



Teachers' Culturally Responsive Learning Environment Practice, Classroom Management and Students' Discipline in Public Senior Secondary Schools in Lagos State, Nigeria

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Abstract. Culturally diverse classrooms require teachers to implement instructional practices that acknowledge students' cultural backgrounds and promote inclusive learning environments. This study investigated the relationship between teachers' culturally responsive learning environment practices, classroom management, and students' discipline in public senior secondary schools in Lagos State, Nigeria. A descriptive survey research design was adopted. The population comprised teachers and students in public senior secondary schools, with 1,800 questionnaires administered and 1,797 valid responses obtained, representing a 99.8% response rate. Data were collected using the Teachers' Culturally Responsive Learning Environment Practice and Classroom Management Questionnaire (TCRLEPCMQ) and the Students' Discipline Questionnaire (SDQ). The instruments were validated by experts, and their reliability was confirmed using Cronbach's Alpha. Data were analysed using descriptive statistics, Pearson Product-Moment Correlation, and regression analysis at the 0.05 significance level. The results indicated a significant moderate positive relationship between teachers' culturally responsive learning environment practices and classroom management ($r = .438, p < .05$). However, culturally responsive practices did not significantly influence students' discipline ($\beta = .027, p > .05$). The study concludes that while culturally responsive practices improve classroom organisation and teacher-student interactions, they may not independently determine students' disciplinary behaviour. It recommends integrating culturally responsive teaching with broader behavioural management strategies and strengthening teacher professional development in inclusive classroom practices.

Keywords: Culturally Responsive Teaching, Classroom Management, Students' Discipline, Learning Environment.

1. Introduction

Education systems across the world are increasingly confronted with the challenge of managing culturally diverse classrooms. In multicultural societies, students come from varied linguistic, ethnic, religious, and socio-economic backgrounds that shape their learning experiences and behavioural patterns. As a result, teachers must adopt pedagogical approaches that acknowledge and incorporate these diverse cultural experiences into teaching and classroom management practices. The concept of culturally responsive learning environment practices emphasises the recognition and integration of students' cultural backgrounds into teaching processes to enhance engagement and promote positive behaviour. According to Adeyemi (2018), culturally responsive teaching involves using cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective. Such practices promote inclusivity and strengthen students' sense of belonging within the school environment.

In many Nigerian public secondary schools, particularly in Lagos State, teachers encounter challenges related to students' discipline, including truancy, classroom disruption, insubordination, and bullying. These behaviours often disrupt teaching and learning activities and negatively influence academic outcomes. Scholars such as Owolabi and Olatoye (2020) argue that ineffective classroom management

practices frequently contribute to increased disciplinary problems among students.

Classroom management remains one of the most important competencies required of teachers. Effective classroom management involves the organisation of classroom resources, the establishment of behavioural expectations, and the implementation of instructional strategies that facilitate learning and maintain order (Obiakor & Oguejiofor, 2020).

Despite the increasing recognition of culturally responsive teaching practices globally, empirical evidence regarding their relationship with classroom management and students' discipline within Nigerian public secondary schools remains limited. This study, therefore, examines the relationship between teachers' culturally responsive learning environment practices, classroom management, and students' discipline in public senior secondary schools in Lagos State.

1.1 Statement of the Problem

Students' discipline has become a significant concern in many public secondary schools in Nigeria. Teachers frequently encounter behavioural challenges such as truancy, disruptive classroom behaviour, disobedience to school rules, and conflicts among students. These disciplinary problems often hinder effective teaching and learning processes.

In Lagos State, which is characterised by significant cultural diversity, the cultural mismatch between teachers' instructional approaches and students' cultural backgrounds may contribute to behavioural issues in classrooms. When students perceive classroom instruction as culturally irrelevant or unresponsive to their identities, they may become disengaged from the learning process, resulting in disruptive behaviours.

Although culturally responsive teaching has been widely advocated as a strategy for improving student engagement and behaviour, many Nigerian classrooms still rely on traditional teaching practices that may not adequately address cultural diversity. Furthermore, empirical studies examining the relationship between culturally responsive learning environment practices, classroom management, and students' discipline within Nigerian secondary schools remain scarce.

Consequently, there is a need to empirically examine how teachers' culturally responsive practices relate to classroom management and students' discipline in public senior secondary schools in Lagos State.

1.2 Research Hypotheses

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

H01: There is no significant relationship between teachers' culturally responsive learning environment practices and classroom management in public senior secondary schools in Lagos State.

H02: Teachers' culturally responsive learning environment practices have no significant influence on students' discipline in public senior secondary schools in Lagos State.

2. Literature Review

2.1 Culturally Responsive Learning Environment Practices

Culturally responsive learning environments refer to classroom settings where teaching practices recognise and incorporate students' cultural backgrounds into instructional activities. Adeyemi (2018) describes culturally responsive teaching as an approach that utilises cultural knowledge and experiences of students to improve learning outcomes. When teachers incorporate culturally relevant examples, acknowledge students' identities, and promote inclusive classroom interactions, students tend to demonstrate higher engagement and participation.

Similarly, Ladson-Billings (2021) emphasises that culturally responsive pedagogy promotes academic success while simultaneously fostering cultural competence and critical consciousness among learners. Teachers who adopt culturally responsive approaches establish stronger relationships with students and create supportive classroom environments.

A culturally responsive learning environment is essential in today's diverse classrooms. This concept emphasises the importance of recognising, respecting, and nurturing the varying cultural backgrounds of students. In essence, it seeks to enhance educational experiences by making them relevant to the lives and experiences of learners from different cultures. As schools become increasingly multicultural, understanding and implementing practices that support culturally responsive learning is of utmost importance.

According to Gay (2018), creating an inclusive and secure environment where students feel safe and accepted to express their identities is crucial to fostering a successful learning environment. Teachers

are aware of the cultural diversity of their students and tend not to potentially be culturally insensitive or put their students under unnecessary stress by challenging their prevailing cultural and educational ideas (Franco, 2009). According to the National Center for Culturally Responsive Educational Systems (NCCREST), “cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures”. Being culturally responsive entails actively incorporating cultural variations into interactions, procedures, and regulations while also acknowledging and appreciating them. It entails respecting other people's beliefs, values, and customs as well as remaining receptive to new ideas. To be culturally responsive, one must recognise, effectively incorporate, and respond to the entire range of diversity dimensions that each individual brings to encounters as well as the mix of cultural variables. Being culturally responsive entails valuing diversity, endeavouring to increase cultural awareness, and striving to establish workplaces and community areas that value variety (Hopf et al., 2021).

In a culturally responsive learning environment, teachers strive to know their students' cultural backgrounds, introduce diverse perspectives into the curriculum, use inclusive language, and adapt teaching methods to respect and validate students' experiences, all while managing the classroom with sensitivity to cultural nuances and promoting a positive, equitable space for all learners; key practices include actively listening to students, respecting their home languages, inculcating culturally relevant examples, and attending to potential biases in classroom interactions. A learning environment is a space where students feel safe and supported in their pursuit of knowledge and inspired by their surroundings. Aside from the physical space in a learning environment, teachers can provide a culturally responsive learning environment through the practices they employ in the way they teach and the atmosphere they create. Teachers can influence student learning by encouraging student engagement and providing positive and constructive feedback that supports exploration, community among peers, and cultural diversity. According to Seelet *et al.* (2017), “learning environments are intended to create learning opportunities responsive to the different learning categories established by Roth (1963, as cited in Seel, 2017) and Gagne's Nine Events of Instruction”. On the one hand, Roth found that acquiring different skills requires different approaches to learning and instruction.

Gagne established that “successful learning environments must have well-defined learning objectives to which teaching and student action are closely related.” With these two main concepts in mind, Seelet *et al.* (2017) propose that “learning environments are constructive and student-led.” “Teachers organise materials and activities that initiate and facilitate learning and reflection. Hence, learning environments require stimulating learners' motivation, developing self-directed learning in each student, and constructing social skills of cooperation and communication among learners” (Seel *et al.*, 2017). Employing culturally responsive learning environment practices helps increase students' focus, retention of information, and discipline. Culture is the characteristics and knowledge of a specific group of people, comprising language, religion, cuisine, social habits, music, and the arts (Pappas & McKelvie, 2021).

Culture represents a shared view of the world and shared values (Matthiesen-Jones, 2022). People from varied cultures attend classrooms with culturally based differences that influence their interaction. With the rising diverse student enrolments in public schools, there is an increasing need for teachers to refine the culturally responsive learning environment practices employed. A culturally responsive learning environment with well-structured practices directly contributes to improved student discipline, as a supportive and organised classroom setting fosters a sense of accountability, reduces distractions, and allows students to focus on learning, leading to better behaviour and overall academic performance. Due to the growing diverse student populations in schools, teachers must be well-equipped to create learning environments that are motivating, engaging, and inclusive. This can be done by acknowledging the ethnic diversity in the classroom and the important role each group plays in society, adding culturally relevant subject materials to their classrooms, and using the community they teach in as a backdrop to explain certain concepts.

Culturally responsive practices (CRP) is an asset-based approach aimed at supporting students' academic and social-emotional well-being at school. “This incorporates personal strengths, cultural knowledge, experiences, and home communication styles into daily classroom interactions” (Gay, 2018). Crucially, CRP is not limited to curriculum adoptions. According to CRP theory, teachers can improve the classroom experience for students by using their instructional content (what they teach) and practices (how they teach) to make learning experiences more interesting, which will increase students' access to

learning, their chances of achieving academic success, and their ability to be disciplined for better behaviour. The idea that students' cultural differences are assets that impact their learning is embraced by teachers' culturally responsive teaching methods.

2.2 Concept of Classroom Management

Effective classroom management is the cornerstone of a productive learning environment and is essential in determining students' behaviour, involvement, and academic performance. It creates an engaging atmosphere in the classroom, which is essential for successful teaching and learning (Onyali, 2020). Classroom management entails reducing disruptive behaviours from students, such as fighting and making noise, closely monitoring the classroom, and organising the learning resources.

Students typically respond differently to a diversified classroom environment, since the students come from a variety of cultural backgrounds. Marvi (2023). Incorporating all aspects of the classroom, from lesson delivery to the classroom environment, becomes crucial when classroom management is seen more broadly and comprehensively (Obiakor & Oguejiofor, 2020). Classroom management encompasses all of the activities teachers must carry out to encourage students' academic participation and cooperation to create a favourable learning environment.

By fostering an atmosphere that discourages disruptions and bad behaviour and encourages constructive student interactions, good classroom management can have a positive effect on students' discipline. According to Adedigba and Sulaiman (2020), effective classroom management can lessen extreme aggression and violence. Although discipline is crucial for learning, it may provide difficulties for teachers in culturally diverse groups. One of the most important components of successful teaching and learning is classroom management (Billingsley *et al.*, 2020). A key area of instruction that has a significant impact on student learning outcomes and teacher retention and attrition is classroom management. Its main purpose is proactive, with a focus on addressing students' social and academic needs as well as preventing disruptive behaviour (Egeberg & McConney, 2018). For instance, a study by Adams *et al.* (2022) found that teachers who successfully run their classrooms have stronger interactions with their students and superior affective and cognitive outcomes. For students' intellectual and behavioural development, classroom management—which encompasses both behavioural and instructional

management—is an essential educational competence (Ateh & Ryan, 2023).

Classroom management significantly reduces student misbehaviour by creating a structured learning environment with clear expectations, which helps to prevent disruptions and encourages positive behaviour among students. Depending on the complexity and severity of the behaviour, teachers who practice good classroom management employ a variety of tactics to promote proper behaviour and reduce inappropriate behaviour (Rusby *et al.*, 2011; Simonsen *et al.*, 2008). These tactics consist of making the most of structure, setting and enforcing expectations, involving students, and recognising and reacting to appropriate and inappropriate behaviour (Colvin *et al.*, 2009; Emmer & Stough, 2001; Garwood *et al.*, 2017; Moore, 2010). Although pedagogical approaches and classroom management practices are different, there is an intrinsic connection between academic education and classroom management. Reactive classroom management becomes less necessary as instructional quality rises because effective teaching practices promote classroom engagement and good student behaviour (Gay, 2006).

In addition to preventing behavioural disruptions, classroom management involves planning and directing interactive learning activities that are interesting, welcoming, and inclusive of a broad range of pupils (Gay, 2006). It is often acknowledged that reducing behavioural issues in the classroom requires good classroom management (Simonsen *et al.*, 2008). Classroom management is a prerequisite to effective teaching and learning (Poulou *et al.*, 2019). As one of the essential elements for tackling the educational issues of the secondary school classroom in the twenty-first century, it should thus receive the credit it merits.

2.3 Concept of Students' Discipline

An essential component of classroom management is discipline. Fostering a polite and organised learning environment entails laying forth precise expectations, rules, and sanctions. Teachers who foster discipline provide students with structure and boundaries, which aid in the development of self-control, accountability, and responsibility. Discipline is a key tool for creating a responsive learning environment. Discipline, according to Grossman (2020), is the process of setting clear guidelines and expectations and constantly enforcing them in a way that promotes learning, development, and progress. Globally, student indiscipline is a widespread issue. Exam malpractice, cultism, contempt for authority, absenteeism, and

hooliganism are among the growing student disciplinary problems in Nigerian schools (Ehiane, 2014). Twelve students from Lagos' Oduduwa Junior Secondary School were accused of gang membership and conspiracy in September 2017. Similarly, two people were detained in February 2019 in Lagos for enlisting elementary and secondary school pupils in a cult group (Lawal, 2019). Also, in December 2018, a violent demonstration at Community Grammar School in Olodo, Ibadan, claimed a life and caused substantial property damage (Ajayi, 2020).

Positive results linked to students feeling valued and understood demonstrate the connection between culturally responsive practices and students' discipline. Cultural differences between teachers and pupils might result in miscommunications and excessive disciplinary measures (Skiba et al., 2011). Teachers may unintentionally contribute to a cycle of exclusion and a rise in behavioural problems if they do not acknowledge and address these cultural differences. By defining explicit expectations and consequences that are in keeping with students' cultural norms, culturally responsive teachers encourage a proactive approach to discipline. For example, incorporating culturally appropriate material into classes can promote collaboration and a sense of community while minimising disturbances (Hernandez et al., 2017). Teachers enable students to contribute to the classroom culture, which fosters respect for one another and deters bad behaviour, by integrating students' cultural narratives into class discussions.

One of the main responsibilities of teachers is to minimise damage caused by students' misbehaviour and to foster a pleasant learning environment for effective learning to occur. Despite challenges and some effort, not all of the best teachers are also adept at disciplining their students; instead, they frequently prioritise academic success over the conduct of the individual students (Miller *et. al.* 2014) and according to expert research, mistreating students can have a detrimental effect on how they interact with peers, acquaintances, and other people (Holinger, 2014).

3. Theoretical Framework

This framework can guide educators in developing practices that effectively manage their classrooms while promoting student discipline.

3.1 Culturally Responsive Pedagogy (CRP)

The theory of Culturally Responsive Pedagogy (Gloria Ladson-Billings, 1990s) is an educational approach

that recognises the diverse backgrounds and experiences of learners and seeks to create inclusive and engaging learning environments that enhance engagement, motivation, and academic achievement. Culturally Responsive Pedagogy is culturally responsive; it involves recognising cultural backgrounds, building relationships, adapting instruction, and promoting critical consciousness to empower students. This approach emphasises the need for teachers to integrate students' cultural identities and viewpoints into the teaching and learning processes, going beyond "good teaching" (Ladson-Billings, 1995).

To make learning more relevant and interesting, this approach, which was created by Gloria Ladson-Billings in the 1990s, contends that teaching should be closely linked to the cultural surroundings of the students. Culturally responsive pedagogy seeks to recognise and utilise the cultural strengths of students to enhance their learning experiences. It is more than just an educational technique or set of practices; it is a carefully considered philosophy that underscores the interplay between culture and education. CRP as a philosophy enables teachers to adopt a better understanding of the backgrounds of their pupils, not just a collection of methods. It helps close the gap between experiences at home and school, creating a more welcoming classroom, and fostering an inclusive learning environment where all students feel valued and empowered (Milner & Latham, 2020)

In addition to including multicultural information into the curriculum, this method recognises the significance of teachers' beliefs, classroom management practices, and methods for encouraging students' discipline. Culturally responsive pedagogy emphasizes relationships and community building within the classroom. Culturally responsive classroom management practices encourage the implementation of explicit expectations that take into account the varied backgrounds of the students. Teachers who understand cultural differences in communication and behaviour, for instance, are better able to establish standards that their students will find acceptable. Establishing an atmosphere in the classroom where students feel comfortable sharing their ideas, queries, and experiences is essential. Teachers can foster this by promoting candid communication, group projects, and cooperative learning opportunities that let students benefit from each other's cultural perspectives. The ways that culturally responsive pedagogy affects classroom management are a significant component of this approach.

Culturally responsive classroom management practices acknowledge that some students, especially those from underrepresented groups, may not respond well to standard forms of discipline. Instead, teachers are urged to form bonds with students and create a classroom environment that is focused on the community. Simonsen et al. (2020) opine that using culturally responsive methods in behavioural interventions can result in better student outcomes. Understanding the cultural backgrounds of pupils and rewarding proper behaviour are two examples of these techniques. According to the research, teachers can establish more encouraging and productive learning environments by integrating students' cultural identities into their management techniques.

Teachers must incorporate culturally responsive pedagogy into their lesson plans as they work to create an inclusive environment. Talbert and Smith (2021) studied successful teaching methods that promote CRP. How to modify teaching strategies to take into account the varied cultural backgrounds of pupils is covered in their essay, "Integrating Culturally Responsive Strategies for Inclusive Learning Environments." In addition to improving students' academic achievement, the authors stress that integrating culturally relevant resources and viewpoints empowers students to take charge of their education. Positive engagement with the curriculum and peers is more likely to occur when students perceive that classroom norms represent their cultural heritage.

CRP inspires teachers to reconsider how they handle students' discipline. Teachers are encouraged to use restorative methods that foster communication and understanding rather than just using disciplinary measures. Gionet's (2020) study, "Culturally Responsive Discipline: Moving Beyond Punishment," claims that including restorative techniques into CRP enables students to communicate emotions and comprehend the consequences of actions. This method respects students' cultural backgrounds while fostering a sense of community and encouraging them to accept accountability for actions. According to Gionet's research, restorative techniques improve the classroom environment and make it more conducive to learning while lowering disciplinary events.

Additionally, teachers can foster a culturally responsive classroom that supports equitable disciplinary practices. "Equity and Discipline: Culturally Responsive Approaches to Student Behaviour," research by Pinder *et al.* (2021), assesses different disciplinary frameworks and their efficacy in diverse classrooms. The authors stress the importance

of understanding the cultural foundations of behaviour in determining students' discipline and exhort educators to employ culturally appropriate tactics when dealing with behavioural concerns. According to the study, teachers who adopt a culturally sensitive approach to students' discipline are better able to treat the underlying reasons of behavioural problems while upholding high standards for every student.

In conclusion, teachers' classroom management practices, student discipline, and overall learning environments are influenced by culturally responsive pedagogy. Research has demonstrated the need for incorporating students' cultural identities into management and instruction techniques to create more inclusive environments. Teachers may design classrooms that reduce disruptive behaviour and increase student involvement by cultivating connections based on mutual respect and understanding. A more equitable educational system where all students can succeed is made possible by teachers' continued use of culturally responsive teaching methods.

3.2 Empirical Studies

In the Nigerian educational system, several studies have examined classroom management practices and their implications for students' behaviour and academic performance. For instance, Owolabi and Olatoye (2025) conducted a study on classroom management strategies and students' discipline in secondary schools in southwestern Nigeria. Using a survey research design involving teachers and students, the study revealed that effective classroom management strategies significantly reduced disruptive behaviours among students. The findings further indicated that teachers who adopted supportive and participatory management styles created more conducive learning environments.

Similarly, a study by Adedigba and Sulaiman (2017) investigated the influence of teachers' classroom management styles on students' motivation and behavioural outcomes in Nigerian primary schools. The researchers used a correlational research design and found that supportive classroom management strategies positively influenced students' motivation, engagement, and classroom discipline.

Another Nigerian study by Onyali (2018) examined the relationship between classroom management and teaching effectiveness in public secondary schools. Using descriptive survey methods, the findings showed that effective classroom organisation, positive teacher–student relationships, and clear behavioural

expectations significantly improved classroom discipline and teaching effectiveness.

Furthermore, Olorunsola (2018) conducted a study on teachers' classroom management competence and students' academic performance in Ekiti State, Nigeria. The study employed a correlational research design and found that teachers who demonstrated effective classroom control strategies, clear communication, and culturally responsive interaction patterns had students with higher levels of discipline and academic achievement.

In addition, a study by Akinyemi examined the impact of teachers' classroom management practices on students' behaviour in secondary schools in Lagos State. Using a descriptive survey design, the study revealed that teachers who utilised positive reinforcement, collaborative learning strategies, and culturally inclusive teaching methods recorded fewer disciplinary cases among students.

More recently, Adeyemi (2018) investigated the relationship between school climate, classroom management practices, and students' academic performance in Nigerian secondary schools. The study adopted a correlational research design involving teachers and students across several schools. Findings indicated that a positive classroom climate, effective management strategies, and supportive teacher-student interactions significantly enhanced students' discipline and academic engagement.

Despite the growing number of studies on classroom management and students' discipline in African and Nigerian schools, most existing studies focus largely on general classroom management strategies without explicitly examining the role of culturally responsive learning environment practices in shaping students' behavioural outcomes. Furthermore, empirical investigations that explore the combined influence of culturally responsive learning environments and classroom management on students' discipline in public secondary schools in Lagos State remain limited.

Therefore, this study contributes to the existing literature by examining the relationship between teachers' culturally responsive learning environment

practices, classroom management strategies, and students' discipline in public senior secondary schools in Lagos State, Nigeria.

4. Research Methodology

The study adopted a descriptive survey research design. The population consisted of teachers and students in public senior secondary schools in Lagos State, Nigeria. A total of 1,800 questionnaires were administered, comprising 1,200 for teachers and 600 for students. Out of these, 1,797 questionnaires were returned, representing a 99.8% response rate.

Two instruments were used for data collection:

Teachers' Culturally Responsive Learning Environment Practice and Classroom Management Questionnaire (TCRLEPCMQ)

4.1 Students' Discipline Questionnaire (SDQ)

The instruments were validated by experts in educational management, while reliability was established through a pilot study using Cronbach's Alpha coefficient.

Data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics, including Pearson Product-Moment Correlation and regression analysis at the 0.05 level of significance.

5. Results

Hypotheses One:

This hypothesis states that "there is no significant relationship between teachers' culturally responsive learning environment practices and classroom management in public senior secondary schools in Lagos State, Nigeria". To test this hypothesis, data collected on teachers' culturally responsive learning environment practices and classroom management in public senior secondary schools in Lagos State, Nigeria, were subjected to Pearson's Product-Moment Correlation analysis. The results are presented in Table 1

Table 1: Relationship Between Teachers' Culturally Responsive Learning Environment Practices and Classroom Management in Public Senior Secondary Schools in Lagos State, Nigeria (N = 1,197)

Variable	1	2
1. Teachers' culturally responsive learning environment practices -		.438**
2. Classroom management	.438**	-

** $\rho < .05$ (two-tailed).

The results of the Pearson’s Product–Moment correlation test conducted to examine the relationship between teachers’ culturally responsive learning environment practices and classroom management in public senior secondary schools in Lagos State, Nigeria revealed a statistically significant, moderate positive correlation between the two variables, ($r_{(1195)} = .438, p < .05$). This indicates that higher levels of culturally responsive learning environment practice are associated with better classroom management in public senior secondary schools in Lagos State, Nigeria. Hence, the hypothesis which state that there is no significant relationship between teachers’ culturally responsive learning environment practice and classroom management in public senior secondary schools in Lagos State, Nigeria is hereby rejected. The implication of this is that teachers’ culturally responsive learning environment practice have something to do with their classroom management. Hence, teachers’ culturally responsive learning environment practice does influence classroom management in public senior secondary schools in Lagos State, Nigeria.

Hypotheses Two

This hypothesis states that “there is no significant influence of teachers’ culturally responsive learning environment practices on students’ discipline in public senior secondary schools in Lagos State, Nigeria”. To test this hypothesis, data collected on teachers’ culturally responsive learning environment practices and students’ discipline in public senior secondary schools in Lagos State, Nigeria, were subjected to Simple Linear Regression Analysis. The results are presented in Table 2.

Table 2: Simple Linear Regression Analysis of Teachers’ Culturally Responsive Learning Environment Practices Influencing Students’ Discipline in Public Senior Secondary Schools in Lagos State, Nigeria

Predictor	B	SE B	β	T	ρ
Constant	67.601	3.207	-	21.081	< .05
Teachers’ Culturally Responsive Learning Environment Practice	0.034	0.051	.027	0.657	.511

Note. Dependent Variable: Students’ discipline.

B = unstandardized coefficient; SE = standard error; β = standardised coefficient.

The results of the simple linear regression analysis conducted to examine the influence of teachers’ culturally responsive learning environment practices on student discipline in public senior secondary schools in Lagos State, Nigeria revealed that teachers’ culturally responsive learning environment practices did not significantly influence students’ discipline in public senior secondary schools in Lagos State, Nigeria ($\beta = .027, t_{(1195)} = 0.657, \rho = .511$). The unstandardized regression coefficient was $B = 0.034$ (SE = 0.051), indicating that for every one-unit increase in teachers’ culturally responsive learning environment practices, students’ discipline increased by 0.034 units; however, this relationship was not statistically significant. Thus, the hypothesis which state that there is no significant influence of teachers’ culturally responsive learning environment practices on students’ discipline in public senior secondary schools in Lagos State, Nigeria is hereby not rejected.

6. Discussion of Findings

The hypothesis one which states that there is no significant relationship between teachers’ culturally responsive learning environment practice and classroom management in public senior secondary schools in Lagos State, Nigeria is hereby rejected. The implication of this is that teachers’ culturally

responsive learning environment practice have something to do with their classroom management. Hence, teachers’ culturally responsive learning environment practice does influence classroom management in public senior secondary schools in Lagos State, Nigeria. The goal of the current research was to assess instructors’ classroom management and cultural sensitivity. In general, the results showed that instructors are very skilled at analyzing and assessing different cultures in order to determine how best to approach and interact with pupils. The information that has been produced indicates that the instructors are attempting to comprehend and adjust to the new culture that they are constantly coming into contact with in the classroom. This finding supports the research showing that teachers possess a high degree of cultural competency in regard to relationship building, behavioral flexibility, identity management, intercultural management, and messaging skills (Panuncillo, 2016). The outcome also supports the idea that a successful cross-cultural communicator should be able to comprehend their own culture and how it affects their conduct, in addition to being able to adjust to "new social conventions and behavior demands." Regarding this, another research confirmed that educators were receptive to other viewpoints and provided constructive interactions with others (Jantawej & Inada, 2011). The results, however, are in

contrast to a research that found that instructors experienced culture shock despite having received substantial training on how to manage a diverse classroom (Killick, 2008). This implies that the educators are sensitive enough to understand how they will intervene without upsetting the students from other cultures. Teachers have been used to the many cultures of their students as a result of their extended stay, which has exposed them to children from a variety of ethnic backgrounds.

The hypothesis two which states that there is no significant influence of teachers' culturally responsive learning environment practices on students' discipline in public senior secondary schools in Lagos State, Nigeria is hereby not rejected. In general, the instructors used non-punitive methods. Establishing and reiterating norms, urging students to take responsibility, and encouraging students to talk about behaviour, feelings, or troublesome circumstances are examples of non-punitive approaches, according to Eleftheria, Kafenia, and Andreou (2013). This finding is consistent with a research that found a weak correlation between instructors' classroom management in terms of discipline and cultural sensitivity. This suggests that students' discipline and classroom management are influenced by instructors' cultural sensitivity. The results also support the Diversity Pedagogy Theory, which served as the study's framework. It turns out that when instructors recognize the importance of culture in the classroom environment, they see student discipline and classroom management as more successful. Furthermore, this is supported by Ladson-Billing's (1995) Culturally Responsive Teaching, which takes into account the cultural background of their students while enforcing discipline.

7. Conclusion

This study examined the relationship between teachers' culturally responsive learning environment practices, classroom management, and students' discipline in public senior secondary schools in Lagos State.

The findings revealed that culturally responsive learning environment practices significantly relate to classroom management but do not significantly predict students' discipline. This suggests that while culturally responsive teaching improves classroom organisation and teacher-student relationships, students' discipline may be influenced by additional factors such as school policies, peer influence, and family background.

8. Recommendations

Based on the findings, the following recommendations were made:

- Education authorities should organise regular professional development programmes to equip teachers with culturally responsive teaching strategies that enhance classroom management.
- Schools should integrate culturally responsive teaching with comprehensive behaviour management frameworks to effectively address students' discipline.
- Teachers should strengthen positive teacher-student relationships to promote mutual respect and classroom order.
- Educational policymakers should incorporate culturally responsive pedagogy into teacher training programmes.

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