Punishment

While many parents support teacher punishment, there are growing concerns about the excessive use of such measures. Reports of abusive practices, particularly corporal punishment, have raised alarms among parents and advocacy groups (Nwabachili, Iloka & Ucheagwu-Okoye, 2022). Parents are increasingly aware of the potential psychological and emotional harm that excessive punishment can inflict on their children (Lemke, 2018). This awareness has led to calls for reform in disciplinary practices within schools, with many parents advocating for the adoption of more constructive and humane approaches to discipline (Enwezor & Chukwunonye, 2022; Obumse & Chinwe, 2021).

Some parents argue that punitive measures can lead to a negative school environment, characterized by fear and anxiety. Such an atmosphere may hinder students' willingness to participate actively in their education and can have lasting effects on their self-esteem (Ogunleye & Afolabi, 2017). Consequently, reported that some parents are beginning to question the traditional reliance on punitive measures and are advocating for alternatives that focus on restorative practices, which

seek to repair relationships and encourage accountability without resorting to punishment.

The Impact of Socio-Economic Factors

Socio-economic factors play a significant role in shaping parental perspectives on teacher punishment in Nigeria. In communities facing economic hardships, parents may prioritize discipline and academic success as pathways to a better life for their children. Limited resources and opportunities can lead parents to support punitive measures as a way to ensure that their children remain focused on their education (Woods, 2019). Parents in such contexts often believe that strict discipline is necessary to help their children overcome the challenges of their environment.

Conversely, parents from more affluent backgrounds may be more inclined to question the effectiveness of harsh punishment. These parents often have greater access to educational resources and may advocate for progressive approaches to discipline that focus on student well-being and holistic development (Adeyinka & Odigie, 2020). This divergence highlights the importance of considering socio-economic context when examining parental perspectives on teacher punishment.

Cultural Influences on Parental Views

Cultural norms and values significantly influence parental views on teacher punishment in Nigeria. Traditional beliefs about authority, respect for elders, and the role of education in society shape how parents perceive disciplinary actions in schools. For many, respect for teachers and school authorities is ingrained from a young age, leading to a perception that teacher punishment is justified and necessary (Amadiume, 2016).

However, cultural perspectives are evolving, particularly in urban areas where exposure to global ideas about education and child rights is increasing. Some parents are beginning to embrace alternative disciplinary approaches that emphasize understanding, guidance, and emotional support rather than punishment (Lemke, 2018). This shift reflects a growing recognition of the importance of nurturing children's social and emotional development alongside their academic achievements.

Therefore, Parental perspectives on teacher punishment in Nigeria are shaped by a range of factors, including cultural norms, socio-economic conditions, and concerns about the impacts of discipline on students. While many parents still support punishment as a means of instilling discipline and ensuring academic success, there is an increasing awareness of the potential harms associated with excessive punishment. As Nigerian society continues to evolve, it is crucial for schools and educators to engage with parents in meaningful conversations about discipline, exploring alternatives that foster a positive learning environment while respecting the rights and well-being of all students. The dialogue around teacher punishment must continue to develop, prioritizing students'

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

mental and emotional health alongside the principles of discipline and accountability.

Concerns About Fairness and Equity

Parents are increasingly aware of the nuanced dynamics of discipline in schools. Their primary concern often revolves around the perception of fairness and equity in the punishment process. Many parents worry that their children may be subject to discriminatory practices or disproportionate punishments, particularly for students from marginalized backgrounds (Losen et al., 2015). Such concerns necessitate transparency in principals' oversight of teacher punishment to build trust between families and schools.

Advocacy for Clear Policies

Parents frequently advocate for clear and consistent disciplinary policies that are communicated effectively to all stakeholders. They believe that transparency in these processes can help mitigate misunderstandings and conflicts. Studies have demonstrated that when schools establish and publicize clear guidelines regarding discipline, parents are more likely to support the school's disciplinary decisions (Epstein & Sheldon, 2016). Moreover, consistency in the application of these policies can promote a sense of justice among students and parents, crucial for fostering a positive school climate.

Emotional Well-Being of Students

In addition to concerns about fairness and clear policies, many parents express a keen interest in the emotional well-being of their children. Punishments perceived as harsh or inconsistent can lead to negative psychological effects, including anxiety and decreased motivation (Huang & Rios, 2019). Parents advocate for a holistic approach to discipline, emphasizing restorative practices that focus on behavioral correction and personal development rather than punitive measures.

Community Perspectives on Principals' Oversight

Support for Principals' Authority

The community often supports principals' authority in overseeing teacher punishment, recognizing the need for effective classroom management. Community members may feel that principals are better positioned to understand the context of disciplinary issues and can make informed decisions regarding appropriate consequences (Wang et al., 2014). However, this support is contingent upon the perception of principled leadership and ethical oversight by school administrators.

Calls for Accountability and Transparency

Despite general support, community stakeholders may call for increased accountability and transparency in the disciplinary processes within schools. Community members tend to advocate for open lines of communication between schools and families, as they believe informed parents can better support their children and the school's discipline efforts (Henderson & Mapp, 2002). When

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

community stakeholders are involved in discussions about discipline, schools are likely to experience an increase in support and understanding from parents and guardians.

Community Perspectives on Principals' Oversight in Nigerian Secondary Schools

The role of principals in secondary schools is critical as they serve as both educational leaders and managers of their respective institutions. In Nigeria, where the educational landscape is shaped by diverse cultural, social, and economic factors, the community's perspective on principals' oversight is crucial for understanding the dynamics of school governance and academic performance. This essay explores community perspectives on principals' oversight in Nigerian secondary schools, examining factors such as accountability, communication, and collaboration, and the implications for educational outcomes.

The Role of Principals in Secondary Schools

Principals in Nigerian secondary schools are tasked with various responsibilities, including academic leadership, staff management, discipline enforcement, and community engagement. They play a vital role in shaping the educational environment and ensuring that schools fulfill their mission to provide quality education (Dike, 2016). However, the effectiveness of principals is often judged by their ability to balance these responsibilities while addressing the expectations of various stakeholders, including teachers, students, and the broader community.

Accountability in School Leadership

One of the primary community perspectives on principals' oversight is the expectation of accountability. Communities often view principals as the primary figures responsible for the academic performance of students and the overall success of the school (Uwakwe & Anene, 2018). This expectation stems from the belief that school leaders should be responsible for creating a conducive learning environment, managing resources effectively, and ensuring that educational standards are met.

Community members often express dissatisfaction when principals fail to deliver on these expectations. For instance, when academic performance declines or disciplinary issues arise, community stakeholders may hold principals responsible and demand explanations and solutions (Ofoegbu, 2016). This sense of accountability promotes a culture of transparency and responsiveness, necessitating that, principals engage actively with the community to build trust and foster collaboration.

Communication and Engagement

Effective communication is another vital area in which community members assess principals' oversight. In many Nigerian communities, the relationship between schools and their surrounding environments is influenced by the extent to which

principals communicate with parents and other stakeholders (Eze, 2017). Communities today expect principals to provide regular updates on academic performance, school activities, and disciplinary issues.

Furthermore, parents and community members often seek opportunities for engagement in school decision-making processes. Schools that embrace open communication channels are likely to experience greater community support and involvement. For instance, when principals hold meetings with parents to discuss academic progress or solicit feedback on school policies, it fosters a sense of ownership and collective responsibility for students' educational success (Muda, 2020). However, communication gaps can lead to mistrust and dissatisfaction among community members, highlighting the need for principals to prioritize dialogue and engagement.

Collaboration with Community Stakeholders

Community perspectives on principals' oversight also emphasize the importance of collaboration with various stakeholders. In Nigeria's diverse cultural landscape, the involvement of community leaders, religious organizations, and local businesses can significantly impact school governance and resources (Adedokun & Osunde, 2019). Principals are increasingly expected to forge partnerships that enhance educational opportunities and address the unique challenges faced by schools.

For example, community collaboration can manifest through initiatives such as mentorship programs, school improvement projects, and extracurricular activities. Principals who actively seek partnerships with local organizations can access additional resources, expertise, and support for students, thereby improving educational outcomes (Banjoko, 2021). Conversely, principals who isolate themselves from the community may struggle to garner support and resources necessary for school improvement.

Cultural Considerations in Oversight

Cultural factors play a significant role in shaping community perspectives on principals' oversight. In many Nigerian societies, hierarchical structures and respect for authority influence how community members perceive school leadership. Principals are often viewed as authoritative figures, and their decisions may reflect cultural values that prioritize discipline and obedience (Ogunyomi, 2019). While this respect for authority can facilitate compliance with school policies, it can also lead to a lack of constructive feedback if community members feel intimidated or hesitant to voice their concerns.

Moreover, cultural differences in diverse communities may lead to varying expectations of principals' oversight. For example, in some regions, community members may prioritize academic excellence over emotional well-being, while others may emphasize holistic development and support for students' mental health (Odukoya et al.,

2020). Understanding and navigating these cultural nuances is essential for principals seeking to build positive relationships with their communities and effectively address their concerns.

Implications for Educational Outcomes

The perspectives of the community on principals' oversight have significant implications for educational outcomes in Nigerian secondary schools. When community members view principals as accountable, communicative, and collaborative, schools are likely to benefit from increased support, trust, and engagement. This collective investment in education can lead to improved academic performance, enhanced student well-being, and a stronger school culture (Gbandi & Akpa, 2020).

Conversely, a negative perception of principals' oversight can hinder educational progress. Lack of trust, ineffective communication, and insufficient community engagement can lead to disengagement from parents and stakeholders, negatively impacting student motivation and performance (Ofoegbu, 2016). The challenge for principals lies in cultivating positive relationships with their communities, understanding their concerns, and responding proactively to their needs.

Therefore, Community perspectives on principals' oversight in Nigerian secondary schools reflect a complex interplay of accountability, communication, collaboration, and cultural influences. The effectiveness of school leadership is ultimately tied to the extent to which principals can engage with their communities and address their expectations and concerns. By fostering open dialogue, building collaborative partnerships, and embracing a responsive leadership style, principals can create a supportive educational environment that enhances student success. As educational stakeholders continue to navigate the evolving challenges within Nigeria's schooling system, recognizing and valuing community perspectives will be essential for driving meaningful improvements in education.

The Role of Cultural Competence

Cultural competence becomes crucial in discussions on teacher punishment, particularly in diverse communities. Community perspectives often emphasize the need for principals and educators to recognize the cultural differences that may influence student behavior and perceptions of punishment (Banks, 2016). Many community members advocate for training programs focused on cultural competency to ensure that disciplinary measures are not only effective but also respectful and appropriate for all students.

Legal Implications of Teacher Punishment Oversight

Compliance with Federal and State Laws

Principals' oversight of teacher punishment is subject to various federal and state laws designed to protect students' rights. Key

legislation, such as the Individuals with Disabilities Education Act (IDEA) and Title IX, outlines specific requirements for disciplinary practices to ensure that punishments do not disproportionately impact students based on race, disability, or gender (U.S. Department of Education, 2020). Non-compliance with these requirements can lead to severe legal ramifications for schools and districts, including lawsuits and loss of funding.

Implications of Due Process

Due process is a fundamental principle in educational law that protects students from arbitrary punishment. Students have the right to fair procedures when facing disciplinary actions, and schools must ensure that these rights are upheld (Dougherty, 2018). Principals play a critical role in overseeing that teachers adhere to due process requirements, which involve providing students with notice of charges, an opportunity to present their case, and a timely decision regarding punishment.

Liability Issues for Educators and Administrators

The legal landscape surrounding teacher punishment also raises concerns about liability for both educators and administrators. When teacher punishment leads to claims of abuse or violation of rights, both teachers and principals may face legal consequences (Rudd, 2019). Principals must ensure that their oversight of teacher discipline includes adherence to best practices and legal standards, reducing the risk of liability for all involved.

Legal Implications of Teacher Punishment Oversight in Nigeria

In Nigeria, the landscape of education is fraught with challenges, particularly concerning discipline and punishment in schools. Teacher punishment, which refers to the measures employed by educators to manage student behavior, is integral to maintaining order in the classroom. However, the legal implications surrounding teacher punishment oversight are significant and necessitate careful consideration to protect students' rights while ensuring effective educational management. This essay examines the legal framework governing teacher punishment in Nigeria, focusing on statutory regulations, due process rights, liability issues, and the implications for educators and administrators.

Understanding Teacher Punishment in Nigeria

Teacher punishment in Nigeria encompasses a range of disciplinary measures, including verbal reprimands, detention, suspension, and, in extreme cases, corporal punishment. Historically, physical punishment has been widely accepted in Nigerian schools, stemming from traditional beliefs about discipline and authority (Ogunyemi, 2019). However, with the increasing recognition of children's rights and the potential adverse effects of harsh disciplinary methods, there is a pressing need to reassess the

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

appropriateness of such practices within the educational framework.

Forms of Teacher Punishment

Common forms of punishment employed by teachers in Nigeria include:

1. **Verbal reprimands:** Used for minor infractions, these serve as immediate corrective measures.
2. **Detention:** Students may be required to spend additional time at school to complete assignments or reflect on their behavior.
3. **Suspension:** More severe infractions can lead to short- or long-term suspension from school.
4. **Corporal punishment:** Although still practiced in some schools, it has come under heavy scrutiny due to its potential for physical and psychological harm (Ogunleye & Akinsola, 2021).

Despite the traditional reliance on corporal punishment, a growing body of research advocates for alternative disciplinary approaches that emphasize positive behavior reinforcement and restorative practices (Ogbogu, 2021).

Legal Framework Governing Teacher Punishment

Nigerian Child Rights Act and Other Legislation

The legal landscape surrounding teacher punishment is primarily shaped by the **Nigeria Child Rights Act (2003)**, which aligns with international treaties such as the **United Nations Convention on the Rights of the Child**. This act aims to protect children's rights and promote their well-being, mandating that all forms of punishment, especially those that are humiliating or degrading, should be abolished (Federal Republic of Nigeria, 2003).

Additionally, the **National Policy on Education** provides guidelines for ethical conduct in schools, emphasizing the importance of positive discipline approaches that promote respect and empathy (Federal Ministry of Education, 2019). These legal instruments are vital in framing the discourse on teacher punishment and establishing standards for acceptable disciplinary practices in Nigerian schools.

State Regulations

In addition to national legislation, various state governments in Nigeria have enacted their laws to regulate corporal punishment and teacher discipline in schools. For example, some states have banned corporal punishment altogether, reflecting a shift towards more progressive disciplinary measures. Nevertheless, enforcement and adherence to these regulations can vary significantly across different regions, highlighting the challenges of implementing a cohesive national approach to school discipline (Adamu & Akintunde, 2020).

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Due Process in Teacher Punishment

Importance of Due Process

Due process refers to the legal requirement that an individual must be afforded fair procedures before being subjected to disciplinary action. In the context of Nigerian schools, this principle applies to students facing punishment, especially in cases involving suspensions or expulsions. Educators must adhere to specific protocols to ensure students' rights are protected during disciplinary proceedings (Ogunleye & Adebayo, 2021).

Procedural Safeguards for Students

Due process safeguards for students facing disciplinary measures typically include:

1. **Notification of Charges:** Students must be informed of the specific allegations against them before any punishment is imposed. This ensures that they have the opportunity to understand the nature of the infraction and prepare a defense.
2. **Opportunity to Respond:** Students should be given the chance to present their side of the story before a decision regarding punishment is made. This may involve a disciplinary hearing where evidence can be presented, and witnesses called.
3. **Right to Appeal:** Students should have the right to appeal punitive decisions that they believe to be unjust, allowing for further review by school authorities (Dougherty, 2018).

The failure to adhere to these due process principles can expose schools and educators to legal challenges, particularly if students claim that their rights have been violated.

Liability Issues in Teacher Punishment

Educator and Institutional Liability

The legal implications of teacher punishment oversight extend to potential liability for both educators and educational institutions. Teachers who administer punishment, particularly corporal punishment, can face legal repercussions if their actions are deemed excessive or abusive. Cases of physical harm or psychological trauma resulting from harsh disciplinary practices may lead to lawsuits against individual teachers (Rudd, 2019).

The perspectives of parents and community members on principals' oversight of teacher punishment are multifaceted and highlight the need for fairness, transparent policies, and consideration of students' emotional well-being. Additionally, legal implications play a crucial role in shaping the practices surrounding teacher punishment in secondary education. Principals must navigate these complex dynamics skillfully, ensuring that disciplinary practices are equitable, culturally competent, and compliant with legal standards. By fostering open communication and collaboration among stakeholders, schools can create environments that support students while upholding the integrity of disciplinary processes.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Summary

1. **Overview of Teacher Punishment**: The paper begins by discussing the different forms of teacher punishment, emphasizing the need for schools to maintain discipline while adhering to legal and ethical standards.
2. **Parental Perspectives**:
    - **Concerns About Fairness**: Many parents express concerns regarding the fairness and equity of disciplinary practices, particularly in relation to marginalized students.
    - **Advocacy for Clear Policies**: Parents advocate for transparent disciplinary policies that are consistently applied, which helps to build trust between the school and families.
    - **Emphasis on Emotional Well-Being**: Parents also focus on the emotional implications of punishments, promoting restorative practices that prioritize student well-being alongside discipline.
3. **Community Perspectives**:
    - **Support for Principals' Authority**: Generally, communities uphold the necessity for principals to oversee disciplinary measures effectively, recognizing their role in maintaining order.
    - **Calls for Accountability and Transparency**: Community members also seek increased accountability from school leaders, advocating for open communication between the school and the community regarding disciplinary actions.
    - **Importance of Cultural Competence**: Highlighting the need for cultural awareness, community perspectives stress that disciplinary practices should respect the diverse backgrounds of students.
4. **Legal Implications**: The paper discusses how various federal and state laws set boundaries for teacher punishment, ensuring students' rights are protected. These laws include due process requirements, emphasizing fairness and transparency in how schools administer discipline.
5. **Conclusion**: The essay concludes that understanding parental and community perspectives on principals' oversight of teacher punishment is essential for fostering a supportive educational environment. It highlights the importance of balance between effective discipline and legal compliance to promote student well-being. Overall, the paper emphasizes the critical nature of

collaboration among parents, communities, and school leaders in shaping equitable and just disciplinary practices within schools.

REFERENCES

Abonyi, A. U. (2022). Organ Harvesting: A Critical Review of Nigerian Law and Lessons from International Instruments. *IJOCLLEP*, *4*, 45.

Abonyi, A. U. (2022). Sustaining a Claim or Counterclaim for a Declaration of Title to Land: A Review of David Nwankwo Egemonye v Peter Obichukwu Egemonye. *IRLJ*, *4*, 160.

Abonyi, A. U. (2022). The Constitutionality of RUGA as a Land Policy in Nigeria. *AJLHR*, *6*, 52.

Abonyi, A. U. (2023). The Protection of Prisoners of War under International Humanitarian Law. *LASJURE*, *4*, 115.

Adedokun, A. A., & Osunde, A. O. (2019). Community participation in school governance: A study of selected secondary schools in Nigeria. *International Journal of Educational Administration and Policy Studies*, 11(1), 1-9. https://doi.org/10.5897/IJEAPS2018.0544

Adeyinka, A., & Odigie, U. (2020). Parents' perspectives on discipline practices in schools: A case study of selected urban schools in Nigeria. *International Journal of Educational Management*, 34(5), 897-911. https://doi.org/10.1108/IJEM-02-2019-0071

Adinna, I. P., & Onyekwelu, R. A. (2021). Evaluation Of Supervision Related Challenges on The Implementation of National Policy on Secondary Education in Anambra State Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS);* 5(2), pg.272 – 281

Amadiume, I. (2016). *Educational discipline and Nigerian cultural values: A critical analysis*. *African Journal of Qualitative Education*, 8(1), 1-8. https://doi.org/10.18697/ajqe.8.1.1

Anushiem, M.I. & Anushiem, U.M.J. (2023). Leave to Sue a Company in Liquidation Under section 580 of Companies and Allied Matters Act 2020: Imperative for Legislative Intervention. *Frontline Bar Journal (FBJ); 1(2),* available in google scholar at http:// www. nigerianjournalsonline.com.

Anushiem, U. M. (2025). Education Law in Nigeria: Imperative for Fundamental Rights Provision. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Anushiem, U. M. (2023). The intervention of finance act on taxation of non-resident companies in Nigeria: An

appraisal. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*, *4*(1).

Anushiem, M. U. (2019). The Constitutionality of The Exclusive Jurisdiction of The Investments and Securities Tribunal (IST). *African Journal of Constitutional and Administrative Law*, *1*, 64-77 available in google scholar at http:// www.journals.ezenwaohaetorc.org

Anushiem, U.M.J. (2022). Intervention of Finance Act (2019) as Amended on Taxation of Dividends in Nigeria: A Legal Appraisal' *Nnamdi Azikiwe University, Journal of Commercial and Property Law*, 9 (1); available in google scholar at http:// www.journals.unizik.edu.ng

Anushiem, U.M.J. (2022). The Intervention of Finance Act on Taxation of Non-Resident Companies in Nigeria: An Appraisal', *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law (COOUJPPL)* 4 (1).

Anushiem, U.M.J. (2023). Appraisal of the Prospects for Taxation of Digital Economy in Nigeria', *Unizik Law Journal*, 19 (2), available on online on journals.ezenwaohaetorc.org.

Banjoko, S. O. (2021). School-community partnerships: A pathway to enhancing educational outcomes in Nigeria. *Journal of Educational and Social Research*, 11(5), 45-56. https://doi.org/10.36941/jesr-2021-0086

Banks, J. A. (2016). *Cultural responsiveness and educational equity*. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 3-24). Wiley.

Dike, V. E. (2016). The role of educational leadership and management in school improvement: Perspectives from Nigeria. *International Journal of Educational Management*, 30(6), 937-949. https://doi.org/10.1108/IJEM-11-2015-0112

Dougherty, M. (2018). The ABCs of due process in education: A guide for administrators. *Educational Law Journal*, 45(1), 21-34.

Ekwesianya, A. A. (2022). Principals' school-Community Relationship Management Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *6*(1), 191-200.

Ekwesianya, A. A. (2025). Towards Effective Integration of Artificial Intelligence in Teaching Profession in Nigeria: Issues and The Way Forward. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Ekwesianya, A. A., Okaforcha, C., & Okeke, N. I. (2020). Principals' Capacity-Building Needs for Conflict Resolution in Secondary Schools in Anambra State. *International Journal*

of Innovative Science and Research Technology; 6 (5); 513-516.

Emmer, E. T., & Evertson, C. M. (2013). *Classroom management for middle and high school teachers* (10th ed.). Pearson.

Enwezor, C. H. (2021). Relationship Between Principals' human Resource Management Practices and Teachers' job Satisfaction in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *2*, 137-150.

Enwezor, C. H., & Chukwunonye, M. N. (2021). Principals' application of Code of Ethics in The Management of Examination Malpractice in Secondary Schools in Anambra State. *COOU Journal of Educational Research*, *6*(2).

Enwezor, C. H., & Obi, E. (2022). Academic Staff Work Environment and Work Orientation as Correlates of their Job Satisfaction in Colleges of Education in South East, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, *11*, 81-93.

Enwezor, C. H., & Obi, E. (2022). Work Environment and Orientation of Male and Female Academic Staff as Correlates of Their Job Satisfaction in Colleges of Education in South East, Nigeria. *UNIZIK Journal of Educational Research and Policy Studies*, *10*, 168-179.

Enwezor, H. C. (2021). Perceived Impact of School Climate on Academic Performance of Secondary School Students in Onitsha North Local Government Area, Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *4*, 117-136.

Enwezor, H. C., & Chukwunonye, N. M. (2022). Employability Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria. *The Pacific Journal of Science and Technology*, *23*(2), 66-73.

Epstein, J. L., & Sheldon, S. B. (2016). Present and accounted for: Improving student attendance through family and community involvement. *The American Educational Research Journal*, 53(3), 207-246.

Eze, S. (2017). Communicative competence in schools: The role of principals in fostering positive communication. *International Journal of Education Sciences*, 17(1-2), 49-58. https://doi.org/10.1080/09751122.2017.11890858

Ezeaku, S. N., & Okoye, A. C. (2025). Best Strategies for Ensuring a Good Organizational Climate in Secondary Schools in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Gbandi, S. J., & Akpa, S. A. (2020). Community involvement in secondary school administration: Impacts on educational outcomes in Nigeria. *African Journal of*

Educational Leadership and Management, 2(3), 73-94.

Gordon, L. (2017). Understanding discipline: The role of teacher behavior in student outcomes. *Journal of Educational Psychology*, 109(4), 499-510.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of family, school, and community connections on student achievement*. Southwest Educational Development Laboratory.

Huang, Y., & Rios, M. (2019). The impact of disciplinary practices on student motivation and well-being: A qualitative study. *Educational Research Review*, 25(3), 34-50.

Ibe, I. U. (2022). legal responses to tax evasion and avoidance in Nigeria. *Chukwuemeka odumegwu ojukwu University Journal of Private and Public Law*, *1*(1).

Iloka, P. C. (2025). Teaching Integrity: Strategies for Fostering Ethical Behavior in Students. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Examination Of the Legal Rights of Teachers: A Case Study of The Anambra State Legal Provisions. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Izuchukwu, V.C., K.A. Ugwaka, V. Arazu and C.U. Ezechi, 2023. Quality evaluation of commercial fish ponds in Uli, Anambra State and their health implications. *International Journal of Agricultural Research;* 18(2), 56-63.

Lemke, D. (2018). The role of parental engagement in educational practices: A case study of Nigeria. *Journal of African Education*, 15(3), 45-70. https://doi.org/10.1177/2332858418763098

Losen, D. J., Hodson, C., Keith, M., & Morrison, K. (2015). *Are we closing the school discipline gap?* The Center for Civil Rights Remedies.

Muda, J. (2020). Stakeholder engagement in school management: The role of communication and community involvement in Nigeria. *Journal of Education and Practice*, 11(30), 40-45. https://doi.org/10.7176/JEP/11-30-05

Nneka Anthonia Obumse & Uju P. Egenti (2021). Influence of mental health status on academic achievement of public secondary school students in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies.*

Nneka Anthonia Obumse, Uju P. Egenti (2021). Influence of psychosocial variables on campus adjustment of first-year students of Colleges of Education in Delta State, Nigeria. *Unizik Journal of Educational Research and Policy Studies.* Vol. 9. (2021).

Nwakoby, C. S., & Iloka, P. C. (2025). Examining Education Law of Torts in Public Secondary Schools in Anambra State. *UNIZIK Journal of*

Educational Laws and Leadership Studies, *1*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Regulatory Challenges in Implementing Digital Education in Anambra State for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwankwo, I. N. (2020). Assessment of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East states of Nigeria. *International Journal of Innovative Science and Research Technology; 5 (10)*, 398 - 404.

Nwankwo, I. N. (2022). Management practices for controlling fund wastages and misappropriation in secondary schools In Anambra State. *Unizik Journal of Educational Research and Policy Studies*, *14*(1), 177-190.

Nwankwo, I.N. (2022). Management Practices for Controlling Fund Wastages and Misappropriation in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS) 14 (1)*; 177-190.

Obumse, N. A. (2022). Influence of Parents Socio-Economic Factors on Psychosocial Adjustment Levels of Anglophone Adolescents Residents in Burkina-Faso, Francophone Speaking West Africa. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3) p.g. 147 – 161

Obumse, N. A. (2022). Relationship Between Family Levels of Expenditures and Socio-Cognitive Adjustment Levels of Adolescents in Anambra State Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, *4*(3). pg. 213 – 223

Obumse, N. A. P. (2022). Influence of Parenting Styles and Nurturance on the Psychosocial Development of Adolescents in Enugu State: Implication for Employability and Global Competitiveness in The New Normal. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3); p.g. 59–68

Obumse, N. A., & Chinwe, T. (2021). Sexual Violence Among Female Undergraduates in Anambra State: Prevalence, Patterns and Counselling Practices. *Journal of Educational Research & Development*, *4*(1).

Odukoya, A. O., Olaniyan, A. A., & Ogunbiyi, S. A. (2020). Cultural influences on the management of secondary education in Nigeria: An analysis of challenges and prospects. *Nigerian Journal of Educational Administration and Planning*, 20(1), 29-42.

Ofoegbu, F. O. (2016). Accountability and school leadership: Perspectives of secondary school principals in Nigeria. *Journal of Education and*

Practice, 7(21), 73-78. https://www.iiste.org/Journals/index.php/JEP/article/view/33438

Ogbogu, C. (2015). The dynamics of teacher punishment in Nigerian schools: Issues and concerns. *Nigerian Journal of Teacher Education and Teaching*, 3(1), 123-136. Retrieved from http://www.academicjournals.org/journal/NJTE/article-full-text-pdf/F1F7C6363345

Ogunleye, A., & Afolabi, J. (2017). The impact of corporal punishment on academic performance: A study of secondary schools in Nigeria. *Educational Studies*, 43(3), 323-339. https://doi.org/10.1080/03055698.2016.1210876

Ogunyomi, O. (2019). Cultural dimensions of school administration in Nigeria: Implications for effective leadership. *Journal of Educational Leadership in Action*, 6(1), 1-12.

Okaforcha, C. C. (2021). Relationship Between Principals' staff Personnel Practices and Teachers' job Commitment in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *4*(1), 191-198.

Okaforcha, C. C., & Iloka, C. P. (2025). Disciplinary Measures as Correlates of Students' misbehaviour in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Okaforcha, C. C., & Okeke, I. N. (2020). School Leadership as A Correlate of Teachers' job Satisfaction in Public Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *1*, 1-7.

Okaforcha, C. C., & Okeke, N. I. (2025). Towards Effective Safety Management in Secondary Schools in Nigeria. *Unizik Journal of Educational Research, Science and Vocational Studies*, *1*(1).

Okaforcha, C., & Okeke, N. I. (2019). Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *African Research Review*, *13*(2), 145-155.

Okechukwu, E. (2025). Legal Protections of Teachers for Sustainable Workforce. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okechukwu, E. (2025). Principals' Effective Communication Strategies for Improving Teachers' Job Performance in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies VOL.19 (2).*

Okechukwu, E. (2025). Teachers Rights and Responsibilities and Societal Expectations. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okeke, N. I. (2022). Principals' organizing Strategies for School Plant

Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *13*(1), 167-173.

Okeke, N. I., & Okaforcha, C. C. (2025). Towards Effective Management of University Education in Nigeria. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Attrition and strategies for teacher retention in secondary schools in Anambra State. *Global Journal of Education, Humanities and Management Sciences, 1(1), 148–156.*

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Principals' School Self-Assessment Practices for Secondary School Improvement in Awka Education Zone of Anambra State. *Global Journal of Education, Humanities and Management Sciences* (GOJEHMS); 1(1), pg.128 - 136

Okoye, A. C., & Ezeaku, S. N. (2025). Digitalization in Teaching and Learning and The Challenges Hampering Its Smooth Flow. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Onyekwelu, R. A. (2024). Enhancing the Quality of Secondary Education Through Professional Development of Teachers in Nigeria. *British Journal of Multidisciplinary and Advanced Studies*, *5*(1), 194-205.

Onyekwelu, R. A. (2024). Students' use of Search Engines as Correlate of Students Academic Performance in Senior Secondary Schools in Ogidi Education Zone. *Multi-Disciplinary Research and Development Journals Int'l*, *5*(1), 11-11.

Onyekwelu, R. A. (2024). Teachers' Professional Competencies as correlates of Student's Academic Achievement in Public Secondary Schools in Anambra State. AJSTME, Volume. 10 (3); 404-411; https://www.ajstme.com.ng

Onyekwelu, R. A., & Adinna, P. I. (2022). Influence Of Covid-19 On the Nigeria Secondary Education System: Effective Virtual Learning, The Way Forward (A Case Study of Anambra State). *Journal of Educational Research & Development*, *5*(2).

Osegbue, G. C. (2025). Early childhood education in Nigeria: challenges and prospects. *Unizik Journal of Educational Laws and Leadership Studies*, *2*(1).

Osegbue, G. C. (2025). Crisis intervention and response in educational institutions: developing and implementing plans in developing countries. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Osegbue, G.C. (2019). Perceived impact of effective educational planning on

education system for national cohesion and global competitiveness. *International Journal of Educational Practice (IISTE)*, 10(11), 108-117.

Osegbue, G.C. (2021). Principal' management of students' personnel services for attainment of educational goals in Anambra State. *Journal of Educational Research and Development, 4(1)*, 85-92.

Osegbue, G.C. (2022). Effectiveness of visual video tutoring on students' learning in coping with COVID 19 in the new normal. *International Journal of Educational Practice (IISTE),* 13(21) 110-122.

Osegbue, G.C., & Nnubia, J.N. (2020). Adequacy of strategic plan implementation in secondary schools' administration for sustainable educational development in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy, 4(1)*, 104-114.

Rudd, T. (2019). Teacher misconduct and liability: Understanding the legal landscape. *Law and Education Journal*, 57(2), 76-89.

U.S. Department of Education. (2020). *Office for civil rights: Title IX and sex discrimination*. Retrieved from http://www.ed.gov/ocr

Ucheagwu-Okoye, O. M. (2025). The Role of Artificial Intelligence (AI) in Student Assessment and Evaluation in Educational Leadership in Tertiary Institutions in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ugwaka, K. A. (2025). Availability, accessibility and utilization of e-learning resources in teaching agricultural science in senior secondary schools in Anambra state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Ugwaka, K. A. (2025). Integrating digital agriculture into the undergraduate agricultural education programmes in Nigerian universities for vocational development. *Unizik Journal of Educational Research, Science and Vocational Studies* 2 (1); 229-241.

Ugwaka, K.A. and Igbokwe S.O. (2020). Effect of ration level on the growth and development of clarias gariepinus. *International Journal of Agricultural Research and Food Production*, 5(3); 1-9.

Ugwaka, K.A. and Igbokwe, S.O. (2023). Effect of Phthalates from Plastic Culture Materials on the Growth and Survival of African Catfish. *International Journal of Agricultural Research; 18 (1): 36-44.*

Uwakwe, C. E., & Anene, O. (2018). Accountability in educational leadership: Perspectives from parents and teachers in Nigeria. *Nigerian Journal of Educational*

Research and Evaluation, 17(1), 15-30.

Wang, M. T., Brinkworth, M., & Eccles, J. S. (2014). Moderating role of parents and peers on the relationship between school and adolescent well-being. *Journal of Adolescent Health*, 54(6), 591-598.

Woods, G. (2019). Socio-economic influences on parental attitudes toward school discipline: Evidence from Nigeria. *Educational Review*, 71(5), 593-610. https://doi.org/10.1080/00131911.2018.1535567

Zehr, H. (2002). *The little book of restorative justice*. Good Books.