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Teachers' disciplinary approaches to students' discipline problems in Nigerian secondary schools

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This paper dealt with teachers' disciplinary approaches on students' indiscipline in Nigerian secondary schools. Disciplinary power of teachers' is proved by the very fact of its exercise; and it is an organic necessity in every society whose members it guides to their end by providing them with rules of action. Students discipline problem had so existed and disciplinary methods employed have changed over the years. This study therefore explored teachers' views about approaches to discipline problems in Nigerian schools such as corporal punishment, suspension and expulsion; and civil rights issue because the increasing wave of misconduct and its resultant effect has shown that discipline has become a major problem of educational management. Based on the premise that discipline approaches are conceptualized, the paper highlighted that students' discipline problems have grown into an epidemic in Nigerian secondary schools.

Key words: Teachers' disciplinary approaches, students' indiscipline, Nigerian schools.

INTRODUCTION

Students are priceless assets and most essential elements in education. It is absolutely necessary to direct students to exhibit acceptable attitude and behaviour within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational organisation.

Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert and Vornberg, 2002). Seifert and Vornberg further link discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist". In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall performance of that school. Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. But punishment, instead of curbing behaviour, can aggravate it (Dreikurs et al., 1998). In the words of McManus (1995): punishment

does not discourage misbehaviour but rather reinforces the pupils' view of adults as treacherous".

Students' indiscipline seems to be ubiquitous in the 21st century in Nigerian secondary schools. Child's discipline is a part of socialization. With recent increase in school enrolment, students discipline problems are bound to accentuate and cause more burdens on teachers and school administrators. Students' indiscipline has plagued schools leading to series of unrest. It is observed that students resort to unconstitutional measures in channeling their grievances; and it is not unusual that schools have been blamed for the awkward and uncivilized behaviour demonstrated by the students.

This situation has been a major concern to parents and those in the school community who suggest that disciplinary strategies be applied by teachers and that rapport be created between students and teachers as a systematic way to solving the problems.

In the school system, discipline is necessary for the effective management, if the goals of the schools are to be accomplished. It is an element of managerial tasks that involves the measurement and correction of the performance of the subordinates to make sure that the

objectives of the academic industry and plans desired to attain them are accomplished. Discipline in school organisation includes any rational approach used by teachers to overcome the problems of the school environment. To bring about effective discipline of students, the school formulates a set of rules to guide the conduct of students.

The power of teachers to discipline students in the school stems from the doctrine of teachers acting in *in loco parentis*, that is, on behalf of the parents with respect to the education of their children. The doctrine of *in loco parentis* had been based on the assumption that by sending their children to school parents agree to delegate to school officials the power or parental authority to control their children's conduct in a manner that will be of best interest to the child. This situation is changing because parents however, agree that when the concept originated, education was voluntary and personal, the parent voluntarily committed the child to the authority of a teacher who usually spent the entire day with the child either in classroom or school thereby, developing something akin to parent/child relationship with the pupil. Today, most teachers instruct children for only part of the day to have fewer opportunities to form class relationship in large classes and schools.

There are alleged cases of teachers being threatened by students in course of discharging their lawful duties. In some cases, the attacks have been violent. In the midst of these problems, there is a growing debate over the declining standard of education due to incessant students' unrest and the attendant blame on teachers. Whatever the case, it is obvious that the indiscipline in Nigerian secondary schools is a matter that should be of concern to every individual who has the interest of the youths at heart.

This paper therefore, points out that apart from imparting knowledge and facilitating student learning, teachers are expected to maintain security and order in their classrooms (Bogdan, 2004). Thus, the issue of student conduct is a factor in their job satisfaction and they can resign from the profession if students' misbehaviour is unbearable (McIntyre and Silva, 1992). Students' misconduct is not only a nuisance to teachers; but the whole society also gets concerned. In the light of the above, the paper will address teachers' disciplinary approaches such as imposition of corporal punishment, suspension and expulsion, and some civil right issues.

The concept of discipline in secondary schools

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process

of training and learning that fosters growth and development (Imaguzor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society.

The doctrine of school discipline according to Nolte (1980) and Barrell (1978) is based on the concept of "*in loco parentis*" which allows school authorities full responsibility for children's upbringing, the right of discipline and control. In effect, teachers have the right to punish students who contravene school laws.

Discipline refers to a systematic instruction given to a disciple, a student. To discipline means to instruct a person to follow a particular code of conduct. Usually, the phrase "to discipline" carries a negative connotation. This is because enforcement of order, that is, ensuring that instructions are carried out is often regulated through punishment. Consequently, in the field of child development, discipline refers to methods of modeling character and of teaching self control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure (Reyes, 2006).

School discipline refers to regulation of children and the maintenance of order ("*rules*") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. For this reason, the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules.

Preventing and resolving students' discipline problems in schools

In an effort to prevent and resolve students' discipline problems and ensure efficient functioning of schools, there has to be reasonable disciplinary policies and procedures. In addition, various disciplinary approach such as corporal punishment, suspension and expulsion, exclusion and civil rights issues.

Where order is lacking, the school system crumbles. The upright will be squeezed into the mold of the wicked, the school environment will be unsafe for the good and right hearted because of the activities of the bullies. Therefore, even if the teacher cannot turn the wayward to the path of rectitude, they should at least rescue the quiet and peaceable from the incorrigible. This is because if the teacher fails in this duty and harm is done to any child, which is direct consequence of the school teacher's lack of supervision, the school will be liable in tort (Imaguzor, 1997.)

In an effort to prevent and resolve student discipline

problems and ensure efficient functioning of the school, there has to be reasonable disciplinary policies and procedures. These policies and procedure are made more specific at individual school levels as rules and regulations. To be legally enforceable, school rules and regulations are to be reasonable, have educational purpose and be administratively feasible. The reasonableness of rules and regulations cannot be decided in the abstract except in the context of the application or fact of the situation. To judge the reasonableness of any rule and regulation, the following criteria should be applied to every proposed rule before being enforced by the school administrator. He should put into consideration things such as:

- (i) Is the proposed rule necessary for the orderly and effective operation of the school?
- (ii) Do the rules involve some suppression of freedom?

In Nigerian law, the human right principles which also apply to students as citizen of the country are prescribed in sections 30 - 42 of the 1979 constitution. Rules and regulations for legal enforcement must be tailored along these sections of the constitution. For in the infringement of the rights of the individuals, unless such practices are proved reasonable and justifiable in the eyes of the law, the individual may disagree and challenge disciplinary measure.

Due to the peculiar nature of the school, there are many areas a teacher has to conduct disciplinary matters. The rules and regulations are thus made to cover many grounds affecting the student, school attendance, use and uniform, personal appearance of the student, school attendance, use and misuse of school property, student-student relationship, student-teacher relationship, class regulations and test/examination.

A teacher involved in handling any of the above disciplinary matters must do it within the limit of the law. To do this, three guidelines are given. These are that:

- i) 'The teacher must adopt the appropriate code of conduct when dealing with the student.
- ii) The method adopted to ensure discipline, must be authorized by the Ministry of Education.
- iii) The action of the teacher must be protected by the vicarious liability, that is, he is working within the scope of his employment.

Punishment to students' discipline problems in schools

The administration of punishment cannot be ruled out in the control and discipline of students. The right and authority of a teacher to inflict punishment on students for offences, who breach school rules and regulations, is

enhanced by section 34, sub section (1) of the Constitution of the Federal Republic of Nigeria (1999) which specifies peoples' right to personal liberty; and instances in which a person who has not attained the age of eighteen may be deprived of his right to personal liberty specifically, for educative and welfare purposes. However, punishment must be reasonable and properly meted out to the student on account of the offence committed, it should be moderate and commensurate with the offence committed.

Although, it has been emphasized that school authorities have the right to punish students for breach of school regulations, the administration of punishment that entails physical chastisement needs to be done with caution. Corporal punishment must not be inflicted in such a way or with such force as may be considered sadistic, cruel or excessive.

Over the years, the infliction of corporal punishment on recalcitrant children has been an accepted method of promoting good behaviour and instilling notion of responsibility and decorum into the heads of mischievous students (Chianu, 2007). It is presumed that any parent who sends a child to school gives this authority to school officials. But the desirability and effectiveness of corporal punishment have been called to question in recent times. While some parents, teachers and school administrators favour the use of corporal punishment, others are strongly opposed to its use in schools. Peretomode (1992) made the following points in support of corporal punishment:

1. Some students only respond to corporal punishment.
2. Corporal punishment is effective because it makes students think twice before committing the same offence and;
3. The use of physical punishment can be a deterrent to other students who might violate a rule in the absence of such punishment.

On the other hand Peretomode (1992) also opposed corporal punishment based on the following reasons:

1. It is cruel and inhuman.
2. Unreasonable corporal punishment is too difficult to prove in court.
3. Corporal punishment holds considerable potential for child abuse.

The reasonableness of a punishment is judged by:

1. Whether the punishment is in accordance with school regulations and state or school board laws on corporal punishment.
2. Whether the punishment is in proportion to the offence.
3. The ability of the child to bear the punishment by considering the age, sex, physical mental and emotional status of the child.

Application of corporal punishment by teachers to students' indiscipline

A teacher has authority to corporally punish a pupil even when his parent objects to that type of punishment, unless the parent proffers convincing reason. A teacher's authority stems from any of the following: Parental delegation, necessity, preservation of discipline, government's duty, and public duty. In a State where corporal punishment is statutorily prohibited, a teacher's authority to inflict corporal punishment is at an end (Zindi, 1995). Where a parent is assured by a private school that corporal punishment would not be administered on his child, no teacher has authority to inflict corporal punishment. In recent times, the use of corporal punishment in schools is becoming highly controversial. Many parents no longer accept this form of punishment for their children. Since some teachers have been found to abuse this model the courts have taken more interest in looking into the degree and manner of punishing students physically.

In Nigeria, the suit between Fasasi Kukoyi vs. A. I. Ukhure - 1st defendant State Board of Education, Benin City - 2nd defendant. High Court Law Report, Benin City, 1977. A teacher injured a student leading to the loss of one sight in the process of administering corporal punishment. The teacher was charged for tort liability and negligence.

In secondary schools, the range of permissible punishment is at present very broad, ranging from expulsion, suspension and exclusion, to corporal punishment. Corporal punishment refers to any kind of bodily chastisement on a person by another. It is here taken to include bodily chastisement, and all forms of punishment which subjects the child to fatigue and perhaps to the derision of his schoolmates.

For ages the infliction of corporal punishment on recalcitrant children has been an accepted method of promoting good behaviour and instilling notions of responsibility and decorum into the mischievous heads of school children. It is presumed that any parent who sends a child to school gives authority to the teacher. In addition, the state has legitimate and substantial interest in maintaining order and discipline in school. Consequently, where a parent purports to withdraw the authority extended to teachers without justification, the teacher can fall back on the implied obligation imposed upon him as an agent of the State to exercise his discretion in deciding the methods to be used in accomplishing the legitimate and essential purpose of maintaining discipline in school.

If this be the nature of teachers; authority to chastise pupils, what is the effect on this authority of a government policy statement that withdraws it? It is settled law that a government policy directive does not have the force of law; it cannot reverse an existing common law or statutory

provision. If government intends to take away common law and statutory authority of teachers to inflict corporal punishment, it should do so explicitly in a statute.

It is possible, however, that the directive may, over a period of time, crystallize into a custom that in a particular area teachers have no authority to inflict corporal punishment. If that becomes the case and parents are aware of the custom, it would be a basis to assume that a parent has no reason to expect his child to be chastised by a schoolteacher. Thus having by implication withdrawn the delegated authority of a schoolteacher to inflict corporal punishment and the State itself having done so, teachers' authority would be eroded. This would be the case in Delta and Edo State where statute provides that "no form of corporal punishment whatsoever shall be administered by any teacher in any institution in the state.

Most schools have regulations which prescribe rules on who may inflict corporal punishment, the number of licks that may be administered, the need to keep a record of it in a register, and perhaps a requirement that the pupil's parent should be informed promptly.

For example regulation 3(1)(m) of the Schools and Institutions (Records) Regulations made under the Education Law of Oyo State provides as follows:

A corporal punishment book in which shall be entered by the headmaster or teacher authorized by the headmaster, the date of all such punishment awarded, the nature of the offence and punishment, the name of the teacher administering the punishment and the name of the pupil. Such corporal punishment shall be kept to the minimum and shall be administered only by the headmaster, or teacher authorized by the headmaster, such authorization is to be entered in the log book: provided that no female pupil shall receive corporal punishment from a male teacher.

Suspension and expulsion of students

A teacher may be suspended or expelled where he infracts a grievous school rule. The pupil should be given a hearing prior to suspension or expulsion. It is recommended that parents are invited to the disciplinary committee hearing if the sanction of expulsion is contemplated. There should be a right to appeal to a higher person or body. A principal or headmaster is at liberty to inform the entire students the reason for the suspension or expulsion if it will have a deterrent effect on them.

There is an increasing call for the reduction or elimination of corporal punishment as a form of punishment especially in private in schools. Since this call is not as a reduction in the grounds for punishment, there is a growing need to fashion alternative means of enforcing discipline in schools. Two alternatives are the title of this

chapter. A third alternative is exclusion. By exclusion we mean that a pupil who infracts school rules may be asked to have limited contact with other pupils in the school. He may be permitted to enter the school premises solely to write an internal or external examination while he remains barred from receiving lessons or participating in other school activities.

Without attempting an exhaustive list, the following can ground suspension or expulsion: truancy, tardiness, insubordination, disobedience to teacher, insulting a teacher, talking back, swearing at a teacher, hitting a teacher, cursing or calling other students bad names, fighting with another student, inattentiveness in class, going out of school premises without permission, smoking, use of drugs or alcohol, refusal to stay for detention, refusal to clean the grounds as ordered, failure to maintain silence, lack of civility, failure to adhere to time schedules, destruction of school property.

The provisions of section 15(5) of the Child Rights Act 2003 evinces that pregnancy is no ground for expulsion from school. The subsection states:

“A female child who becomes pregnant before completing her education shall be given the opportunity, after delivering, to continue with her education, on the basis of her individual ability.”

In Delta State of Nigeria, among the records to be kept by a school is a punishment book in which shall be entered by the head of the institution or any other teacher authorized by him the date of the punishment, the name of the pupil punished, the nature of the offence and the name of the teacher who administered the punishment.

Suspension and expulsion are too weighty to be left at the discretion and caprice of a school head or proprietor. Where the regulations are not adhered to or where they are contrary to the provisions of the Constitution, statute law or judicial pronouncements, the decisions and principles would want to challenge the punishment. Prior to suspension or expulsion, a pupil should be given a hearing.

Psychologist bases of teachers' influence on discipline problem of students

For a teacher to ensure proper discipline of his class, it is pertinent for him to know some of the powers he has and how best such powers could be effectively utilized. These include: the power of reward, coercive power, referent power, expert power and legitimate power.

Reward power

The reward power involves the ability or potential ability

to bestow some rewards upon the person whose behaviour the teacher is attempting to influence. While it is necessary for the teacher to bestow some rewards upon his students he should not make such rewards too frequent, otherwise the rewards would lose their value. While parents may offer their pupils material rewards like money and clothes, the teacher's reward should be symbolic and immaterial.

Coercive power

Although coercive power is similar to reward power, it is at the other end of the scale. By applying the coercive power, the teacher may withhold rewards or punish the student in some way for failing to perform in the desired manner.

Although the threat of punishment may have some significant impact on the student, the teacher should not forget its negative impact on the student. Naturally, a punishment serves the following purposes: reform of the offender, the correction of his conduct, and prevention of the repetition of behaviour that interferes with the welfare of others. Doubtful punishments such as detention after school, dismissal from class, corporal punishment, suspension and expulsion, should be avoided because of their negative and complicated nature. For instance, a teacher may unconsciously vent his aggression on the student and inflict corporal punishment without knowing when to stop.

The teacher should also avoid as much as possible such undesirable punishments as sarcasm, ridicule, nagging, scolding and satire. They are the teacher's destructive weapons of the tongue. Punishments which touch on personal dignities, such as pulling and twisting the student's hair, pulling the ears, slapping the jaws, shaking, kicking and rapping the head, should be discouraged. Derogatory and humiliating words such as dunce, fool, blockhead, coconut head and the like which generally touch on human dignity, should equally not be used. Avoid punishments that border on prolonged torture, threats and retribution.

Referent or charismatic power

Referent or charismatic power refers to the ability of the teacher to influence the behaviour of the student in an attempt to enable him identify with the teacher. This identification does not necessarily relate to influencing the behaviour of the individual for material rewards. It relates, rather, to the feeling of admiration that the student may have for the teacher. This feeling results in the student's attempt to emulate the teacher he or she admires and respects.

A teacher may be charismatic in one situation and not in

another, depending on the attributes a particular audience is looking for...A teacher who possesses charismatic power has a very powerful weapon in class management, for the children obey and follow the examples of the person they love and admire (Nakpodia 2007: 45).

Teachers who are fortunate enough to possess the referent or charismatic power may use it as a tool for influencing their students. Nevertheless, teachers without this quality must cultivate other bases of power.

Expert or sapiential power

This form of power is based on the assumption that the teacher has superior skill or knowledge. Students readily accept the authority of their teacher if he is "acknowledged to be a master of his subject and his art." Such a competent and versatile teacher radiates confidence; he is easily obeyed and admired. Assuming every other thing is equal, expert or sapiential power helps to contribute to effective classroom control through willful obedience of the pupils. The teacher's mastery of subject matter confers on him overwhelming power. His mastery of the subject, which is reflected in his daily preparation, is as necessary for discipline as it is for teaching.

Legitimate power

Legitimate power gives the teacher the ability to influence the behaviour of his students simply because of his position. The legitimate power, which places the teacher on a high pedestal in society years ago, may be diminishing in some cases today. This fact is caused by the low regard for teachers by the society and the educational advantage which some students enjoy because of the high socio-economic backgrounds of their parents. Being "the teacher" is no longer enough. Instead, what is important is that the teacher should be better equipped with further education to cope with the prevalent changes which are inevitable in the contemporary Nigerian education system. According to Udofot (1995:12), the power of legitimacy can also be extended to "....students giving a peer a special status after they have been elected to a position of influence or authority."

Teacher exclusion on disempowerment

Nigerian teachers insinuated that the reason for the exponential growth of cases of student misconduct is that school regulations are not founded on teachers' strategies for disciplining children. They claim that child discipline is an integral part of child socialization and that in Africa, particularly in Nigeria, it is not a lonesome work.

It is carried out by the whole community. Teachers lamented that they are excluded in matters of disciplining a learner. Therefore, they did not only feel disempowered but also helpless especially when they encounter discipline challenges in classrooms where the school head is not always nearby.

While the Ministry of Education perceives the school discipline regulations as an endeavour to promote and maintain order and safety in schools, teachers' point of view differs. According to these teachers, the corporal punishment, suspension and expulsion regulations are a scheme which strips off their rightful authority over students. They feel disempowered. They claim that these regulations contravene the cultural practices of child upbringing where every adult in a society was regarded as a parent and had the right to discipline any child as he/she sees it fit. Each and every teacher, as a parent, in-loco-parentis would have been given the privilege of moulding students' characters into that of desirable citizenry. This, they believe, would be a successful approach to students' discipline.

Because the school head, who is the only person designated to punish students cannot simultaneously be available at all times in all classrooms, teachers experience indiscipline at an alarming rate. They feel powerless. They assert that it is difficult to be a teacher these days. They complain that the Ministry of Education is not giving them enough support especially in cases of suspension and expulsion. As the saying goes, "if you can't exercise discipline in the school, you will teach nothing, and the students will learn nothing, of significance". Although only the school head is allowed to administer corporal punishment, most teachers ignore this regulation. Infact, teachers complain that they are rarely respected by parents and if it happens that they punish learners, their parents would come to reprimand them even in the presence of the students.

Teachers' experiences on the implementation of school discipline regulations

Teachers find the school discipline regulations practiced in Nigerian schools problematic (Nwideduh, 2003). Were they part of your sample? First, classroom control has become somehow cumbersome for teachers. This is because students are prone to misconduct for they know that teachers are not allowed to administer corporal punishment, and the one who is designated to do so can never be omnipresent. So they make hay whilst s/he is in the administration office knowing that the teacher is not authorized to administer corporal punishment.

It was clear that often times than not, "learning is being disturbed by such behaviour, because a lot of time is wasted on settling disputes". This, they claimed, has proven to disturb those students who are serious with

their work. Teachers' concern is genuine because they are accountable to the society at large. When much of their "teaching time [is taken by] trying to settle [problematic] cases", poor performance is inevitable.

Secondly, suspension and expulsion regulations cause some ambivalence in the school administration. When it comes to making decisions about a problem learner, the school head has to think twice in fear of embarrassment. The participants have experienced situations where the Permanent Secretary Chief Inspector of Education was pressured by social factors to revoke the school decision. Thus, one participant said, "Some parents are well connected; even if the school has a strong case against the student, that decision to expel the student can easily be overridden by the Permanent Secretary Chief Inspector of Education. Such students become a nuisance to teachers and boast to their colleagues about it, thus causing students to undermine the authority of teachers". Also, the length of time before the matter could be settled has a bearing in school. So three (150%) of the participants said: "The process of going through all the appropriate channels is too long to address the crisis. In the mean time, the situation gets worse and other students want to copy the behaviour. After waiting for a long time, the Permanent Secretary comes and overrules the verdict. Shame! Discredit! (Peretemode, 1992). I could see it in his face and I was feeling that their colleagues have been saved from expulsion.

Expulsion procedures make students believe that the school head teacher has no authority over them and so they sometimes mess up in front of him/her [school head] because they know he/she will keep talking without taking any action". As a result, because of the experiences they have been through, all the participants were of the opinion that implementing the suspension regulations "is just to scare the student because the recommendation could be reversed" by the Permanent Secretary Chief Inspector of Education.

The impact of students' indiscipline on teachers' jobs in schools

There are at least two effects of lack of discipline on teachers' jobs. The first one is that, teachers feel insecure. They claim that schools are no longer places of safety and order. They say unless "we go back to the roots of child socialization, teaching would become a dangerous vocation" because when it is time to go to class, you are thinking of your safety. Especially when it is the first class, you are not sure if everything will go according to your plan. I do suspect they [learners] carry guns and because of that, one needs to talk to them with some respect, not real respect as such, but out of fear" because students carry dangerous weapons, "teachers are not free to teach students". When a student

misbehaves, the teacher has difficulty of reprimanding the same. "What will I do if the student uses vulgar language at me? How will I react? What about if he/she has a knife?" These are the questions that teachers ask whenever they encounter a discipline problem in their respective classes. "Regulations for corporal punishment have made students difficult to deal with since they know their rights and will question it if a teacher administers corporal punishment" (Kayode, 1984).

The second effect of student indiscipline on teaching learning process is poor performance (Matsimoto, 2000). Because much time is spent on discipline cases, less time on teaching, and this means that the syllabus is not completed hence students' inadequate preparation for the examinations and learning. Below are excerpts expressing this sentiment: "School discipline has a great affect on school academic performance. The school infrastructure or any other resources/materials are damaged because of this negative behaviour. They end up messing the culture of school. Teaching becomes a problem and the overall performance goes well below the least expected. Indiscipline poses a problem since it leads to poor results. Usually undisciplined students perform badly academically".

CONCLUSION

This paper concludes that students discipline problems have grown into an epidemic in Nigerian schools and various disciplinary approaches are employed by teachers. If the discipline, which the society needs in order to produce an enabling school environment is lacking, there would be chaos and destruction. Little wonder, Oroka (1994:101) aptly observed that "Whatever values that are taught in schools could be negated by the larger society if the larger society has conflicting values". A disciplined mind is an asset to any society, and the school is part of the process for training the youth in order to produce a balanced and disciplined citizen. The adage that "the school is a silent teacher of morals" should be taken seriously.

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