

**MANAGING SCHOOL DISCIPLINE THROUGH
ALTERNATIVE TO CORPORAL PUNISHMENT IN
OGBOMOSO, NIGERIA**

by

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DEDICATION

This research work is dedicated to the Almighty God, the creator of the whole universe, the giver of wisdom.

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Unless the Lord builds a house, those who build labour in vain. I return all glory, honour and adoration to God Almighty who never disappoints nor let me down. He made it possible for me to start this PhD programme and complete it

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DECLARATION

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



Signature

30/04/2022

Date

LIST OF ABBREVIATIONS

ATCP	–	Alternative to corporal punishment
TESCOM	–	Teaching Service Commission
Unisa	–	University of South Africa
HoD	–	Head of Department
RJ	–	Restorative Justice

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ABSTRACT

The general aim of this study was to determine the extent that alternatives to corporal punishment can be used in the management of school discipline in secondary Schools in Ogbomosho, Oyo State, Nigeria. Methodologically, purposive sampling is also known as judgmental, selective or intentional sampling. Stratified random sampling was used to sample the selected secondary schools while purposive sampling was used to select the principals and teachers assigned by the principal to be in charge of the administration of corporal punishment in senior secondary schools in Ogbomosho, Oyo State, Nigeria. The research is qualitative in nature. Therefore, an open-ended interviews strategy was employed to collect the data. A thematic analysis method was used to analyse the data. The study reached a number of conclusions and made several recommendations. Conclusively, the study revealed that secondary school teachers in Ogbomosho, Oyo State, Nigeria disagree with the introduction of an alternative to corporal punishment to maintaining discipline in secondary schools in Oyo State Nigeria. Maintenance has been posing a serious problem, students are very difficult to control (uncontrollable); no more respect for the teachers. In the light of the findings of this study, the following recommendations were suggested: Government should provide an alternative to corporal punishment in schools after the pronouncement of the abolishment of corporal punishment in schools. Government should organise training workshops and seminars for the teachers and the school heads (principals) on the alternative to corporal punishment to arrest indiscipline in secondary schools.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

It is generally accepted that education is an essential tool that drives socio-economic development and growth as well as technological advancement in many countries of the world. As Locatelli (2019:149-170) argues, “education is a basic factor responsible for the change of the individual and society at large”. In addition, Ecclestone and Hayes, (2019) and Brookfield, (2018) both view education as “the systematic training of an individual to bring about positive change in his or her character and behaviour to become a fulfilled citizen”. For this study, it is believed that discipline is a basic and an integral part of a child’s socialisation. Darling-Hammond and Cook-Harvey, (2018) also note that education helps in socialising students to fit in the society and this is best achieved with good discipline. Education, as an important agent of socialisation, has a greater role to play in ensuring that discipline is instilled into students (Brundrett & Lungka, 2019: 462-474). In addition, education helps to develop knowledge, attitude and aptitude, skills, competencies, technical and vocational expertise, which will enable them to contribute positively to the socio-economic development of their countries (Chinedu & Mohamed, 2017: 617-623). Therefore, to achieve a viable, sustainable and meaningful advancement of any society or country, the youth must not only be preserved but also disciplined. A nation’s wealth and pride lie with the youth population, especially educated ones. The future of any country or nation, therefore, relies greatly upon its youth who in one way or the other constitute the potential human resources required for the progress and continuity of a society or country. For the children to be educated and attain what is expected of them, they must pass through the four walls of a classroom in an institution where teaching and learning are taking place, which is often referred to as a school.

For students to be educated and be useful in society, they need to be disciplined since discipline engenders norms, customs, beliefs, values, and conventions. All these are established right from school in their various communities and they should be applied to guide them in various aspects of their lives, most especially in the

aspect of internal and social interactions. Discipline, which affects administrators, instructors, and students, is one of the most serious challenges in school administration. This is critical because in any educational setting where there is disorder, disobedience, anarchy, or a lack of self-control among teachers, no genuine academic progress can be achieved Ezeugbor and Eboatu (2018: 1). Nakpodia (2010:144-151) describes “discipline as the way of life expected for each member of society to abide by in accordance with the laid down rules which violation attracts penalty or punishment”. Discipline is known to be a yardstick that reveals the success recorded in school; it is also known to be specific criteria to determine whether the teaching and learning are effective and successful or not, teaching and learning as well as subject of concern for the learner (teachers) of all categories in our various schools (primary, secondary, and tertiary) are also improved (Ehiane, 2014: 181–194). Discipline, in another word, may be seen as a crucial tool that determines students’ behaviours. These behaviours always reflect in students’ characters, attitudes, interactions, actions, and inactions Williams III, Mallant, & Svajda-Hardy, (2022). The basic administrative or managerial function is discipline in as much its goals are basically to:

- Instil, promote and develop socially acceptable behaviour as well as self-control or denial relating to values; this includes: trustworthiness, courteousness, politeness, justice, fair-mindedness, regarding many other people (Li, Bi, Willems, & Finkenauer 2021, Squelch 2006: 249; Oplatka & Atias 2007: 48).
- Lesson educator intervention's need over time, as a result, effective learning is enhanced (Oplatka & Atias 2007: 48).
- Improve the well-being and quality of life of the students as well as teachers in the school. This is done through the establishment of a positive school climate and orderly and safe learning and teaching environment (Darling-Hammond, & Cook-Harvey 2018 and Squelch 2006: 249; Oplatka & Atias 2007: 48).

The term “Discipline” is a wide concept. However, this study focuses on the type of discipline that is practiced in schools to check students' excesses, prevents them from falling off the track, maintains acceptable behaviours and sees to the achievement of success in their academic pursuit. The type of discipline that is practised in schools is, therefore, simply referred to as school discipline. Schools at

various levels view discipline as a logical and systematic directive or order planned to prepare or train an individual to be relevant in all aspects of life. School discipline can also be viewed as the arrangement of standards, penalties, a behavioural technique that is suitable for the maintenance of order, and regulation of learners' act in schools Dogbe, Segbefia, & Agbogli, (2022). It is likewise alluded to as precise guidance given to a student to empower him or her to pursue a specific code of behaviour (Rahimi & Karkami, 2015: 57-82).

Literature reveals that some of the learners, especially in secondary schools have gone out of hand; they are uncontrollable, unpredictable, and very difficult to deal with in many secondary schools in Nigeria (Ali, Dada, Isiaka, & Salmon, 2014:254-287; Moyo, Khewu, & Bayaga, 2014:1-14; Omote Thinguri, & Moenga, 2015:1-10; Rahimi & Karkami, 2015: 57- 82). Some of these acts of indiscipline include ignoring the lessons and other school activities, watching and rehearsing sex entertainment (pornography), lying, violence, fraudulence, going against the instruction given by the teachers and the school authority, rape, consumption of alcohol, physical confrontation of teachers in the schools, destruction of school properties, coming to school at will, cultism, using of hard drug, hooliganism, robbery and unlawful protest to mention but a few (Ehiane, 2014: 181–194).

All the indiscipline acts mentioned above contradict the rules and regulations set up by most school authorities. All these kinds of irrational behaviours of the students have now resulted in the adoption of corporal punishment in secondary schools in Nigeria with the expectation of curbing and preventing the acts among the students.

Corporal punishment is defined as “The use of physical force intended to cause pain, but not injury, to correct or control a child’s behaviour” (Durrant, Stewart-Tufescu, & Afifi, (2020). Corporal punishment in Nigerian schools is viewed as a kind of punishment officially inflicted on students in the school by the school authority for going against or breaking the laws, that is, the rules and regulations guiding the school and for other forms of misbehaviour embarked upon by the students (Ibrahim & Ojomo, 2021; Alhassan, 2013). Corporal punishment is deliberately imposed on the learners (students) by the school administrator. This kind of punishment gives

the learners the physical and emotional discomfort or pain to curb their unruly behaviours in the school. This may involve hitting the student found with the act of indiscipline with the cane across his or her buttock or palm, being tasked with uprooting trees, digging holes, moulding of clay blocks, and cutting of the grasses (Nakpodia, 2012). The study of Ajibola, Lukman and Ali, and Hamadi (2014) also revealed that when corporal punishment is used, it means the students are punished with a stick, rod, cane, strap or paddle whenever they misbehave or act contrary to the instruction of the teacher and the authority.

Corporal punishment in Nigerian schools has been considered as the major instrument that can correct students' ugly behaviour as well as a means of maintaining peace, orderliness and discipline in the school throughout the history of education. Nakpodia, (2011) asserts that an acceptable strategy to correct and promote good behaviour of an unruly student in the country (Nigeria) over the years is corporal punishment; it is equally the tool for imparting to the student how to be well behaved and responsible in the school and the society at large (Nakpodia, 2011).

1.2 STATEMENT OF THE PROBLEM

The issue of school corporal punishment was not well spelled and elaborated in the Federal Republic of Nigeria's Constitution. hence, it has been difficult to conclude on a generally accepted measure to instil discipline in Nigerian schools. Nigeria consists of different tribes, languages, culture, and religion. The method to be used to instil discipline in the students in various levels varies from one state to the other. Customary/native law, English common law, and Islamic law all form the legal system in Nigeria. Criminal laws, which dated to the era before independence in 1960, are still in use in the southern states while criminal laws which were ratified during the settlement of 1960 in conjunction with the Shari'a laws were still in use in the northern states.

As good as corporal punishment is, it does more harm than good, and its administration in Nigeria has caused serious problems in schools. Chianu (2000) reports that two students lost their lives, while one lost his sight through corporal punishment in Nigeria. It is observed that some teachers, especially young teachers

are not careful and patient enough; they are not tolerant. These teachers are just too harsh to the learners over slight provocation. Moreover, they get annoyed and frustrated easily on any unwelcome behaviour of the learners. As a result, they beat the learners in annoyance with any kind of object within their reach, such as belt, wire, cane of different sizes, wooden ruler, etc. whenever the students are hurt or provoked them. Many of the learners in schools have been inflicted with severe injuries of different kinds on their bodies through the administration of corporal punishment. This disciplinary or corrective measure has caused some of the learners to have some marks in their bodies that they will live with for the rest of their lives (Nakpodia, 2011). In Nigeria schools, the negative effects of school corporal punishment are so numerous, as a result of the fear, the corporal punishment has created in some of the students. Some of them that suppose attain the highest level academically have abandoned their studies right from secondary school. It is always not commensurate to students' offence. It causes depression, fear and anger. It serves as torture to students as against being a corrective measure. Administration of corporal punishment also causes withdrawal of the learners from school events. It makes learners learn in fear; it reduces school achievement. At times, it results in a physical confrontation between the teacher and the learners. It has caused the teachers to lose their dignity and the respect the students have for them. It causes learners to abide by rules and regulations of the school under duress; it causes learners to disobey directives of teachers; it inflicts pain on the learners, its usage harms students' learning time (Nakpodia, 2012).

On other hand, the lives, properties and families of the educators (teachers) that are inflicting corporal punishment on learners are also in danger. It was reported that a secondary school teacher was seriously tortured and beaten to the point of death in one of the secondary schools on 04 December 2017, by a student's mother and her family member in Ogidi, Idemili North Local Government Area of Anambra State. The student was flogged by the teacher for not sweeping her class and the student's family retaliated (Source: <https://www.vanguardngr.com/2018/01/end-corporal-punishment-schools/>). All these disasters caused through the use of corporal punishment have called for the intervention of the Government and these eventually led to the abolishment of corporal punishment in Nigeria's education system.

In line with the preceding scenario, the Oyo state government came up with regulations to check excess. Despite the legal prohibition, in numerous contexts and the regulation, made by the Oyo State Government under the Education Law of Oyo State to check the excess of the teachers in the area of corporal punishment but the situation persists, that is, its use continues. This prompted the Oyo State Government to review the regulation made earlier on 23 April 2015. Circular with Ref. No. EDU.1698/7 that spelled out other forms of corrective measures that should be adopted in schools to arrest the case of indiscipline was sent to all school heads. Since then, some teachers are still adamant; they did not desist from the act. Most of the teachers knew corporal punishment as a strategy to enforce discipline and instil fear in students rather than train them to become responsible citizens. This put teachers in a difficult situation as regards enforcing discipline and some teachers felt stripped off of their right and authority over students.

Several researchers have reported that indiscipline in Nigerian schools had been a challenge in the educational system of Nigeria (Odebode, 2019). Therefore, several measures that were adopted, such as closing down riot schools, suspension or dismissal of ringleaders, asking students to pick the litters of the schools' premises, and denying students some rights in the school have not yielded any good results in secondary schools in Ogbomoso, Oyo State, Nigeria.

Central to this study is the assumption that managing discipline in schools, as social institutions and state apparatuses, is a very complex process. From a RJ Theory (RJT) perspective, corporal punishment is not an acceptable form of punishment, what are the alternatives to maintain discipline in schools? With this in mind, the question that guides this study is: To what extent can alternatives to corporal punishment be used in the management of school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria?

1.3 MAIN RESEARCH QUESTION

To what extent can alternatives to corporal punishment be used in the management of school discipline in secondary schools in Ogbomoso, Nigeria?

1.4 SUB RESEARCH QUESTIONS

- What are the emerging trends and challenges on managing school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria?

- How do teachers experience and manage school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria?
- What best practices of alternatives to corporal punishment can be used to inform and guide school discipline policy in Ogbomoso, Oyo State, Nigeria?

1.5 AIM AND OBJECTIVES OF THE STUDY

The general aim of this study is to determine the extent that ATCP can be used in the management of school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria.

To attain the general aim of this study, the following are the specific objectives:

- Investigate the emerging trends and challenges of managing school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria.
- Explore and describe the teachers' experiences around school discipline and how discipline in school is being managed in secondary schools in Ogbomoso, Oyo State, Nigeria.
- Reveal best practices of ATCP that can be employed to inform and guide school discipline in Ogbomoso, Oyo State Nigeria.

1.6 SIGNIFICANCE OF THE STUDY

This study will help the teachers and the school administrators to know the appropriate method to be used to promote discipline among the students. It will be of help to the incoming and young teachers to know how to manage students in the area of discipline. It will be of great benefit to the parents and guardians in the sense that they will be enlightened to Restorative Justice (RJ) and the need for using it as an alternative to the traditional method, which is corporal punishment while addressing their children's disruptive behaviour at home. It will also be of great benefit to the teachers and the school administrators to identify the weaknesses of

the previous strategies of correcting students' unruly behaviour and the need to adopt new strategies.

The study will expose some of the students' indiscipline acts and provide ways of reducing or curbing the acts. The study will be a challenge to the stakeholders of the schools where corporal punishment is used to desist from the act and use the alternative method of promoting good behaviour among the students. It will contribute to the body of knowledge, policy maker, Ministry of Education (both State and Federal level). Finally, the finding will contribute to existing literature, arouse further investigation or study on the topic, and guide further study.

1.7 ASSUMPTIONS

Two main assumptions are identified in this study; these include:

- The use of corporal has persevered and teachers continuously using corporal punishment.
- Alternative to corporal punishment is being implemented in punitive ways, a practice that undermines its stated normative intentions.

1.8 SCOPE OF THE STUDY

The study was limited to the selected secondary schools in Ogbomoso, Oyo State, Nigeria. The study focused on all aspects of school discipline. It looked at the extent to which ATCP are used in the management of school discipline in selected secondary schools in Ogbomoso, Oyo State, Nigeria.

1.9 LIMITATION OF THE STUDY

Limitation to the study is referred to an important aspect of the research work or study that the researcher identifies may adversely affect the outcome or result of the findings. However, the researcher does not have control over it (Mwinyipembe & Orodho, 2014). Some respondents might not want to disclose some vital information owing to fear or some other reasons. As a result, the researcher assured the respondents of confidentiality of their identity and that of their school. The research

was only be carried out in Ogbomoso, Oyo State, Nigeria owing to limited time and financial constraints. Also in this research work, students will not be involved, simply because they might be unable to provide all the information necessary for the the study appropriately since the study is centred directly on the students' behaviour and their indiscipline acts. This may affect the result of the study.

1.10 DELIMITATION OF THE STUDY

Delimitation of the study, according to Mwinyipembe & Orodho (2012), simply means the boundary limitation. That is, the characteristics that limit the scope of the study. The study was delimited to public secondary schools in Ogbomoso, Oyo State, Nigeria. The respondents include the principals, vice-principals, head of departments (HOD), head of schools (HOS), and teachers from public secondary schools only. The study determined the extent to which ATCP can be used in the management of school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria. The respondents come from the selected school heads (principals), deputy school heads (vice-principals), heads of departments (HOD), heads of schools (HOS), and teachers. Various methods can be employed in managing school discipline, but this study only focuses on ATCP to the management of school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria.

1.11 DEFINITION OF KEY CONCEPTS

The following concepts are mostly used in this study:

1.11.1 DISCIPLINE

Discipline is the act of training students to obey a code of conduct or rules in schools and the use of punishment to correct disobedience Dogbe, Segbefia, & Agbogli, (2022). It is also described on the other hand as the practice involving the training of individuals or teaching to adhere to the instructions and code of conduct or behaviour that could be both short and long term (Temitayo, Nayaya, & Lukman, 2013). The characteristic of discipline is summarised by Oosthuizen, Roos, Smit, and Rossouw (2009:154) as follows: order is created through discipline, fairness is

guaranteed through discipline, discipline safeguards the learner, spiritual development of a learner is subscribed to through discipline. Discipline could also be prospective, it is at the same time geared mainly at improving a person, not retaliation.

1.11.2 PUNISHMENT

This is the act of training students to obey the stated code of behaviour or instructions in schools and the use of punishment to correct disobedience. Punishment can be simply described as any kind of action, that is, penalty enforced on an individual for violating lay down principle or for displaying unruly behaviour or improper conduct (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2006:110). Punishment is also seen as instant, regulatory behaviour through negative means. There are two types of punishments that are typically imposed on children to correct their unruly behaviours, namely; (1) punishment involving negative verbal rebukes and condemnation; this can also be referred to as negative discipline, and (2) punishment that is referred to as corporal punishment which involves severe physical or emotional pain. The two forms of punishment focus on the misconduct, and this may do little or nothing in helping a child to display expected behaviour in the nearest future (UNESCO, 2006:9).

There are four kinds of punishment, they are as follows: verbal, physical, penalties, and rewards withdrawal (The Virginia Cooperative Extension, 2009:66). Punishment might also come in another dimension; it might come in terms of arrangements that are not formal such as withdrawal of privileges, additional home chores, and lastly, detention of students after class to formal sanctions which include permanent removal from school, known as expulsion and corporal punishment. Punishment promotes and increases the unwelcome, bad, negative, and undesirable feelings in students which worsens the issue of discipline in schools and promotes indiscipline.

1.11.3 CORPORAL PUNISHMENT

Corporal punishment, according to Singo (2017), is defined as the application of physical force to make a child experience discomfort or pain, but not injury, for

adjusting, correcting, or controlling the behaviour of the child. Straus and Donnelly (2017) further asserts that adjustment, correction, or control of the behaviour of the child always involves spanking on the buttock, slapping the hand of the child and others, if he finds holding, touching, or playing with a dangerous or forbidden object or item. Corporal punishment can also be seen as the pain inflicted deliberately or physical punishment; it is also referring to the act of employing or using physical force envisioned or intent to cause some degree of distress, pain or discomfort for correction, control, and change in conduct with the intension of educating students. Summarily, corporal punishment is simply viewed as the act of inflicting pain or harm to the offender's body as punishment for violating some conduct.

1.11.4 SCHOOL

A school is referred to as an organisation or educational institution purposely designed to provide conducive learning spaces and learning environments for the effective teaching of learners (students) under the supervision and direction of educators (teachers).

1.11.5 SCHOOL DISCIPLINE

School discipline is seen as all kinds of approaches or techniques that can be applied to direct, control, coordinate, regulate, and organise individuals in a school setting (teaching staffs, non-teaching staffs, students, food vendors, etc.) and their various doings or activities in the school settings (Maras, Thompson, Lewis, Thornburg, & Hawks, 2015) and put in order for all the necessary provision and needed to make known and keep a conducive atmosphere and a pleasant environment that is suitable for teaching and learning.

1.11.6 BEHAVIOUR

Behaviour is viewed as the different kinds of demeanour and mannerisms displayed by people, artificial entities, systems or organic entities in conjunction with themselves or their environment, and this comprises other systems or organic entities around as well as the physical environment (Salthe, S. N. 1993).

1.11.7 ALTERNATIVE TO CORPORAL PUNISHMENT

Alternative to Corporal Punishment Is referred to another method or approach that can be employed to replace corporal punishment and it entails a situation of efficient communication through which the teacher portrays an attitude of honour for the students. It mainly talks about the positive educational exchanges between teachers and students, no pointless, contentious, win-lose contests. Examples are oral warning, detention, disadvantages, community, and physical work(menial) (Simiyu, 2003)

1.11.8 INDISCIPLINE

Indiscipline is the direct opposite of discipline i.e. lack of discipline (Bolatito 2021, Kwamta, Shettima, Audu, & Kabu, 2021 and Timothy, 2008: 110). Indiscipline can be defined as any act that goes against norms and societal values (Ali, Dada, Isiaka, & Salmon, 2014). It is also seen as unruly behaviour and conduct, acts of anarchy or lawlessness, and non-compliance to school rules and regulations. Again, indiscipline can also be described as an utter disregard for constituted authority and lack of self-control (Bolatito, 2021). Indiscipline is seen in another perspective as an act of doing the wrong things and this might not be necessarily seen directly through the action of the learner (students) but the kind of disposition of such learner (student) may be interpreted as an act of disorderliness or misbehaviour. Summarily, indiscipline is any form of misbehaviours which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism etc. as the forms of indiscipline in schools are inexhaustible.

1.11.9 OGBOMOSO SOUTH LOCAL GOVERNMENT

According to the 1963 Nigeria Census, Ogbomoso with a population of 319,881 is one of the ten biggest towns in the Western State of Nigeria. Its historical importance derives from two interrelated factors. It is one of the towns in the Old Oyo empire that survived the 19th century Yoruba wars. Its significant role in those wars was described by the Reverend William Henry Clarke of the Baptist Mission who wrote in the 1850s.

Ogbomoso South Local Government is among local government created from the defunct Ogbomoso Local Government in 1991 by the Military Administration, Idi-Igba, Gaa-Lagbedu, Kajola, Kowe, Oke-Ola, Adeoye, Onidewure, Molete, Arowomole, Sanuaje, Obandi, Ijeru, Ayegun, and Oke Alapata are some of the major towns in the Council. Its headquarters is situated at Arowomole. It has an approximated area of 68 square kilometres with a population of over 100,815 as at the census conducted in the year 2006. It has a poster code of 210.

1.11.10 OYO STATE

Oyo State, which is popularly called “Pace Setter”, is one of the notable states among the 36 States of the Federal Republic of Nigeria. The breaking down of the old Western State of Nigeria in 1976 during the State creation exercise brought Oyo State into existence. Osun State was included before Oyo State was split off in 1991. Oyo as a State is dominated by people that are speaking a similar language. It is made up of the Yoruba ethnic group.

Oyo State inhabitants occupy the following cities and towns in Nigeria: Ibadan which is the largest among all, Ogbomoso, Oyo, Oke-Ogun, and Ibarapa. All these cities and towns belong to the Yoruba family and indigenous city in Africa, south of the Sahara, though non-indigenes also reside in Oyo state. Since the establishment of Oyo State, Nigeria since the days of the British colonial rule, Ibadan had been the centre of administration of the old Western Region. Other prominent cities and towns in Oyo State include Iseyin, Kisi, Okeho, Saki, Eruwa, Lanlate, Sepeteri, Ilora, Awe, Ilero, Igbeti, Igboho, and Igbo-Ora.

Oyo State has both tropical rainforests and derived savannah. The tropical rain forest is found in the South around Ibadan the state capital but is covered mostly by a derived savannah, guinea savannah to be specific. The cultivation of the crops such as Maize, Yam, Cassava, Millet, Rice, Plantain, Cocoa tree, Palm tree, and Cashew are highly favoured by the climate in the State. There are many government farm settlements in these areas of the State: Ogbomoso, Sepeteri, Ilora, Eruwa, Ipapo, Iresa-Adu, Ijaiye, Lalupon, and Akufo. There is a profusion of Clay, Kaolin and Aquamarine. There are also massive cattle farmsteads at Saki, Fasola, Moniya, and Ibadan.

1.11.11 NIGERIA

Nigeria, officially the Federal Republic of Nigeria, is a sovereign country located in West Africa situated at the centre of the curve made by the continent of Africa bordered by the Republic of Niger in the north, the Republic of Chad in the northeast, the Republic of Cameroon in the east and Republic of Benin in the west. The Gulf of Guinea of the Atlantic Ocean is attached to Nigeria. Nigeria comprises of 36 states and Abuja is the Federal Capital Territory.

Nigeria as a nation has been home-based to some of the antique and indigenous pre-colonial states and kingdoms over the millenniums. Nigeria originated from colonial rule under the British which started in 1914 by Lord Frederick Lugard. Nigeria took its present territorial shape after the merging Southern and Northern Nigeria Protectorate in 1914 by Lord Frederick Lugard. While practising indirect rule through traditional chieftdom, the British set up administrative and legal structures. Nigeria as a nation formally became an independent federation on 01 October 1960. It experienced a civil war from 1967 to 1970. Between the period 1967 to 1970, Nigeria experienced a civil war. Thereafter, the country shifted from democratically elected civilian governments to military dictatorship until she achieved a stable and acceptable democracy in 1999, with the presidential election marking the first time an incumbent president had lost re-election and also lost the presidential seat after he had lost re-election to the opposite party

A multinational state, Nigeria is inhabited by more than 250 ethnic groups with over 500 distinct languages all identifying with a wide variety of cultures. The three largest and main ethnic groups include the Hausa-Fulani found in the north, Yoruba found in the west, and Igbo found in the east, comprising over 60% of the total population. The official language in Nigeria is English language. This is chosen to foster linguistic unity at the national level. Nigeria is the most populous country in Africa and the seventh most populous country in the world; with an estimated 206 million inhabitants as of late 2019.

1.11.12 MAP OF OYO STATE



Figure 1: Map of Oyo State

(Source: https://www.researchgate.net/figure/Map-of-Oyo-State-indicating-the-local-government-areas-and-Agricultural-Development_fig2_327317877)

1.11.13 MAP OF NIGERIA

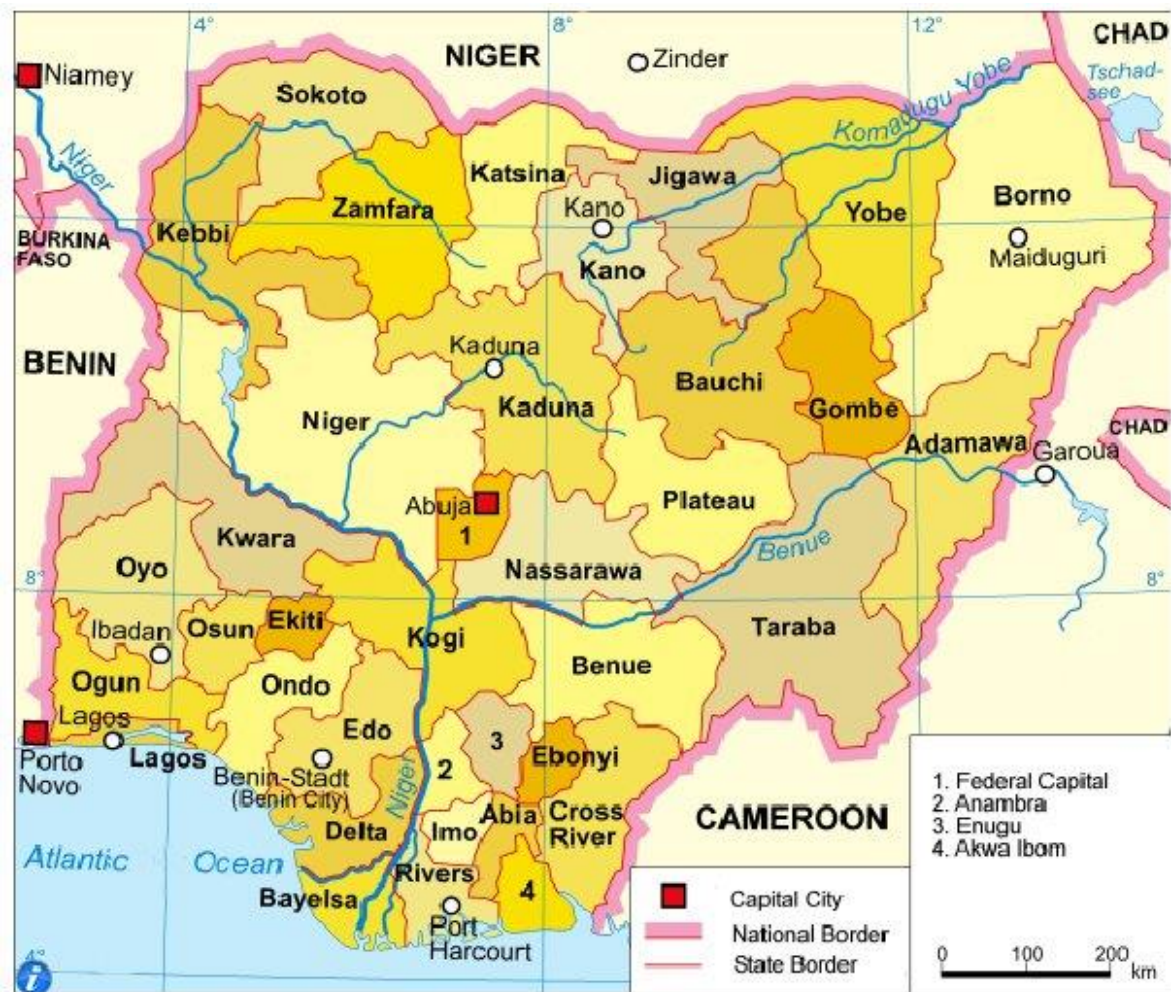


Figure 2

(Source: [Categories: Wikipediageographiimagemaps](https://en.wikipedia.org/wiki/Template:States_of_Nigeria_Image_Map)
https://en.wikipedia.org/wiki/Template:States_of_Nigeria_Image_Map)

1.12 CHAPTER OUTLINE

The arrangement of this study is specified below.

1.12.1 Chapter 1: Introduction and Background to the study

Chapter one presents the introduction and background to the study. It introduces and explains the variables of the study, also serves as an orientation to the study. The chapter addresses the background to the problem, statement of the problem, aims, and objective of the study, research questions, significance of the study, the scope of the study, and chapter outline.

1.12.2 Chapter 2: Literature review

Chapter two presents a literature review in which the work of the scholars that are related to the study was reviewed.

1.12.3 Chapter 3: Theoretical framework

Chapter 3 constitutes the theories that underpin the study. Two related theories on discipline and ATCP were fully discussed here.

1.12.4 Chapter 4: Research design and methodology

This chapter deals with the research design, research method, population sample and sampling technique, instrumentation, and data collection technique data analysis and interpretation, trustworthiness and interpretation, research consideration, delimitation of the study, and definition of a key.

1.12.5 Chapter 5: Data presentation, analysis, and discussion of research findings

The chapter addresses the extent to which corporal punishment alternatives can be used in the management of school discipline in the selected secondary Schools in Ogbomoso South Local Government Area of Oyo State, Nigeria. This chapter also deals with the analysis, presentation and interpretation data of the results of the study.

1.12.6 Chapter 6: Summary, conclusions, and recommendations

Chapter six is the last and it consists of the summary of the study, conclusion and recommendations.

1.13 CHAPTER SUMMARY

The concepts explained in literature sources about managing school discipline through ATCP in Ogbomoso, Oyo State, Nigeria were discussed here. The chapter also addressed the problem statement and the aim and objectives of the study. It also highlighted the significance of the study. The chapter concludes that discipline

has been the order of the day in secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria since the pronouncement of eradication of corporal punishment in Oyo State by the Oyo State Government. There are vivid evidences that the safety of the students is not guaranteed, teachers are threatened by some set of learners (students), they are involved and engaged in all such unlawful practices which include the use of drugs and alcohol as well as the use of weapons. Therefore, there is a need to investigate the best practices of ATCP that can be used to inform and guide school discipline policy in Ogbomoso, Oyo State Nigeria. However, literature seems to be silent on the best practices of ATCP that can be used to inform and guide school discipline policy. The next chapter will discuss literature reviews.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The previous chapter provided background and introduction to the study. This chapter reviews literature relevant to this study. This chapter deals with the review of the existing literature on the ATCP which need to be used in the management of school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria. Two variables are identified in this study, namely; (i) dependent variable, and (ii) independent variable. The independent variable is ATCP. The dependent variable is school discipline. The chapter is divided into the following subsections; it includes the meaning of school discipline, the historical and philosophical background of school discipline, types of discipline, effects of indiscipline in teaching and learning, corporal punishment as a tool to implement school discipline, the role of discipline in teaching and learning, factors affecting school discipline, best practices of school discipline and educators' perception of effective ATCP in maintaining discipline.

2.2 CONCEPTUALISING SCHOOL DISCIPLINE

School discipline is different from punishment because punishment goes with the use of force, afflicting pain, at times frustration while discipline requires training. This helps the child attain requisite results, set boundaries or limitation for behaviour, and also practice "self-control" (Ibrahim & Ojomo, 2021, Curwin, Mendler & Mendler, 2018 and WHO, 2009). Some do use the two concepts synonymously and interchangeably. Punishment is applied in some schools today instead of discipline.

Graziano (1990) stated that why it is okay to beat a child? If we are legally forbidden from beating other adults, also the culture spills over the theory. Belsky (1993) projected that "the more a society applies force for socially legitimate results, discipline in raising and teaching of children is important if they must become social, dynamic and responsible adults". Dini & Ishaq, M. 2020 and Khewu, (2012) also observed that most people do apply discipline and punishment synonymously, which makes us understand that the two concepts are similar in meaning while other authors strongly believe that these concepts differ from each other. The definition

given by Rosen (2005:1) affirms the second argument. Rosen (2005:1) defines discipline as training that develops and promotes self-discipline, moral fibre, order, and effectiveness. Rosen (2005) maintains that it is a stringent control that puts into effect obedience or conduct that controls, chastises and punishes. This has clarified discipline and punishment.

The origin of the word “discipline” is coined from the Latin word “Disciplina” meaning administration, regulation, education, practice, instruction, teaching, and trained condition. The root of the English word “Discipline” is formed from the Latin word “Discipulum” which simply means “pupil” (Egunlusi, 2020, Venkataramani, 2012 and Poulson, 2017: 7). The assertion is required from the pupils (learners) that they should obey their tutors reverentially. According to these authors, he should develop indispensable and required qualities in himself for a successful life.

In this mode, discipline simply means, to create constancy in an individual’s conduct. In Hindi, several words are used for discipline, namely; control, regulation, self-discipline, civility, and the likes. The use of the word “control” would be suitable at the place where somebody is to be kept by force in possession. In accordance to some fixed rules, the man is asked to do work and, the “regulation” would be applied. In a situation where the child submits or obeys elderly ones with politeness and respect, there the word “courtesy” would be more appropriate to use. However, the word “discipline” covers all those aspects stated above. The application of the word “discipline” is better. Some scholars also postulated that discipline is originated from the Latin word. In Latin, “*Discipulus*” simply means “to learn”. The word “disciple” that comes into English usage is coined from the same root (Latin). In Latin, *discipulus* means a learner. Discipline is a way of life that conforms to certain rules and regulations. It is a kind of self-control replicated in public conduct. The individual is not compelled to submit to this control. It pours out from within. Hence, discipline is spontaneous and not a mere submission to authority in an obedient manner (Venkataramani, 2012; Sardjana, Sudarmo, & Suharto, 2019: 136-150).

Also, according to Durkheim, (2012), Kohlberg (1975) and Osher, Bear, Sprague and Doyle, (2010), “discipline is viewed as the sum of educative efforts, including the teaching process, the process of character shaping, submission to rules and

authority as well as the development of trust". The term 'discipline' is equally defined as "a state of orderly conduct of an individual which is acquired from training in self-control and habits of obedience to socially acceptable standards of thought and action" (Clement, Salisu, & Falali, 2017: 40-44). It means a good understanding of right conduct. The development of advantageous habits and attitudes and a loyal observance of such standards are just and essential. The formation of the desirable habits includes the socialisation of conduct, the comportment of working and living in co-operation, and the subjection of individual interests to group interests (Gilson, 2003: 1453-1468). Therefore, true discipline gives room for both individual and group wellbeing in a democratic society.

According to modern educational philosophy, the meaning of discipline is viewed and taken in widespread form. Nowadays, wherever the goal of education has been well spelled and understood to build up and increase qualities of successful citizenship and sociability in a child, at the same environment, school discipline combines both discipline within and outside the school environment, that is, an internal and external discipline capable of building up physical, mental, social, and ethical principles (Moore, 2011: 261-274; George, 1998: 14-32; Kalamas, Worthy, Akins, Slinger-Friedman, & Paul, 2017:1320).

School discipline has to do with the steps the teachers or the school administration are taking on a student, it may also be a group of students when the student's conduct disturbs the on-going educational activities or causes a kind of breach to set up rules by the school authority (Canadian Education Association, 1996; Brooks, & Woolfolk, 1987: 51-63). Children's behaviour can be guided by discipline or it can set boundaries that will assist them to learn, to take good care of themselves, people around them all over the world (Durrant, 2007; Renedo, Miles, & Marston, 2020: 481-495).

School systems set rules, and any student that refuses to conform to the rule will be placed under the discipline. For instance, these set up rules may outline the acceptable standards of school uniform, punctuality in the school, social behaviour among the students, as well as work ethic. The word "discipline" is related to the "punishment". In other words, it refers to the outcome of breaking the code of conduct or rules and regulations. Discipline intends to set up boundaries restricting

certain behaviours or attitudes that are seen as damaging and injurious or contrary to school policies, school ethics, educational norms, school traditions, rules, and regulations, etc. It has been observed that emphasis on school discipline has been shifted and approaches on alternative to the use of discipline, popularly known as corporal punishment have been emerging as a result of disproportionate punishment upon minority learners (students) and notably high rates of dropout (Semali, & Vumilia, 2016: 50-67).

The importance of discipline in life cannot be overemphasised. Without it, man cannot make effective use of the powers deposited in him by nature (God) (Schielke, 2019; Yorke, 2016: 81-100). Man can only get power through discipline and with this power, he will be able to develop his innate tendencies with the personal viewpoint. Moreover, from a social viewpoint, discipline is also very much vital (Asad, 2009; Foucault, 2019: 1954-1984). According to Aristotle, the great philosopher, a nation is not built by mountains and trees, for holding it up but it is built by the character of its citizens (Hughes, 2001). This assertion is completely true. If the citizens of a particular country allow discipline, they would be able to take their nation on the path of success and progress. Anyone with a good character or conduct, and devout by mind, words, and actions is a disciplined person. Given this, it is apparent that for a society or a nation as a whole, discipline is very imperative (Machouche, 2020: 34-59).

In this light, we can conclude that a man, a nation, a society, and the personality of all are made great by discipline. Generally, discipline in schools denotes orders and methods of doing things, constancy and obedience to directives (Skiba, & Peterson, 2003: 66-73; Stephens, 2017: 1911-1927). But discipline is not the same as class order. Discipline goes with orderly behaviour in the classroom and other forms of school activities. The outward display of order can be sustained by the cohesion of fear. That kind of discipline is not genuine. Real discipline entails urging while order implies coercion (Stephens, 2017: 1911-1927). Therefore, it is essential that school discipline or discipline in the educational sector should be available for a steady development of habits, self-restraint and co-operation and carried out by pupils, not because it is forced from above, but because of the acknowledgment by its

inevitability and value. So, discipline in an educational institution or school should imply the development of certain enviable attitudes, habits and values in pupils.

2.3 HISTORICAL AND PHILOSOPHICAL BACKGROUND OF SCHOOL DISCIPLINE

2.3.1 Brief History of School Discipline

“Discipline that has its roots in Latin means bringing the acts of the pupils into compliance with the master’s standards and ideas”. That is, the teacher authenticates his personality on the students by moulding them in his image to develop the virtue of passivity and plasticity (Slaughter, Hein, Hong, Mire & Grigorenko, 2019). This portrays the relationship between pupil and teacher everywhere. Discipline includes understanding, skills, sensitivity, and self-reliance. As with any other art, discipline is derived from the experience as well as adequate training and it becomes easier with practice (Pokharel, & Sharma, 2021). “Discipline is the obligatory action by a teacher toward a student (or group of students) in the school after the student’s behaviour interrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration, or the general society” (Kirkpatrick, Wright, Daniels, Taylor, McCurdy & Skinner, 2019).

Discipline assists children to learn and take care of themselves, other people, and the world around them at large (Lickona, 2004). Moreover, discipline helps the student to obtain and nurture attitudes habits, idea, knowledge, interest, and code or conduct which invariably leads to the well-being, his people and the society at large. However, for these purposes to be achieved, schools should be restricted such that membership indicates the skill they possess. More importantly, this will enable the school to develop individual skills and talent and allow each member to contribute to the common good according to his peculiar gifts.

According to Haider, Khan, Munir, Latif and Barl (2012:113-125), discipline can only be achieved through techniques that promote students’ own self-control as against rewards and punishments. According to him, there are approaches to help students make positive decisions, become more self-confident, and have control over their behaviour. In any case, teachers must jettison their controlling power, guide and influence students above all, take actions to create an environment where students can make decisions about their behaviour. The teaching and learning process

cannot be attained and maintained without discipline as discipline is the major component of education. Hence, discipline is the first and paramount step in creating a learning environment.

Anchored on biblical knowledge, anxiety, reprimand, embarrassment, and logic of shame (children had in mind) that by going against their parents, they compelled God to punish them but by obeying their parents they would produce visible consequences in a better chance of salvation. The effects of corporal punishment are taken from the version of the Holy Bible (Prov. 13:24), "He that spares his rod hates his son, but he that loves him is careful to discipline him". The biblical sentence portrayed the United States Public Schools under the '*in loco parentis* or English common law where effective classroom management are kept by teachers and school administrators against mere instruction. This law permits an operational learning environment to exist within the class (Yell & Rozaiski, 2008). Corporal punishment maintained its potent until the mid-gloss when the view moved to teach students about morals of what is right and wrong and the prevention of discipline issues through the aspects of character education ((Gershoff & Bitensky, 2007)). The increase in the number of fatal student deaths brought about a change in the school discipline guidelines known as The Gun-Free School Act (GFSA) was passed in 1994 and caused a transformational shift in the school discipline practices and policies across the nation. Part of the policies stipulates that a student would be expelled for a year if he brings a firearm to school. The regulation is the outcome of schools obtaining eligibility funds from the federal government (Dupper, 2007).

2.3.2 Philosophical Theories of Discipline

"Normal Macman's and the child's path to freedom and Adam's Modern Development in Educational practices both categorise discipline into three, following various philosophical doctrines, these include Repressionistic Discipline, Impressionistic Discipline, and Emancipationistic Discipline" (Source: <https://www.scribd.com/document/330128151/Education-as-a-Liberal-Discipline> also, <http://www.earlytimes.in/newsdet.aspx?q=163501>).

2.3.2.1 Repressionistic Discipline

The ancient doctrines of repression are the pivot for the Repressionistic discipline. To reshape and control the child, some measures of fear and punishment must be

applied because according to Jeremiah, a child is intrinsically evil and naughty. To be obedient, discipline in the class is deployed by authoritarian teachers. The latter took recourse to very difficult rules and they took after the dictatorial rulers who always enforce obedience through cruel, fearful and rigid laws.

“The educationist then believed the development of a child into a higher stage of life, it was important to vehemently completely modify and control his basic instincts into predetermined channels of thinking and behaving, most often the hardest and crudest means were employed to enforce obedient and discipline among children. *Spare the rod and spoil the child* was the slogan and practice in Europe and India in old times. Most teachers believe fear and punishment are the best medicine to educate a child; punishment is believed to have the ability to reform the indisciplined child. A sense of fear must be inculcated in a child because it (fear) scares children away from anti-social behaviour towards others” (Source: <https://www.scribd.com/document/330128151/Education-as-a-Liberal-Discipline> also, <http://www.earlytimes.in/newsdet.aspx?q=163501>).

However, it is a known fact that a feeling of hatred in a child is been created by repression, it promotes radicality and indiscipline. A child drops out of school because of regular fear and punishment. Among other things, repression;

- Creates mental complexes
- Ruins the normal development
- Creates forgetfulness
- Compelling obedience only in school, not outside
- It is the antithesis of freedom.

However, in this age of democracy fraternity, social justice, and equality are developed in children. These feelings have no room for development through repression. Therefore, there is no room for repressionistic discipline in this present age (Source: <https://www.scribd.com/document/330128151/Education-as-a-Liberal-Discipline> also, <http://www.earlytimes.in/newsdet.aspx?q=163501>).

2.3.2.2 Impressionistic Discipline

The philosophy of idealism and the votaries of impressionistic discipline counter any type of punishment in education. To them, the teacher has much more responsibility to structure a model environment before the children to maintain class control. Part

of what they emphasise is that teachers should exercise the influences of their personalities. He should try to structure a model environment before children. They should conduct good characters that would be worthy of the imitation of the teacher. To develop discipline, the teacher is expected to do this through love, affection, sympathy, and consideration. This is easily achieved through the examples of his character and conduct.

Impressionistic discipline provides a smooth platform for educational development because sympathy, love and regard are the basis for the relationship between the teacher and children. In it, children copy the achievement of the teacher and behave in like manners. Impressionistic discipline allows a child to grow and develop normally and naturally as it provides a meeting point among arbitrary freedom and authoritative repression. It also promotes self-discipline. The teacher is likely to develop a sense of snobbery and self-control under the impressionistic discipline because it gives greater importance to himself as the sole creator of a child's character, and it is likely to spoil the growth of the two. The child becomes the replica of the teacher because he can develop following his intrinsic nature and therefore loses his mental freedom. And this makes the child to be following the teacher anyhow. Also, he loses the ability of initiative, understanding independent thinking and self-assertions. All these make impression worse than emancipation and repression. Impressionist discipline is far removed from realisation because it is hard to get a model teacher. Nowadays, such teachers are not many. Today, the character, attitude and conduct of most teachers may be placed before children as ideals and examples (Source: <https://www.scribd.com/document/330128151/Education-as-a-Liberal-Discipline> also, <http://www.earlytimes.in/newsdet.aspx?q=163501>).

2.3.2.3 Emancipationist Discipline

Emancipationist discipline is derived from psychology; its maxim is freedom. Its protagonists neither agree with impressionistic nor repressionistic with the concept of discipline. They believe a child has an innate goodness and a child develops like flowers if a free environment is provided. For development, they opined that moral qualities will be developed in children and happens through a natural and divine procedure of growth. The emancipatory concept of discipline is acclaimed the best by Rousseau and Herbert Spencer as the best in accordance with their innate

tendencies, tastes and interest to give room for free communication of their inner urges and their development to the fullest extent possible.

Self-dynamism, self-reliance and self-discipline are developed in a child as he does his activities freely and of course learns dolling and experiencing. Freedom is known to be the birth right of everyone. Therefore, it is not proper to restrain a child and thereby circumscribe his freedom. Thus, emancipatory disciplines do not in any form create an emotional complex, it makes a child remain physically and mentally healthy, also leads to self-discipline smoothly and appropriately. Self-control and self-discipline are not developed by giving a child all freedom, in the beginning. This usually develops self-interest that gives rise to an unconcerned attitude and laziness towards his responsibilities. This points to the fact that no child is given birth to with a sense of self-control and self-discipline.

However, the natural tendencies of a child are generally animal instincts. If a child is allowed to express his unrefined instincts, he will harm society in many ways. Undue freedom is likely to harm a child as he has no capability of differentiating between good and bad. Before his capacity needs the interest of matured minus. A child is indifferent towards his obligations and duties if he identifies with his rights only and undue freedom may harm the child himself. As good as freedom is needed by a child for proper development, it should be with limits and control. Only so much freedom is to be given to a child as it is needed for his development in the right direction (Source: <https://www.scribd.com/document/330128151/Education-as-a-Liberal-Discipline> also, <http://www.earlytimes.in/newsdet.aspx?q=163501>).

2.3.3: idealism and Concept of Discipline

Many idealists viewed it as unwanted in teaching as it is separated from the constructive teaching process. According to them, “discipline should be in the personality of the teacher; it should be considered as an end product instead of an input” (Ratnam, Rajkumar & Maheshwari, 2012). Therefore, discipline should be attained through freedom, not behaviour and it should have internal rather than external control.

Summarily, idealism opined that the purpose of education is to develop and discover an individual's moral excellence and abilities to better serve society. “Teaching methods majored on ideas through lecture, discussion and Socratic dialogue (a

teaching method that employs questioning to assist students discover and clarify knowledge). Introspection, intuition, insight, and whole-part logic are used to bring to consciousness the forms or concepts which are latent in the mind. Character is developed through imitating examples and heroes” (Wychowalek, 2021).

2.3.4 Naturalism and Concept of Discipline

Natural consequences of wrong deeds should display punishment. Punishment should be precise but tempered with mercy. Moreover, the teacher should teach according to the rhythms of nature, and therefore, ought to punish as nature punishes. The influence of idealism was confined within the rigid rules of discipline, and this brought the emergence of naturalism.

Naturalism emerged because of the influence of idealism which confined education within the rigid rules of discipline. Naturalism aims at making education free from the bondage of rigid discipline under which children were tortured. A child is born, lives and dies in a state of slavery. Naturalism is a philosophy of education that maximises freedom for the child for the tyranny of interference rigidity and strict discipline. Nature and experiences control a child and freedom discipline him naturally methodology is usually associated with classroom discipline.

Classroom discipline is mostly connected to methodology. Another characteristic of sound teaching which is the fourth is asserted by naturalists. They assert that innate discipline should stand in place of the teacher, for example, the pain and discomfort a child experiences when he touches hot objects makes him to naturally avoid them (hot objects). Also, a child needs no snapping, snaring and harsh words but just proportionate to the size of the flame is enough to keep his fingers away from the flame. That means nature quickly teaches the normal child the danger of fire.

Children should be allowed to suffer the outcomes for which they are responsible for going against nature. If a child is made to expect such consequences that follow his inability to measure up to expectation, then it becomes apparent for him to act in manners that will avail him the opportunity of enjoying the benefits which is the reward of appropriate conduct. However, the administration of this kind of discipline prevents mixed up of dishevelled feelings and discipline. It promotes a cordial relationship between the parent/teacher and the child. Even the disobedient child

should feel that he is not lost. But when parents snap and snare, there is an emotional break between parents and child, and this may do more harm than good.

2.3.5 Realism and Concept of Discipline

Discipline is the act of adjusting to objectivity. Punishment is needed to allow a child to adjust to his environment and concentrate on his work. To bring out a change in the real world is not possible since the child is a part of his world, he must accept and adjust himself to the fact of the world. A student who does not accept painful experiences from the shortcomings, hardships, tyrannies, and cruelties permeating the world is known to be disciplined. Realism is passionately being against withdrawal from life. Hence, an adjustment has to be made by an individual to this material world (Levine, 2008; Heim, 2000). Also, “the student must be disciplined until he has learned to make the proper responses. It is his duty to learn those strenuous operations by which here and there it may be shown to him as it is. One tiny grain of truth is worth more than volumes of opinion. The student has to learn those strenuous operations by learning to make the appropriate responses that show that such a student is disciplined” (Ratnam, Rajkumar & Maheshwari, 2012). According to existentialists, full freedom is being given to the child. But the child needs to convert imperfection to perfection. He should know the nature of himself and recognise his being. The existentialists do not want the child to become despotic, reckless and selfish. Freedom is an essential part of natural development. Education should be made available based on the child’s powers and needs. The connection of the child with ‘self’ should be strengthened rather than severed. The child must make decisions and choices (Midgley, 2004).

A child performs better when received from intense competition, fear, failure, and harsh discipline. This makes every child grow to understand his own needs and values. Therefore, the beginning and end of the learning process is self-evaluation. A child is allowed to grow into a fearless, understanding individual. The primary emphasis must always be on the learner (child) and not the learning programme. A positive evaluation is what a child needs and not labels (Moran, (2009).

2.3.6 Humanism and Concept of Discipline

Adjustment to objectivity is discipline. It is very important to facilitate how the child adjusts and concentrates on his/her work in his/her environment to bring out a

change in the real world, part of the society he/she belongs to and the world in general. For him to adjust himself to the world, he must admit this fact. Any learner who does not dodge or run away from the trials, difficulties, cruelty, tyrannies, problems, hardships, and shortcomings spread all over the world is disciplined. Withdrawal from life has strongly been opposed by humanism. Adjustment needs to be made to this material world by an individual (Sullivan, 1977:1214-1243).

2.3.7 Pragmatism and Concept of Discipline

Pragmatists do not believe in external discipline imposed on a child by a higher authority or teacher. They conclude that discipline that is based on the principles of need and a child's activities is of benefit. They opined that the interest of a child should be sustained, satisfied and stimulated. Hence, they supplemented discipline with greater freedom of activity.

Pragmatists also believed it is the mental attitude that converts work into play and *vis-a-vis*, they do not believe in the earlier "work while you work and play while you play". Instead, they advocate a discipline that can be kept through play as work. Also, they advocate that freedom for learners is not to rebel or allow the child to do things without minding the outcome; instead, they believe a free and happy environment gives room to purposeful cooperative activities. Control emanates out of the cooperative context or shared activity in pragmatism. Every activity is to be pursued in a social setting. Hence there is no room for rewards and punishment.

2.3.8 Marxism and Concept of Discipline

Communist education theorists – Yesipov and Goncharov maintained that fear and punishment should not be used or considered the best means of achieving true discipline. Rather the child must be allowed to live the disciplined life in school to make it easier to live it in their adult stage. To them, to achieve the goals of communism, discipline should be considered an essential virtue to the attainment of the goals of communism. Schools must be firm on discipline not just because it is vital for successful studying and learning, but because it is needed in life.

According to Ratnam, et al. (2012) and (Taylor, 2017), "the characteristics of true communist discipline are: (1) It must be based on an understanding of the necessity for norms of conduct. (2) It must be self-discipline, not one of obedience for obedience's sake. The person will have to put his will in control that he will always be

ready to perform his duty in the best possible manner without waiting for the command to do so. (3) In its most perfect form, discipline will reflect as a state of unchallengeable obedience to authority when the situation requires that order be given. (4) Discipline must habituate the individual to the performance of group (collective) activities. (5) True discipline must be founded on mutual respect for all members of the collective. (6) Finally, discipline is resolute, that is, it overcomes difficulties, prompt the completion of every task, subject conduct to high purposes and conquers motives of low degree”.

Still on **Marxism and Concept of Discipline**, “the discipline of pupils is cultivated by the general practice and the whole content of the work of the school: skilful teaching of school subjects, strict administration in for the entire school life, untiring observation by each pupil of the Rules for School Children’s collective, and rational use of measures and rewards and punishments. The leading role in this work belongs to the teachers (Schoenbach, Greenleaf & Murphy, 2012; Ratnam, et al., (2012)).

At the same time, Ratnam, et al, (2012) stated that the (Rules for School Children) mentioned in the quotation form an integral part of all teaching-learning methods. More importantly, the student should study well, be on time for classes, pay attention to the teacher’s lecture and fellow pupils’ recitations, and do his homework well. When a pupil is reciting, he should stand erect and remain standing until the teacher permits him to be seated. If he wishes to answer a question, he should raise his hand and wait for the teacher to call him. All students must rise when the teacher (or visitor) enters or leaves the room. The “Rules” also cover dress, health habits, the use of language on the playground, politeness to visitors at school, and demeanour to and from school. In short, they control the behaviour of school children during all their waking hours”.

2.3.9 Perennialism and Concept of Discipline

The perennials advocate that ‘reason’ which is the highest characteristics – that differentiates a man from the lower forms – must be utilised to direct man’s life and put his instincts to cheek. People are responsible for their actions, they are free, not determined. Man must live rationally. A child cannot be exonerated from his action because of his environment. Hence, a child must be held to the principles of the

reason for this is one function of education. Students should be taught discipline, respect for authority and diligence. The unproductive instincts – such as mindlessness or is violent behaviour – extinct by the students shall be kept under control by the teachers. Discipline is indispensable in the classroom for learning. Order is very important when it comes to learning, hence a noisy classroom is not conducive for learning (Ratnam, et al., 2012).

Parents and teachers are to help students overcome their desire for immediate ends and direct them to future objectives because children cannot always think of the future. As good as self-discipline is, it is not sufficient in most cases. As a professional, the teacher should be able to investigate the future than the students do and must therefore give direction. The teacher is responsible for the intellectual growth of a child. Education requires mental discipline, study, hard work, concentration, and effort. Students must therefore be cultured in the process (Ratnam, et al. 2012).

2.4 TYPES OF DISCIPLINE

The key to effective classroom management is discipline. Magulod Jr, Capili and Pinon, (2019: 893-904) and Sunday-Piaro, (2018: 940-963) view classroom discipline as the strategies a teacher adapts to check students' behaviour and attitude when instruction is going on. A teacher that is consistent in administering discipline strategies displays more efficiency in classroom management than an inconsistent teacher (Anggraeni, 2020). In most cases, teachers develop their styles of classroom discipline but most of the discipline strategies can be categorised into three styles: corrective discipline, supportive discipline and preventive discipline).

2.4.1 Preventive Discipline

During the first few days of class, teachers who use effective classroom management strategies create rules, guidelines, and expectations for behaviour. Provision of proactive interventions, that is, explaining distinctly to students, what proper and improper behaviours are. This shows that clarity in the explanation of expectations is the fundamental component to preventive discipline (Ssenyonga, Hermenau, Nkuba & Hecker, 2018:1-12).

A brief outline about classroom expectations for students as well as the teacher is the most important constituents of preventative discipline. Students need to be informed of what is required of them in the class. Such guiding rules could be rules regarding talking, language in the classroom and assignments. A preventative discipline strategy promotes a non-confrontational and safe classroom environment because it states the kinds of repercussions that come after a prohibited act or behaviour (Ssenyonga, et al. 2008:1-12).

2.4.2 Supportive Discipline

As good as the preventive strategies look, they might fail intermittently all through the year. But supportive discipline differs from punishment because it suggests alternatives for correcting the behaviour of students. For every action a consequence is compulsory (Day, Snape & Russell, 2016: 416; Makwinja, 2017: 41-50) For example, a teacher gives a verbal warning to correct the behaviour or a student disobeying a laid down class rule. Also, a teacher reported on a student loitering around, to either sit down on a seat or get “hold” after class. Here the students are being given two options: to accept or reject and face further punishment. Consequently, the behaviour is being redirected through the supportive discipline of the teacher. Non-verbal communication and redirection are examples of supportive discipline.

2.4.3 Corrective Discipline

The non-compliance of a student to redirect his behaviour after much-repeated efforts of supportive discipline requires a teacher to use the corrective discipline strategy. The set of penalties meted to a student following a breach of agreement is known as a corrective discipline (Wadii & Newmanii, 2018, Cabezas Morales & Emes, 2018). Osawaru and Omatseye (2017:10) opine that there is a wide degree of difference among corrective discipline strategies. Some are more effective than others; for example, if a teacher engages in verbal agreement with a student, it is a corrective discipline technique, but it may lead to an unpredictable situation and weaken the authority of a teacher as a leader. Corrective discipline strategies should conform with the student's grade or age level. For instance, placing students in a time may only work for students in kindergarten but students in the high school may

not comply with such provision. A significant component of corrective discipline strategies is consistent application.

2.5 EFFECTS OF INDISCIPLINE IN TEACHING AND LEARNING

Asiyai (2012) speculates that education is the process of transforming an individual and society at large. So, secondary education in Nigeria moved towards preparing an individual for higher education in his society to live a fulfilled life and maximally contributing his quota to the socio-economic and political growth of his country. Also, attitudes, knowledge, values, and competencies are applicable skills that must be impacted to make him disciplined. What does indiscipline mean? According to Timothy (2008:110), indiscipline is directly the opposite of discipline, which simply means lack of discipline. The term “indiscipline” is a common word that is rampant in various organisations in Nigeria today. It is found in private sectors, politics and government offices and currently, it is trending in secondary schools in different forms.

Akpan (2003) also affirms indiscipline as various forms of disobedience within the school system. Any act that is educationally and socially injurious and that is specifically prohibited and defiled by school rules and regulations is viewed as indiscipline (Olagboye 1999). It is defined by the Oxford Advanced Learner’s Dictionary (2000) as a lack of control in the behaviour of a group of people. It can also be viewed as the inability to live according to rules. Also, it is regarded as conduct that does not conform with societal norms or values (Ali, Dada, Isiaka & Salmon, (2014)).

Also, contextually, it could be seen as total disregard for constituted authority and lack of self-control. Hence, anyone who does not fit properly into the system finds self and as a result, could not contribute positively or good to the growth of the society is indisciplined (Nwakoby 2001). In the school system context, a disciplined student is one whose actions, inactions and behaviour conform with laid down rules and regulations of the school concerned. But a student who goes against the rules and regulations is to be disciplined Ngwokabuenui (2015). Andrea, & Leandry, (2021) and Ngwokabuenui, (2015: 65) further define Indiscipline as “any act that diverges from the acceptable societal norms and values. It is a violation of school

rules and regulations, which is capable of obstructing the smooth and orderly functioning of the school system". The preceding clarification, therefore, asserts that any conduct (behaviour) or action that contradicts the accepted and approved mode of conduct is an act of indiscipline.

Indiscipline has caused many obstructions in schools and society at large as it covers all aspects of the human environment. Just like a cankerworm, it has eaten deep into the fabric of society. Indiscipline begets lawlessness which results in self-destruction, which can automatically lead to a lack of success in a student's life if it is permitted to continue for a long time. Indiscipline is categorised as an act of delinquency because it is a behavioural disorder. It is in the same class with stealing, playing truancy and lying. Indiscipline is often the cause of too much physical, emotional, and mental damage such as damage to property in homes as well as in schools. To add to that, indiscipline portrays the contravention of school rules and regulations capable of blocking the smooth and organised functioning of the school system (Adeyemo 1995).

Indiscipline behaviour is displayed in various ways by students such as rioting, cultism, drug abuse, gambling, stealing, truancy, insulting, assaulting, irregularities, and so on. Odebode's (2019) list of disorders includes examination malpractices, stealing, disobedience, dishonesty, bullying, and smoking as some of the indiscipline behaviour committed by students. It was noted by Getiza and Mapoliza (2015) that indiscipline is a common phenomenon among students in the Nigerian education system. Unacceptable behaviour such as poor attitude to learning, truancy, lateness, theft, abuse, cantankerous attitude, abuse of seniority, immoral act, general disobedient to constituted authority, vandalisation of school property, poor attitude to learning, immoral act, lateness, truancy, filthiness, use of abusive languages, gangsterism, nudeness and so on are some of the misbehaviours exhibited by students. Locally, nationally and internationally, researchers have conducted studies on indiscipline extensively and discovered many factors that contributed to its occurrence in our educational institutions. They also discovered that its repercussion is massive. Any way of life that does not conform to rules and control is simply undisciplined. Adeyemo (1985) posits that extensive indiscipline means any act of violation of school against the laid down rules and regulations and that is capable of hindering the smooth and orderly functioning of the school system.

Moreover, Odebode, (2019) and Morongwa (2010) discovered some factors responsible for indiscipline in secondary school, among which are: (j) parental/home influence (ii) teachers/educators (iii) political (iv) social and economic factors (v) learners with emotional problems (vi) headteachers/principals factors (vii) influence of gender and race; and (viii) public schools versus private schools. Also, Bolatito, (2021) identified three main reasons for students' indiscipline acts in secondary school. The reasons identified include: (I) nonchalant attitudes to education, (ii) parental factors and (iii) teacher's attitude.

Ahmed, Ajayi and Ajibil (2018) conducted a study on the effect of indiscipline on the academic performance of secondary school students and identified five causes of indiscipline: (i) teachers attitude towards students; (ii) insufficient school facilities/funding; (iii) poor school structure; (iv) effect of climate change; and (v) school administration.

Olagboye (1999) conducted research on the main reason students misbehave and measures are taken by teachers in Oyo State. The study found that the students, the school, the community, and the media contributed to the acts of indiscipline in school. These causes have some major effects as identified by some researchers; notably the high rate of disobedience among secondary school students in Nigeria irrespective of their socio-economic background. At the national conference on discipline, Achebe (1984) argues that our society is passing through a very hard time and that the case of indiscipline has eaten deep into our entire social, economic and political system in the nation. The problem has attracted the serious attention of scholars and administrators because indiscipline is now seen among secondary school students. Moreover, Akubue (1991) argues that indiscipline in schools brought about a lot of concern with no positive action to check the situation particular attention was paid to the problem of indiscipline in the school system in the recent past. Therefore, the problem of students unrest in schools can be naturally inclined to the problem of discipline.

According to Shekarau (1988), the major cause of low academics attainment in schools is indiscipline. He stressed that, in the time past, students displayed the best behaviour wherever they were. Edem (1982) views indiscipline as a violation of school rules and that it is capable of preventing the smooth and orderly functioning of

the school system. Therefore, it should be avoided through adequate orientation of the students. Also, positive sanctions should be imposed when order is contravened.

The following are some of the acts of indiscipline he observed:

- A student comes late regularly to class and interrupt the flow of the class.
- A student talks while the teacher is speaking to the class.
- A student constantly writes graffiti on the property of the school.
- A student constantly calls out in class.
- A student pays no attention which makes him ask an already answered question.
- A student disregards the teacher and refuses to keep to instructions.
- A student creates a distraction as a result of looking around in the class.

Also, Omote, Thinguri and Moenga, (2015) itemised ten (10) different kinds of indiscipline behaviours that can lead to the suspension of students which is common among the students. These include:

- Disobeying the school management
- Destruction of class properties
- Absenteeism
- Fighting
- The use of profane words
- Vandalisation of school belongings
- Contravention of school condemns theft/stealing
- Leaving the school premises at a will and
- Not reporting to school after detention or Saturday School.

Many reasons are given for the increase in the level of indiscipline. Khewu (2012) mentions poverty, inequality and unemployment as the main causes of violence that has access into schools where it is obvious that discipline-related problems happen. Other scholars such as Ngubane, (2018), Marais and Meier, (2010) and Nhambura, (2020)) see the causes of indiscipline as two-fold:

- Learners factors
- Family-related factors

The following are learner-related factors:

- The developmental stage of the foundation phase learners. following Erikson's stage of development, where significant features are stated as industry versus inferiority (6-12 years).
- Accomplishing master life is the major topic for development in this stage and is achieved by keeping to the laws set up by society (rules, laws, relationships) also by the physical features of the world in which they have to live.

However, if the child sees himself as inferior or inadequate to this adaptive task, there would be a problem.

- Ignorance or inexperience: the ability of some learners to comprehend the 'rules' of the classroom or the prevailing culture in the school will make them commit some mistakes and misbehave (Marais & Meier, (2010)).

What Marais and Meier (2010) call the 'hidden rules of the classroom is not automatically revealed to a young learner who hails from different circumstances. The 'hidden rules' are mostly based on middle-class ideals and values.

Curiosity

Skinner and Beers (2016) view that experimentation out of inquisitiveness is not only a natural part of growing up and development, but powerful education means that can lead to distortive behaviour. Therefore, normal inquisitiveness may lead to misbehaviour.

Need for belonging

Learners from different cultures and families can misbehave if misunderstood by their teachers (Marcus & Meler, 2010).

Need for Recognition

If a learner is not adequately attended to, he will misbehave when a student misbehaves ignoring him is not the best because negative attention is better than none at all. Furthermore, factors such as divorce or job commitments are the root of bad parental discipline and lack of parental warmest, attention, and sensitivity which have been the cause of constant misbehaviour during middle childhood and adolescence (Marcus & Meler, 2010).

Need for power, control and anger released

An attempt to intentionally challenge the authority of the teacher makes the learner misbehave. Most often, the children are from homes where they are powerless because they feel neglected and beleaguered. Children are influenced by watching television, playing video games and operating computers. The influence makes them heroes and it emphasises the need for power, control and aggressive behaviour (Maraise & Meler, 2010).

However, most acts of indiscipline are experienced in schools. Indiscipline acts include truancy, fighting, shouting, snatching other learner's property, bullying, cheating, viewing pornographic materials, and threatening of teachers, aggressiveness among peers. It also include violence within teachers to students' relationship and vandalism, inability and unwillingness to do assigned classwork or homework, refusal to obey given orders, teasing of other learners, disrespecting educators, swearing at educators or other learners, carrying dangerous weapons to school, threatening other learners with dangerous weapons, assaulting other learners, thus leading to perpetual existence of a problem of dropouts, deviant behaviours, examination malpractices, thuggery, lateness and above all poor academic performance among students. It has been consistently revealed by research that indiscipline reduces teaching hours as quality time is spent managing students' misbehaviours than on teaching.

2.6 BEST PRACTICES OF SCHOOL DISCIPLINE

Almost all secondary schools in Nigeria in the 21st century are faced with the problem of indiscipline and this has heightened and caused more burdens on teachers and school administration. In accordance to Temitayo, Nayaya and Lukman (2013), students' indiscipline are a source of worry to the school and a source of unrest specifically in secondary schools. Stakeholders of education observed that discipline problem has affected all education system at all levels. Unfortunately, principals received all the blames for the indiscipline acts displayed by students. For there is the belief that they have not lived up to their duties. Also, the government is blamed for not using proper methods to establish and maintain discipline in secondary schools in Nigeria.

Consequently, the acts of indiscipline of students in secondary schools in Nigeria led to the introduction of corporal punishment as a punitive measure to curtail or reduce

indiscipline acts among students. Corporal punishment is any form of disciplinary practice that is aimed at inflicting physical or discomfort on children. It is in operation in many regions and banned in 53 countries of the world. Children are subjected to corporal punishment at home, school and in the community in some regions. But in other regions, corporal punishment is allowed only at home. However, support for abolishing it continues to be on the increase.

Barnett, Miller-Perrin and Perrin (2010) report that for many children corporal punishment has incapacitating consequences in various settings, although attention is generally concentrated on violence committed at home. Recent reports suggest that students suffer both physical and mental consequences as a result of corporal punishment being utilised by teachers of schools in Nigeria to discipline students. Consequences such as hospitalisation, death, eye injuries, blindness, (Bakare, 2017; Oluwakemi & Kayode, 2007) called for the abolishment of corporal punishment in schools in Nigeria, especially in Oyo State. In place of this, several methods are adopted to maintain discipline in schools, especially in Nigeria and they seem the best they could use to maintain discipline, the methods are categorised into; historical and modern methods.

2.6.1 Historical Method

Corporal punishment was regarded as a means of maintaining discipline in school throughout the history of education. Nwosu Jonathan, Amanze Samuel, Oladosu Opeyemi and Elijah, (2017) contend that practically corporal punishment means that students are punished with the birch cane, paddle or strap whenever they did something wrong. In addition, Welsh and Little, (2018) observed the proponents of corporal punishment validate its administration on various grounds; it is seen as having the capacity of building character, contributing to the vast reduction or elimination of unwanted behavioural patterns, also that it facilitates learning and at the same time it teaches respect for rules and authority. Stakeholders in education have, however, condemned corporal punishment on the basis that it is out of all proportion. According to Cosmides and Tooby, (2000), whenever punishment is out of all proportion, the mistake breeds antagonism. It means the child becomes more antagonistic and this leads to a huge number of psychological and physiological

predicaments. According to Reed and Kirkpatrick (1998) , corporal punishment could never be educative if education truly is the act of leading out, spelling out and developing act. They concluded that it could make the child indisciplined, cantankerous and above all antisocial.

2.6.2 Modern Method

The national Policy of Education (2004) encourages educators to use discipline proactively and constructively instead of punishment. The expectation is that learners experience education and corrective approach where they are expected to learn how to exercise self-control, respect for others, accepting. Consequences of their actions, however, the feelings of school discipline practices being generally informed by theory from psychologists and educators are felt. The following theories form a comprehensive discipline strategy for an entire school or a particular class (Temitayo, Nayaya, & Lukman, 2013).

i. Positive Approach

This approach is rooted in teacher's respect for learners. It portrays a sense of responsibility in learners by employing youth/adult companies to develop and share distinct rules, makes available daily opportunities for success, and old ministrations of school suspension for disobedient pupils.

ii. Teacher Effectiveness Training

The difference between teacher-owned and pupil-owned problems is stated in this method and it also suggests the different strategies for dealing with them all. Effective teacher training is seen in pupils' knowledge through problem-solving and negotiation techniques (Temitayo, Nayaya, & Lukman, 2013).

iii. Appropriate School Leaving Theory and Education Philosophy

It is a strategy for stopping violence and promoting order and discipline in schools, put forward by educational philosopher Greenberg (1987) and practised by some schools. Positive school culture and environment will largely aid the reduction of indiscipline in school.

i. Detention

One of the commonest punishments employed in schools in some countries like the USA, Ireland, UK, Australia, South Asia, Canada, New Zealand, etc. is detention.

This requires a pupil to report at a particular place on the school during an appointed time on a school day (particularly either lunch or after school) and stay there for a specified period, but it may also need a pupil to report to that part of the school at a certain time on a non-school day, e.g. Saturday detention at some US, Irish and UK schools. This is needed especially for serious offences and not serious enough for suspension. If a pupil boycotts detention in schools in the UK, US and Singapore, then another one is added or such a student gets more stringent punishment in UK schools. However, if an offence is not too serious for normal detention and it is not serious enough for detention that needs a pupil to come back to school 12 hours after school, such offences end on a school day, e.g. Friday Night Detention (Hough & Roberts, 2005). Detention is not very common in Germany. In states like Baden-Wurttemberg, a reworking of the missed school hours is the detention in operation there, but it is forbidden by law in places like Rheinland-Pilz. Pupils may get detention on a Saturday in a school where classes are held on Saturdays, even as it is a non-school day for them. Long-time detention is not as common in China as it is in the UK, US, Ireland, Canada, Singapore, South Africa and New Zealand, and some other countries. Nevertheless, short-time detention by teachers may be asked to do some missed work after school, but not for more than three to five hours. This is uncommon in Nigerian schools except for schools like 'Command secondary schools or Navy secondary schools probably because of their military nature.

v. Suspension or Temporary Expulsion of Students

Although it is one of the most severe methods of discipline, if correctly handled, especially in several serious cases of indiscipline and social vices, it could make the job of behaviour control a much easier task. To suspend a student after the corporal punishment has been used has failed to correct or change the students' behaviour and this has often been the common mistake of many school management. That means corporal punishment failed to bring about the expected result and the school administration used the instrument of suspension out of desperation and not as part of a planned administration to correct and rehabilitate the student. Suspension is a compulsory leave given to a student to punish the student and it can last for several days, weeks, or months, during which a student cannot attend regular lessons (Anderson, 2020; Townsend, 2000; Costenbader, & Markson, 1998).

vi. Permanent Exclusion or Expulsion

According to Vulliamy and Webb (2000), withdrawal, permanent exclusion, or expulsion is the removal of a student permanently from the school. It is the last option when every other method had failed. But it may be used for a single offence in exceptional situations. Only the principal has the right to suspend a student in Nigerian schools. Moreover, the power to expel a student is vested only on the Ministry of Education and this is based on the report from the school. Nevertheless, in private schools, to expel a student, the school merely ends their contract with the parent(s) of the child.

vii. Deprivation of Privilege

This is another form of punishment that is useful and efficient. According to Dodge (1993), loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrongdoers.

viii. Moral Punishment

Apologies, public or private degrading from positions are forms of moral punishment that is sometimes resorted to. Lukman and Hamadi (2014) argue that great care and discernment are needed before such form of punishment is resorted to because it could never stop the self-respect of the wrongdoer.

ix. Self-Government

This is the act of organising the community life of the school in a way that certain activities of managing and running the school are shared with the students. This act practically teaches students the principles of citizenship, co-operate living and democratic organisation.

x. Praise and Blame

The tongue is said and known to be the most powerful weapon in the teacher's armoury, and it should be used with uttermost care. Therefore, a teacher must be very careful in his allocation of praise and blame. A teacher may use it for a mild reproof or the bitterest sarcasm and crude abuse. According to Wasmud (1965), sarcasm is a weapon that is seldom used as a last resort by the teachers; it breeds

conflict between the teacher and the student easily. Precisely sarcasm brings down pupils' self-esteem, lowers his ego, and cuts them off from the teacher and the school order.

xi. Rewards

Reward is not only right and desirable but also essential. Rewards can be given for attendance, progress, games, and conduct. Certificates and badges may be given as a reward. To avoid socio-centric and egocentric in pupils, group rewards can be given to promote teamwork, and a wholesome school spirit can be secured.

xii. Punishment

Though it has a prominent place in the school operation, it must be based on certain standards to avoid a "hit or miss" affair. The following guiding principles are identified by Umaru, Deborah, and Tabitha, (2017)

- Punishment should be commensurate with the 'crime' as well as the 'criminal'.
- Punishment should help the offender to get better.
- Punishment should make the offender aware of his mistake.
- Punishment should make the offender feel sorry or ashamed for his acts.
- Punishment should make the offender determine not to commit the offence again from his mind. Above all, when the offender realises that he deserves punishment, punishment becomes essential.

xiii. Positive Reinforcement / Praises

In most cases, corporal punishment is being grossly abused by teachers. Therefore, positive reinforcement and praise become an alternative. It has been proven beyond doubt the effectiveness of the power of praises and rewards for correct actions or behaviour in modifying a learner's behaviour. Reward and praises have been proven to have positively reinforced the desired behaviour and where it is not available it discourages such actions. That means if this method is well used and applied as early as tender ages, the outcome can be surprising and students may no longer be canned as we do to animals. Praises and rewards encourage healthy competition among students. For example, if the good behaviours of a student are praised and rewarded in the presence of his mates, other students could become motivated to similar behaviour in return for similar rewards and praises (Dickson, Saunders &

Stringer, 2017). Positive words could be showered on the students. It could also be done in writing bypassing positive comments about the student on the school notice boards, report cards, and in notebooks. Customised materials such as exercise notebooks, textbooks or writing materials can also be presented as rewards for the position of responsibility as a school prefect. In addition, if an award is announced in advance to a potential candidate, there is the possibility of healthy competition and rivalry that could bring out a conscious change in other students. Therefore, the transformation of students' behaviour can be attained through praises and reward. Hence there would not be any need for spanking or corporal punishment for discipline contrary to common thinking. The implementation of this method (reward and praises) does not need much material and cash; all it needs most is the dedication of both teachers and school management to the principle of praises and reward (Dutton Tillery, Varjas, Meyers & Collins, 2010).

xiv. Guidance and Counselling

When a student misbehaves, he needs to see the school counsellor for guidance and counselling. Counselling is purposely to assist the student to identify their mistakes and look for positive means to effect changes in the student's life. Also, counselling can help students identify the school's expectations and also understand the penalties for failing to meet those standards. Most schools that are operated by both government and private owners in Nigeria do not have a guidance and counselling unit; even when there is one, no impact is felt on the shaping of students' behaviour (Adelabu, 2005). Very few students have the opportunity of attending schools with guidance and counselling departments, but a majority of students never know or appreciate its services. However, the bulk of the job falls collectively and individually on the teacher in schools where no department is dedicated to the services of guidance and counselling (Fine, 1986).

Therefore, individual and group counselling should be done routinely concerning new or existing behavioural challenges posed by students; e.g. a student that habitually comes late to school, proper investigation into the cause of his late coming habits should be carried out, to know the cause and then proper guidance and counselling should be deployed as against corporal punishment. Sometimes, the problem may

be from the child's home. Therefore, the parents should at times be involved in the planned solutions.

2.7 CORPORAL PUNISHMENT AS A TOOL TO IMPLEMENT SCHOOL DISCIPLINE

The issue of school indiscipline has been worrisome for educators in Nigeria because of vandalism, aggressiveness within teachers, students-relationship and outbreak of violence among peers. These led to the continued existence of a problem of dropout, deviant behaviours, examination malpractice, lateness, and dismal academic performance among students (Ali, Dada, Isiaka, & Salmon, 2014).

In Nigerian schools today, it seems learners are habitual latecomers; they go out of school premises without permission; they come to school without books; they do not do their homework; they challenge authority and they would not accept any disciplinary measures taken against them (Ethiane, 2014). All these give birth to corporal punishment in schools to curtail the act.

Any punishment administered on the body including assault or any means that are meant to cause physical pain or humiliation is called 'corporal' (Amanze Samuel, Oladosu Opeyemi, & Elijah (2017) and Scarre, 2003). In the other hand, punishment is any kind of deliberate physical pain to effect a change in behaviour which could be in the form of slapping, hitting, spanking, punching and pinching, shaking, use of various objects (Paddles, belt, and sticks or any other painful body postures) (Nakpodia, 2012). Najoli, Runhare & Ouda, (2019) equally view punishment as "means of subjecting a penalty for an offense and usually includes inflicting some kind of hurt; a practice of disciplining in which, something unpleasant is present or positive reinforces are removed following a behavior so that it happens less often in future". Jonathan, Amanze Samuel, Oladosu Opeyemi, and Elijah (2017) opined that "punishment also implies law-making, penalization, finding guilty, pronouncing a sentence.

From the foregoing definitions, it can be concluded that punishment serves as a means employed to reduce the incidence of one's behaviour either by preventing the potentials or by weakening and preventing them from repeating the offence or by reforming them into law-abiding students. Corporal punishment which would be administered by teachers, and other staff is one of the forms of punishment in the

educational system (Kutor, Dunne, Leach, Chilisa, Maundeni, Tabulawa & Asamoah, 2005; Leach & Mitchell, 2006). Corporal punishment has been defined by many scholars, among these scholars are: Najoli, et al, Sungwa, Jackson & Kahembe, (2022) and Magadze, Shayamano & Lupuwana, (2020). According to Najoli, Runhare & Ouda, (2019), Corporal punishment refers to “intentional application of physical pain as a method of behavior change. It includes the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child’s behaviour”.

Special instruments such as wooden paddle, fatten cane, slipper, leather strap or a wooden yardstick are applied across the buttocks or hands when administering corporal punishment. Occasionally, it involves spanking or deliberately smacking the students on a particular part of the body with an open hand, particularly at the elementary school level (Nakpodia 2012). One of the methods of discipline is punishment and punishment in schools is to reduce the behaviour it follows. That is why corporal punishment is the only form that is mostly used (Maphosa, 2011) . The application of physical force that causes pain, but not wounds, as a way of disciplining students in schools is known as corporal punishment. Lubaale, (2019:36-50) defines corporal punishment as a physical negative reward that is administered on a culprit by hitting or smacking such a culprit to afflict pain on him or her. Leach and Humphreys (2007) view spanking, rapping on the head, and slapping as forms of corporal punishment used in school. Although corporal punishment is strongly rooted in society and is passed on through generations, it is not justified. For many societies including Nigeria, the legitimacy of corporal punishment is still contentious.

Punishment means placing a penalty for an offence that mostly includes inflicting some kind of hurt. This makes Nakpodia (2012) to see corporal punishment as a way of disciplining that has the presence of distasteful reinforcement to curb certain behaviour. All the definitions are pointing out that corporal punishment is the use of physical force against an individual. All the aforementioned disciplinary measures that are used by authoritarian/totalitarian parents and teachers to discipline children lead to anti-social behaviour, contribute to academic and social failure and social infection.

In Nigeria and the world at large, the concept of corporal punishment has been in existence since time immemorial. Corporal punishment over time has been the main tool and weapon for the inculcation of discipline in the school system, also in the military organisation among others. Cane, stick and the twinkled animal skin are called '*Bulala*' in the Hausa language, "*Koboko*" in the Yoruba language, and '*Mkpili*' in the Igbo language and also called 'the scorpion' in Hebrew. All the foregoing names are different types of devices used as instruments of punishment are predominantly adopted as the best and sole measure to correct indiscipline among the unyielding and indignant pupils and students of their time. It became so overbearing among the early school. Along the line, corporal punishment was somewhere seen as something so gruesome by pupils, students and parents, even though they tend to welcome and accept it as the best form of overbearing punishment in the pre-medieval and primitive periods. With the emergence of many scholars from the Plato academy, coupled with the trend of civilisation, globalisation, and awareness, some of them (scholars) began to discountenance it (corporal punishment) (Adegbite, 2020, Campbell, 2019; Ferrer, 2017:65-94).

Some scholars and philosophers (Ofoha, Ogidan & Saidu, 2019:456-492; Taylor, Al-Hiyari, Lee, Priebe, Guerrero & Bales, 2016:563-575; Gershoff, 2017:224-239; Ofoha, Ogidan & Saidu, 2019:493-495; Molenmaker, de Kwaadsteniet & Van Dijk, 2016:134, 1-15; Feshbach, 1973:28-31; Lenta, 2017:74-88) have carried out a series of research studies on corporal punishment and they came out with certain findings. In their findings, they concluded that corporal punishment was not the only means of discipline; hence, they started to discourage the system seeing it (corporal punishment) as being very dehumanising, despite the numerous disciplinary benefits accruable from the system. They tried to examine the other obnoxious side of it. Svelmoe(2008:1917-1945) found that when the missionaries brought western education to the country, they began to gradually embrace the concept of corporal punishment as an authentic platform or means of instilling moral discipline among their pupils and students. Mr Townsend was one of those great and early missionaries that initiated the introduction of western education in the country by establishing missionary schools. Without mincing words, corporal punishment was the best means of inculcating discipline in our teeming youths and adolescents. The missionaries merge moral instruction and corporal punishment to achieve discipline

in their various schools and during that time, there were very few missionary schools in some parts of the country such as the Christian Missionary Secondary Grammar School, Hope Wadel, St. John Kaduna, St. Finbarrs College, Lagos, Queen's College, Anglican Grammar School, among others. They all were established although they (the schools) were very few to serve the increasing population and handful of families that could afford the price of the education then.

Corporal punishment in school is believed to have the power that could deter students from wrong behaviours and help them to learn better. Du Plessis (2008) accentuates that punishment in school could be a teacher-based reason or pupils' based reasons, and both are relevant to our society. 'Spare the rod, spoil the child' makes corporal punishment to be viewed as an efficient way to teach students correct behaviours and to make them study harder. Researchers, as well as newspaper articles, viewed corporal punishment as having a place in education (Skinner, 2002). Moreover, many teachers opined that without corporal punishment classrooms will be out of control. UNICEF study of 2007 shows that nearly 60% of all parents in Jordan believed that corporal punishment is an effective child-bearing method in the home and the school at large. Many parents believe that when a child ignores a task, breaks a rule, fights with another child or performs poorly in his or her academics, hitting such a child is justifiable (Straus & Donnelly, 2017) .

However, according to Hunt (2014), Ratliff's (1980) research showed that corporal punishment is ineffective and inhumane. This is also supported by Patton (2017) and Pollard (2002). It shows that students who have received corporal punishment most time become aggressive, display violent behaviour and harbour hostility toward the school. Robinson (2005) noticed that students are punished repeatedly and this of cause, pointed to the fact that corporal punishment is ineffective because, if it were, students would not repeat their misbehaved acts. Instead, it makes students go to school in fear, have anxiety and or depression. Moreover, it makes students destructive, aggressive, violent, humiliated and cruel like animals (Robinson, Funk, Beth & Bush, 2005)

2.8 ROLE OF DISCIPLINE IN TEACHING AND LEARNING

Discipline is the key when it comes to learners in learning institutions both in and outside the school environment. This means discipline has more to do with hard

work, strict compliance to legislation and guidelines, and cultural standards and values Steinberg and Lacoé (2017:44-53). To make students' continuously inductive, discipline elements of each achievement must be adopted (Nussbaum, (2017) and Ravysé, Blignaut, Leendertz & Woolner, (2017)). A punishment that instills pain and fear is seen as discipline traditionally. Some people see discipline as something negative as students obey orders blindly, kneel, do manual work, fetch firewood, for teachers and parents, canning, and so on. But, according to Bull (1969:105), this type of punishment leads to threat and disapproval to a child. According to Okumbe (1998), discipline is employed to enforce organisational standards. Also, it involves the preparation of an individual to be a complete and efficient member of a community and such an individual must know his/her rights and obligation to the community. Invariably, such an individual must be well trained for them to have respect, self-restraint and good manners (Ngonyani et al., 1973:15). In the same vein, Okumbe (1988:115) and Galabawa (2001:23) also see discipline as an activity that subjects someone to a code of behaviour and that an orderly atmosphere is necessary in school for effective teaching and learning to take place. According to Gossen (1996:25) and Lockes in Castle (1958:126), discipline is reasonable to those who receive it and the society as a whole. In a society, it is expected that rules are known and consistently enforced by all. Hence, discipline must be reasonable for an action to be good. A person should be able to deny self-desires to serve others

The declaration 'discipline' is the key to achievement is suitable for all ages and individuals of all ages, most especially to students nowadays. Moreover, students are attracted by so many things that can divert them from their primary goal in life (Deschenes, Cuban & Tyack, 2001:525-54). Discipline means a working precise and strict obedience to legislation and guideline to cultural standards and values. The disciplinary elements of each achievement must be adopted by students to make them constantly productive (Sauder & Espeland, 2009:63:82).

2.9 IMPORTANCE AND IMPACT OF DISCIPLINE ON EDUCATION AND LEARNING PROCESS

1. Creates a stress-free environment

A stress-free life is one of the fundamental benefits of discipline. Discipline avails the opportunity of apportioning time to various activities, including rest and this automatically gives the brain the chance to detox and rest to function with maximum capacity.

2. Eliminates stress from student's life

One of the most prominent effects of discipline on the learning process is the elimination of stress to avoid the last-minute hustle or rush. It is paramount that each student has a set routine. Discipline assists at maintaining and following the daily routine properly.

3. Helps Students Get Better Grades

Discipline helps a student to spend more time studying. A student that spends more time studying, is rewarded with better grades.

4. It moulds students' character

Moulding students' character is another advantage of being disciplined. Also, a positive attitude to studies and life is the natural benefit coming from being disciplined.

5. Enhances and encourages students' motivation

Obviously, students' life is not always easy. But discipline will keep one's motivation flame burning and help one to get the best out of education.

6. Sets a Good Example for Others to Follow

Disciplined and hardworking students set good examples for others to emulate; they serve as role models for their classmates. For any student to catch up with them, such a student should instil the same self-discipline in self.

According to Kline (2016:97-102), living with others in harmony in their various community is one of the advantages of being a disciplined student. A well-mannered student thrives in different areas and not just in academics. For instance, apportioning time to various activities including studies, play and rest shows discipline, and this eliminates stress from their lives. This is explained by Haroun and O'Hanlon, (1997:237-250 and Parvatiyar and Sheth (2001) as one of the most important impacts of discipline on the learning process. Discipline aids in the maintenance and adherence to daily routine properly without supervision. Every student needs to be disciplined to get better grades and to achieve their ultimate goal in life. The more time students spend studying the better their performance in all areas. More importantly, it is discipline that helps them to spend enough time reading. In addition, students' character gets built when they are well mannered. Overall, a positive attitude towards studies and life is the inherent benefit derived from being disciplined (Krskova, Breyer, Baumann & Wood, 2019; Nachatar Siggh, 2018:1035-1045).

According to Becher (1944:151-161), discipline facilitates and encourages students' motivation. Being disciplined will keep students' motivation higher and importantly help them get the best out of education. Additionally, Childs, Kincaid, George, and Gage, (2016:89-99) admit that a disciplined student serves as a role model for his classmates to emulate his attributes, make other students admire them. Therefore,

they make other students strive to make them their role models (Lewis, 2001:307-319). Henry (1978:3-29) sees discipline as very important and that without it, education cannot take place. Discipline in the minds students will eventually assist them in achieving their goals and dreams in life. As a result, to instil discipline in a student should not be the sole responsibility of a teacher; parents are also expected to contribute their quota. The influence of teachers, parents and government in instilling discipline in students to facilitate teaching and learning cannot be overstressed. Students' minds are very tender. Hence, the need for guidance and supervision of the teachers, parents, and government, that is, (Stakeholders) to guide them to identify the right from the wrong, to avoid cases of them being involved in risky behaviour. Guiding and redirecting the students in the right direction to grow up to become socially and mentally educated is the role of schools. Discipline plays a very vital role in achieving this. Educators help learners to learn and absorb various things at an early age, this will help them to know what is best for them as they grow up.

Moreover, schools should work in collaboration with the parents to make handling discipline problems easier. This intervention guides against the issues of parents from being neglected when their wards are to be disciplined. (Curran, Fisher, Viano & Kupchik 2019:33-63).

2.10 FACTORS AFFECTING SCHOOL DISCIPLINE

Factors affecting school discipline include time management skills between students and teachers, appropriateness of punishment, and parents' and students' attitudes are some of the factors believed by researchers to be affecting schools discipline in one way or the other.

Time management skills between students and teachers

There is a direct correspondence of some management skills between students and teachers and performance level. Students that have desired to achieve are the ones with good time management, which leads to improved academic success. However, in an educational institution, all stakeholders (students, teachers, headteachers, and non-teaching staff) must adhere to the rule of punctuality. The involvement of all is needed as part of efforts toward academic excellence. In school success can only

be accomplished if teachers portray a good example in the management of time (Mafabi, et al. 1993). But in most secondary schools, school activities seem not to respect the designed timetable. Hence, there is a need for conformity on the part of the stakeholders in the management of the school to ensure good academic performance. A law-abiding student is expected to arrive punctually for classes and wait for the teacher and a law-abiding teacher is expected to respect all the time allotted to him or her on the timetable (Docking 2002).

According to Kelly (2004), effective utilisation of time on the part of the students and school principal is directly linked with increased academic performance. Brint and Cantwell (2006) buttress the point by adding that extra time study has a strong influence on academic attainment. Time management, according to Eilam and Aharon (2003), “is a way of controlling and regulating oneself in regards to the performance of multiple tasks within a certain time and period”. Overall, the students, teaching staff, non-staff teaching and school authority need attitude that is required as a principle of the management practice to improve academic performance.

2.10.1 Appropriateness of Punishment: Punishment is used in schools to instil discipline in students who flout the consensus rules and regulations in school. Its enforcement is to bring about a desirable change in behaviour and thereby improving school discipline if it is proportionate with the offence committed (Okumbe, 1988). However, recently, there are situations where students go unpunished after committing an offence. However, corporal punishment that involves excessive canning, suspension, expulsion, branding, and injuring of students is unfair and unjustifiable (Nwosu Jonathan, Amanze Samuel, Oladosu Opeyemi, & Elijah, (2017); Mussa, 2015). Docking (2000) noticed that, in the UK, certain punishments are suitable and positive while others are undesirable, unjustifiable but rather designed to inspire fear. Also, Canter (2000) argues that, “although discipline remains one of the most common problems for educators, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. Instead students provoke resistance and resentments such as cyclical child abuse and pro-violent behaviour. Students turn to lying about their behaviour so as to escape punishments”. Mafabi, et al (1993), argue that, “punishments are expected to enforce compliance when students are under the care of teachers.”. Cotton et al.

(2000) also argue that, “the relationship between their behaviours and the outcome or responsibility for their mistakes”. With a well-behaved class, teaching would be among the amazing jobs in the world (Creswell, 2003).

2.10.2 Parents and Students’ Attitude

Despite the presence of punishments, the alarming increase of unwanted behaviours among students becomes worrisome to teachers. They are more particular about both students and their parents' violent behaviour directed at them. Some students are expelled, suspended, or forced to do hard labour as a result of their misconduct, and this has invariably affected their academic performance. Furthermore, they argue that corporal punishment could lead to a physical wound, absenteeism from school, reduction in academic performance of students, if not properly handled or administered. Baumard (1999) avers that, the term “punishment” is a means of curbing the behaviours that are destructive; hence it should be suitable and uniform. Cotton, et al. (2000) contend that punishment should be firm, fair and dependable; so, it can be an effective way of controlling students' behaviour. Hernandez and Seem, (2004), argue that, “the operation of schools’ is directly influenced by the way the schools’ administered students disruptive behaviour”. In addition, school administrators must establish rules and consequences of students’ behaviour. Osher, Dwyer, and Jimerson (2006) agree with Hernandez and Seem (2004) that effective schools should include practices that emphasise school discipline, collaborative leadership and good practice. Mastoga (2003) discovers that “the widespread aggression and misconduct that existed in many secondary schools, lack of disciplines such as bullying, lateness, vandalism, alcohol consumption, substance abuse, truancy, and inability or unwillingness to do classwork at home always obstruct the teaching and learning process in schools”.

Schools discipline, the good conduct of students, self-control, good behaviour and compliance to school authority are some of the strategies designed to instil good conduct in students (Adams, 2003). Though prospectus is given to students on admission, best results on discipline could be achieved through cautiously reminding students about disciplines in school and monitoring their conformity with them. Adeyemi (1985), in his study on the level of discipline in secondary schools in Nigeria, affirmed strongly that there is widespread contravention of school rules and

regulations which had the capacity to obstruct the smooth functioning of the school system and consequently affect pupils' performance.

2.11 EDUCATORS' PERCEPTION OF EFFECTIVE ATCP IN MAINTAINING DISCIPLINE

It has been discovered that punishment applied on the students found with the acts of indiscipline inflicts pain and injury on their physical body. However, it can also be taken beyond the physical to emotional and psychological domains, e.g. verbal abuse and deprivation of basic needs like food and the use of the toilet (Moyo, Khewu & Bayaga, 2014). Owing to the injury sustained by the students owing to the application of corporal punishment, some countries in the world have eradicated corporal punishment in which Nigeria is one of those, though some states in Nigeria are still making use of corporal punishment.

Alternative to Corporal Punishment (ATCP) is defined as a disciplinary strategy that emphasises positive reinforcement, guidance and counselling, alternative punishments setting rules and expectations. Others are effective communication, respect and positive educational exchanges between teachers and students, the recommended disciplinary measures are verbal warning, detention, demerits, picking up litter, washing toilets, work, and minor or menial physical tasks, etc. (Ojo, 2018).

The study of Reyneke and Pretorius (2017) on ATCP is also in line with the study of Ojo, (2018). Reyneke and Pretorius (2017) see other ATCP such as putting students in detention, sending students out of class, forced to render some community service as unreasonable as they are forced on students without the underlying reasons for the misbehaviour being deliberated upon or addressed. While one of the ATCP is suspension, however, Reyneke and Pretorius (2017) caution that "if it is not attached to adequate rehabilitation or support programmes, it does not help the learner, as it becomes purely punitive with no intention to help the learner improve the behaviour".

Nakpodia (2010) conducted a study on secondary schools in Nigeria which focused on educators' disciplinary methods or approaches to students' discipline. Nakpodia (2010) maintains that the disciplinary power of teachers and educators generally is confirmed by the fact that it is exercised. It is important in every community in which they are been guided by their members to their end by providing them with rules of

action. Nakpodia (2010) also says “disciplinary measures had to change over time with specific reference to corporal punishment, suspension, and expulsion and civil rights issues because of the increasing number of cases relating to misconduct and its results have shown that misbehaviour and poor discipline have become a serious problem in our schools and to the management system”.

2.12 CHAPTER SUMMARY

Discipline in the literature review is seen as a state of orderly conduct of an individual that is obtained from training in self-control and obedience to socially acceptable standards of thought and action (Clement, Salisci & Falani, 2017:40-44). Also, this review has clarified the difference between school discipline and punishment. It portrays that punishment goes with force, pain and frustration, while discipline implies training and helping a child attain requisite outcomes, set boundaries for behaviour, and practice self-control (Wito, 2009). Various definitions from various authors show that discipline in this study is generally considered compliance and conformity, while punishment is a term used in operant conditioning to mean any change that occurs after a behaviour that reduces the likelihood that behaviour will occur again in the future. Also, it is revealed in this chapter that corporal punishment is seen as a practice of disciplining in which something distasteful is present or positive reinforces are removed as a result of a certain bad behaviour so that it reduces its effective occurrence. Hence, corporal punishment entails spanking, rapping on the head, and slapping normally used in schools (Leach & Humphreys 2007). The ineffectiveness and inhumane attributes of corporal punishment are also revealed. The research also shows that those who have received corporal punishment became aggressive adults, displayed violent behaviour and harboured hostility toward the school. The repetition of the punishment on students shows the ineffectiveness of corporal punishment (Kennedy, Murphy & Jordan, 2017) makes us understand that students would not respect behavioural problems if corporal punishment had been effective. Instead, some students are afraid of going to school, some become violent, aggressive, destructive, humiliated, some obtain low grades, some are absent or late to school, some are cruel (Robinson, 2005).

The review of literature also discussed and examined the factors affecting school discipline. These include time management, skill between students and teachers, appropriateness of punishment, and parents' and students' attitudes. Effects of indiscipline in teaching and learning, corporal punishment as a tool to implement school discipline, the role of discipline in teaching and learning, factors affecting school discipline, and best practices of school discipline were also reviewed in this chapter.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

A theoretical framework is simply referred to as the outline, blueprint, or guide. It is an existing theory that is used for a particular study (Osanloo, & Grant, 2016:7). It gives a guide or outline to the current investigation in the sense that it shows the posture adopted by the researcher in the study (Henning, Van Rensburg, and Smith (2004:25). A theoretical framework “frames” the study since it remains within the four walls of the “frame” when the research is carried out. The theoretical framework in this manner turns to a structure that monitors the research carried out using proven clarification of specific phenomenon and relationships.

Based on the clarification and well explanations of what theoretical framework entails, over time, education stakeholders have responded to school discipline issues and hence established various methods to clarify, explain and minimise wrong behaviour and therefore invariably promote orderliness in school and normalcy.

This research work is underpinned by two important theories. Theories include: the theoretical work of a great philosopher called Paul-Michel Foucault especially his commitment to one of the main areas of study which is school discipline that involves corporal punishment. Foucault wrote extensively about punishment. The second theory underpinning this study is the Restorative Justice (RJ) Practice theory.

3.2 PAUL-MICHEL FOUCAULT THEORY

Paul-Michel Foucault was a great philosopher and psychologist during his time. He was born on 15 October 1926 in Poitiers, France. He had a standard district or provincial background. His father was an elite, and a medical doctor. He studied and specialised in philosophy and psychology at Elite Ecole Normale Superieure (ENS) in Paris between 1946 and 1950. He was among the members of a French communist for a very short time. At Sainte Anne Mental Asylum in ENS, he observed

clinics. Also, he taught psychology at Lille University after his graduation. He worked majorly on 'Madness and Civilization' and he wrote many papers on these themes at the University of Uppsala when he was in Sweden as the head of the French Cultural delegation to Uppsala. Micheal Foucault is one of the many philosophers that have written extensively on discipline and punishment. As one of the advocates of discipline and punishment, Foucault is known for his unique stands and dedication to the difficult and challenging state's reign or sovereignty and dominant ideology with discipline and punishment at the focal point of his erudition or grant (O'Farrell, 1993; Schrift, 2013:137-153). As a philosopher, he theorised the body, precisely in armed forces (military) or medical settings, and later brought it to the school setting. Foucault sees discipline as a kind of power, mode of its use, which includes a whole set of devices, methods, and procedures (Cheville 2005; Leclercq-Vandelannoitte, & Bertin, 2018). Pitsoe and Letseka (2014:1525) in their study cited in Foucault (1995:25) opined that "power relations have a quick hold upon the docile body". Micheal Foucault a French Social theorist, in one of his books, *Discipline and punishment*, helps in understanding a shift in the modes that power was applied above subjects/citizens which began towards the end of the 17th century.

Instead of radical curbing of what may be referred to as 'wild body' of the deviant, organisation or institutions and practices of social control attended practices planned for examining, importantly, observing, documenting, self-regulating, subjects. Learners could easily be turned to 'docile bodies' in schools that aim at providing them with 'education' and this can eventually help the students to achieve wonderfully even beyond the expectation. Take, for example, Pitsoe and Letseka (2014:1525) in their study cited Foucault (1995:121) who asserts that "a strict timetable, a technique of prohibitions and responsibilities, constant supervision, religious readings, exhortations, a whole complex of procedures to draw towards good and to turn away from evil" held the prisoners in its holds day in day out. The impact of Foucault's contribution is felt in the theory of embodied cognition which majors on the impact of the environment (and the body positioning in its environment). Also, the impact of ideology that decides tides between body and mind, that is, the body as an object of culture and as exercising fitness cannot be used to describe the body. But the interval it spans, the place it occupies, its consistency, and how it changes position is best used for its definition. In history, school and education experienced

various changes or transformations, and this resulted in various changes in disciplinary methods used in schools. Primarily, schools are not for discipline. Often it is more about moulding the individual for the society than the actual education contents. Physical discipline is no longer discussed as corporal punishment here. Patrick and Lieberman (2017:33) and Kariuki, Aloka, Gatumu and Gitonga (2015:329) buttress that the usage of corporal punishment nowadays evokes the emotional state or feelings of guilt, the ineffectiveness of authority, and a loss of self-control. The power of the institution is connected to corporal punishment and the way bodies are dealt with invariably. This connection is not to be viewed negatively, since they are all needed and vital in moulding the individual. However, discipline and punishment seem to be seen in negative terms, that is, as a power to violate, destroy, repress, censor or silence. The two are keys to the aspect of power and now it is exercised, Foucault (1995). These Foucauldian views on discipline and punishment as modalities of power help us to meaningfully reimagine the use and or misuse of power in classroom management.

Foucault's particular interest was in the relationship that exists between discipline and the 'docile bodies'. His argument was the body becomes docile if it could be subjected, upgraded, used, amended, transformed, and or improved (cited in Foucault; 1995:136; Pitsoe & Letseka, 2014:1525). He contends that 'discipline produces subjected and practised bodies that are docile bodies'. Foucault (2000) views schools as 'docile bodies' that reflect the power of the school as an organisation and the technique of power in general. To this end, the way Foucault viewed the body and corporeality has a big impact on the way a school is organised. Looking at it from Foucault's theory, schools as an organisation should be seen as a place that is characterised by the corporeality of all those involved in the educational process and not as a place where the cognitive processes can freely develop nor as an institution for educating students. It is the body that is seen, handled and restricted education by being present in space and time.

The idea of disciplinary power is likewise valuable in clarifying the workings of power at a miniaturised scale level of individual educators' practices. Different philosophers have defined discipline in different ways. Foucault views discipline as the "strategies which made conceivable the punctilious control of the operations of the body to

make people at the same time progressively beneficial and increasingly manageable or docile” (Foucault 1977:136). Foucault (1977) expounds that the achievement of disciplinary power develops from the utilisation of devices, for example, various levelled perceptions (surveillance), normalising judgment and the assessment. Every one of the instruments of control is in connection with school discipline and the use of corporal punishment.

The key mechanism of control to discipline students is hierarchical observation; the power of the stare, the close observation (surveillance), and visibility are instruments to control the activities of learners (students). The close observation (surveillance) role is to multiply or increase output or productivity. Foucault (1977:177) postulates that the power of observation (surveillance) is less “corporal”, in that, it is more unobtrusively “physical”. A study conducted by Govender (2009) cited in Kutame and Kapueja (2019) has revealed that observation (surveillance) of learners (students) is strictly and carefully connected to the instructor’s assessment and evaluation practices since the eradication of corporal punishment. Hierarchical surveillance is an antecedent to another component of control, to be specific normalising judgment.

Foucault (1977:177) clarifies that at the core (heart) of every disciplinary system's work, a minor penal instrument that compares, distinguishes, ranks, categorises excludes, and normalises the panel mechanism is simply stated as “normalising judgment”. He explains that ‘the normal’ is set up as a guideline of compulsion in instructing, that is teaching and punitive punishment intentions at decreasing deviation from the standard. It could be said the power of normalising judgment enforces homogeneity. Another instrument of control, the assessment or examination, joins the procedures of hierarchic surveillance and those of normalising judgment.

The assessment or examination in a school setting is exceptionally ritualised as an instrument of discipline. Foucault (1977:187) recommends that “the assessment or examination in a school was a steady exchanger of learning or knowledge; it ensured the development of information or knowledge from the instructor (teacher) to learner (student) but is extracted from the learner (student) information or knowledge meant and earmarked for the instructor (teacher)”. The insertion of constructive, that

is formative and consistent, that is continuous appraisal or assessment by introducing the progressive methods to teaching and learning has greatly allowed the negotiation between the instructor (teacher) and learner (student). Therefore, the teacher in this sphere may grip the balance of power by connecting the consistent that is continuous appraisal or assessment of learners (students) to their self-control; it is equally called self-discipline. The worth put on their academic performance now turns into an instrument to control discipline.

This research work will also explore educators' insights, involvement and experience of the practice of corporal punishment inside the scenery of a changing political setting through the Foucauldian focal point of biopower and its elements of disciplinary power and government. The notion 'governmentality' is utilised in highlighting the eradication of corporal punishment by the government (as an instrument of control) as a large scale cultural change in Nigeria which ought to have prompted small scale level governing of educators' behaviour and performance (insights of current practice) in agreement with the new "game of truth" (Foucault, 1982, 1984:38). 'Normalising judgment' as an element of disciplinary power states educators' insights of their past encounters and experiences of corporal punishment.

3.3 RESTORATIVE JUSTICE THEORY

RJ Theory also supports Michel Foucault's theory on discipline and punishment. Furthermore, RJ theory is described by various scholars and philosophers, among who are; Strang and Braithwaite (2017), Watkins and Mortimore (1999) theory of pedagogy and Bronfenbrenner's ecological systems (Opaluwah, 2016:120-139; Chiroma & Cloete, 2015; Hong & Eamon, 2012; Morrison & Vaandering, 2012: 138-155). RJ theory is a strategic and programmed discourse and encounter that comes between the victim of illegal behaviour or an offence and the person that engages (that is, the offender) with the immediate family members and community inclusive to repair the damage and reclassify the associations or relationships in which all stakeholders will be fully included. Stango (2017), Clamp and Paterson (2016) and Zavarich, (2009:4-19) also view RJ as a general term that covers a thriving social

movement to establish peaceful approaches to harm, problem-solving and contraventions of legal and human rights.

RJ is viewed as a process that is involved in the practice of an act that includes tolerance, pardoning or forgiveness, making an adjustment, making restitution, reintegration, restoration, addresses in an incorporated way the justice concerns of various parties conceited by wrongdoing, that is, the wrongdoer or offender, the victim(s), and third-parties that is/are affected through the actions of the offender (Neale, Butterfield, Goodstein & Tripp 2020). RJ is also seen as a process that is embarked on as the consequence of an offence to put right, amend or repair mischief, injury or harm, and relationships damaged through the harm (Schormair & Gerlach. 2020). In addition, Schormair and Gerlach (2020) and Strang and Braithwaite (2017) view RJ as an alternative procedure used in the school to control behaviour in which all stakeholders are fully involved. It has also been used as a protective or preventative intervention for improving and building a unified school community and healthy school environment in which the offence that requires punishment is less common (Brown, 2017:53-69).

To simplify this, RJ is about bringing respite to the hurts and needs of both victims and offenders in such a way that two parties and also the communities to which they belong to are healed. Skelton and Batley, (2008:37-51), Maepa, Batley, Dissel, et al., (2005:156) highlight the three important principles of RJ, namely;

- Crime is viewed as something that brings about injuries to victims, offenders and communities. It is in the spirit of Ubuntu (Ubuntu simple means, “I am because we are” or “humanity towards others” that the criminal justice process should seek the healing of breaches, the redressing of imbalances, and the restoration of wrecked relationships.
- To encourage justice, the government is saddled with the responsibility of keeping order while the establishment of peach is the responsibility of the community.
- Victims, offenders, their communities, and the government should be keenly involved in the criminal justice process and to the maximum extent possible.

Some scholars believe that RJ has no specific definition; it is defined the way it happens to an individual (Roche, 2013:97-112). Even though there is no single generally accepted definition, certain recurrent principles can be seen from the various definitions and pieces of literature. The ideologies include “a victim-centred approach, offender accountability, community involvement, reconciliation, the restoration of relationships, restitution, the making of amends, repairing harm, problem-solving, dialogue, negotiation, and reintegration, as opposed to stigmatisation, repentance, and forgiveness”. These concepts are well discussed in accordance to Reyneke’s (2011:129-171) assertion.

3.3.1 Misbehaviour is harm done to another

The emotional and social disruption caused by misbehaviour is the focus in the case of RJ. The attention rather than be on the misbehaviour itself is on the aftermaths of the misbehaviour. The unlawful activity does not lie in the breaking of the rules but the contravention of people and interpersonal relationships. According to Karp and Breslin, (2001:249-272), “restorative justice is about the condemnation of the transgression while valuing and supporting the transgressor is intrinsic worth”.

3.3.2 Offender accountability

To the retributive approach, accountability is placed at par with guilt and punishment. A passive role is played by the offender with no regard for the victim or community and with the authority figure actively meting out the punishment. Therefore, the object of punishment is the transgressor. Contrarily, in the RJ approach, the offender is mandatory to actively partake in resolving the dispute. Hence, “accountability is defined as understanding the effect of one’s choices and suggesting ways to repair the harm” (Hopkins, Stratton, Tinken, McWhannell, Brestin, 2011:249-272). Since the offender’s conduct is viewed as the injury done to the victims, the offender and the entire community, the offender is under an obligation of repairing the harm (Shaw, 2007:127-135; Varnham, 2005:87-104).

As rightly emphasised by (Hopkin; 2015), “restorative justice is not a ‘no-blame response to misbehaviour, but a full accountability-damage repair response.

Mandatorily, the transgressor helps to make things right. Although the obligation might be very hard and even throbbing for the transgression, the motive is not to punish or exonerate the transgressor. The essential insight into the outcomes of his or her behaviour and means of repairing the damaged relationship should be developed by the transgressor. Therefore, the offender has geared role towards assuming a more responsible role in the future in society (Fields, 2003:44).

The RJ approach is therefore submitted as advisable owing to the transgressor's self-esteem and it does not treat the transgressor as a non-human to be played with or discarded.

3.3.3 Community Involvement

The needs of the community are also catered for during this process. The school community is saddled with the responsibility of maintaining a safe learning culture in the school context (Karp, & Breslim 2001:249-272). Central to the RJ process is respect for all affected by the misconduct. The transgressor, the victims, and the parents, in conjunction with the ones that were affected by the school community, are concerned with the process of restoration. The affected ones are therefore considered and empowered. Formed around both the wrongdoer, that is, offender and the victim is a community of care (Rayneke, 2011:129-171). This approach correlates with the findings in Lawr Canada (Minister of Employment and Immigration, Reaume, 2006:143) "that a group is also entitled to the protection of its physical and psychological integrity and dignity".

3.3.4 Restitution, reparation of relationships, and reconciliation

Restitution has been used informally for many years by parents and educators in theft and property-damage cases (Fields, 2003:44). Restitutions are increasingly becoming a large part in the criminal justice system. He asserts that restitution can be comprehensively defined as an act that seeks to correct an error or to make amends to a hurt person and in some cases to a community that has suffered in some way. Gossen, in (Fields, 2003:44) asserts that "restitution helps people to make an internal evaluation of what they can do to repair their mistakes". To Gossen, the following are the criteria of good restitution: wrongdoers should commit

appreciable time and effort when planning for restitution and its implementation. Therefore, it (restitution) is viewed as “a means of restoring the situation concerning both parties, the goal is reconciliation and acknowledging responsibility for choices” (Hopkins, 2002:144-149).

Most times in the school setting, the offender is allowed, take for instance, to apologise, to clean up, or to make compensation for the harm done, as part of detention or another form of punishment. The measures do not belong to the transgressor’s idea and he or she may do them simply because they are part of the punishment. Often time, the parents make good the damages, while there were no real repercussions for the transgressing learner who was the cause of the damage. The question remains ‘if real insight is developed by the transgressor in instances as such, and if the apology, for example, is sincere. Moreover, how does the victim perceive imposed apology?

Though the RJ approach comprises of the above, the point of departure is that the restitution must be of benefit to both the transgressor and the victim and therefore should not be imposed upon them. The active inclusion of all parties-and of the transgressor in particular in the process of “fixing what has been broken” is vital. The focus should be on making things better for others, myself and the school, in the school context. The learners are guided in learning from their mistakes and therefore avoiding future harm to others. The transgressor is provided the opportunity to make amends ways that do not object or oppress any of the parties which are clearly in line with the right time to dignity (Fields, 2003:44; Rayneke, 2011:129-171). The parties are likely to reach an agreement on some forms of punishment, but Drewey, (2004:332-344) and Vamham (2005:87-105) argue that it is unlikely that punishment will be the only result of the process.

3.3.5 Problem solving

To correct the harms and the pains, the offender or transgressor must look into what happened, and must stylishly develop how to repair the harm and damaged relationship (Reyneke, 2011:129-171). RJ, therefore, has to do with healing rather than inflicting pain or hurting as a result of punishment. (Shaw, 2007:127-135). “Offenders contribute to the drafting of a restoration plan. They bring up an

acceptable plan or suggestions to restore the damaged relationships caused by others. A binding agreement is then drafted to keep the transgressor accountable” (Shaw, 2007:127-135).

In schools, possible solutions to a problem and the determination of what restoration should be made for the harm caused are to: make cards that contain an apology, make friendship bracelets, and origami figures. Most often, the transgressor is restored by making a reminder bracelet or card. He or she must indicate how damaged property would be repaired, cleaned, or replaced, where there is damaged property. “The offender may also have to commit self to accept future behaviour in certain circumstances and/or apologise for unacceptable behaviour in the past” (Anfara Jr, Evans & Lester 2013:57-63). Therefore, learners have the opportunity of practising how problems are solved, how to fix the relationship, also they discover acceptable future behaviour, in a conducive environment, with the needed guidance from the adults. This is in sharp contrast to what is obtained in the retributive approach, where it is implied that ‘when we punish a person for behaving badly, we leave it up to him to learn how to behave well’ (Reyneke, 2011:129-171). Being a contributor in the problem-solving process, the transgressor is not likely to be subjected to punishment that is perceived to be humiliating treatment by him or her.

3.3.6 Dialogue and negotiation

Proper dialogue coupled with negotiation is required in developing the insight that is needed to arrive at a mutually acceptable way out or solutions to the concerned problems. All who are affected by the misconduct are also involved in the process. Participants are admonished to display how they contributed to the harm and the damaged relationship to develop the necessary insight. The opportunity to state one’s feelings is given to everyone. The procedure of exploring how to meet these needs in the future is embarked upon. The process of reflecting on the past, deliberating the present feelings and needs, also envisaging what ought to happen in the future enables the participants to move from conflict to the corporate and mutually acceptable panacea. Moreover, respect for one another is reintroduced and reintegrated into the schools' community, and this is achieved through constructive and courteous dialogue and negotiation (Reyneke, 2011:129-171; Shaw, 2007:127-135).

3.3.7 Advantages of implementing RJ

One of the main factors contributing to victim satisfaction is RJ. The fact that the financial and relational harm can be mended makes the victim satisfied with the process. Moreover, the victim is allowed to participate in the process to voice his/her pain and frustrations also to express his/her future. The victim feels a sense of justice since the wrongdoer admits the wrong and has to take responsibility for it (Strang, & Sherman, 2003:15; Strang, Sherman, Mayo-Wilson, Woods & Aniel, 2013:1-59; Fields, 2003:44).

The Compliance rate is high

“Transgressors in schools who are part of restoration agreements comply satisfactorily with these agreements” (Fields 2003:44). The rate of compliance is reported to be high (Varharm 2005:87-104). It is reported by Reyneke, 2011:129-1717 that most students that make things like, posters and apology cards to correct the harm done actually ‘find a sense of joy and pride in their work’. This is in agreement with important concepts contained in dignities, such as self-worth, self-identification, self-expression, and self-respect.

The victim is empowered

In school, students feel safer and well prepared to deal with similar situations that may occur in the future, this fact emboldened victims to report feeding (Fields, 2003:44, Morrison, 2002; Varnham, 2005:87-104). In a particular school, the report of minor incidents that involve harassment increased after the RJ programme had run some time. This was ascribed to the fact that learners felt safe reporting misbehaviour as they knew their complaints would receive attention. Therefore, they had the boldness to voice their rights (Musky, 2011:3-6). According to the victims, their sense of rejection and displacement lowered seriously after they had taken part in a proactive restorative justice programme (Morrison, 2002; Morrison, 2005). Victims are allowed to relate to others their experience and stories of hurt and pain since they are part of the process. According to Morrison, (2002), listening to someone’s story is a way of empowering them and of validating their intrinsic worth as human beings. She affirms that to feel respected and connected is innate in one’s sense of self-worth and is a basic human need.

Applicability is very high

The report received from schools participating in pilot projects has revealed that “restorative justice practices show prospects and contribute to the effective management of misconduct in schools” (Shaw, 2007:127-135). The principles of restorative justice can be applied to a wide range of wrongdoings, from minor offences to major offences. Also, the principles can apply formally in a classroom situation or during a formal process where serious transgressions warrant a formal hearing in schools where these principles are successfully applied, learners ask for permission to tackle problems on their own through conferencing. Moreover, this method has been used by educators to solve conflicts or disagreements among themselves (Hopkins, 2002; Shaw, 2007:127-135). Through conferencing, students request permission

Family involvement

The process and its outcomes were observed to be positive by the parents of both the victims and the offender (Fields, 2003:44; Varnham, 2005:87-104). Also, it is affirmed that parents are held accountable and taking responsibility for their wards also for fulfilling their legitimate duties to act as the primary caregivers for their wards; this is constitutional wards.

The lack of parental participation is one of the main concerns for educators in dealing with discipline in secondary schools in Nigeria. This is also applicable in South African schools (Reyneke, 2011:129-171). “Restorative justice processes can be followed even if parents are reluctant to take part. Sports coaches, teachers, pastors, neighbours, community members, or anyone else with an interest can take part in the process and support the victim or transgressor” (ibid).

Reinforcement of positive values

Shaw (2007:127-135) argues that “it is values that distinguish restorative justice from other justice systems. The values of ‘respect, openness, empowerment, inclusion, tolerance, integrity and congruence’ are fundamental to the restorative justice approach and should be adhered to by the whole school” (Hopkins, 2002).

To be precise, the heads of schools where the restorative act is used have stated the positive outcome of the positive reinforcement values through this method (Hopkins, 2002; Varnham, 2005:87-104). The restorative values include: (i) respect, (ii) inclusion and (iii) empowerment. Also, there is a belief that those who are seeking and embracing the solution are those with the problems (Hopkins, 2002). In addition, Shaw (2007:127-136) rightly shows that “restorative justice practices support important educational issues, such as order, justice, social relationship, educational inclusion, and the whole aim of education adequately. More importantly, the RJ approach challenges existing, punitive disciplinary measures and highlights the different values underpinning the different approaches.

Community involvement

Community conferencing makes certain community participation and that the community is heard in matters affecting it (Drewey, 2004:332-344). There is a notion that the transgressors are the only ones who receive attention and have rights (Reyneke, 2011:129-171). The RJ approach adds more to the sense of belonging and helps to uphold the rights of innocent members of the school community who suffer as a result of a few transgressors' unacceptably bad behavior (Morrison, 2006:371-392; Varnham, 2005:87-104). Nevertheless, all those that participated in RJ must be respected. Their self-respect during the process of resolving the problem must be well protected (Wearmouth, McKinney & Glynn, 2007:196-203; Wearmouth, McKinney, & Glynn, 2007:37-49).

Changed attitudes to managing problems of antisocial behaviour

A changed attitude to the management of antisocial behaviour is to be seen at schools using restorative justice practices (Fields, 2003:44; Varnham, 2005:87-104). It is argued that punishment “instils a narrow, selfish way of thinking; the focus is on oneself rather than on others” (Reyneke, 2011:129-171). Furthermore, it makes people bitter and not effective, and the transgressor does not have to face up to all the people affected directly or indirectly by the misbehaviour (Hopkins, 2015). He argues that “punishment can be dangerous and ineffective, and could well be reinforcing the very values and behaviours we seek to discourage and denounce.”

The attitude of bringing a solution to the problems and of treating all learners with respect have replaced the emphasis on punishment. And this is carried out by the restoration of relationships and by healing. The encouragement is there for learners to understand the repercussions of their actions for others and themselves. Through this, rational thinking is built, also understanding is raised to a collective level (Reyneke, 2011:129-171; Shaw, 2007:127-135).

Reduction in suspensions and disciplinary referrals

Since the commencement of RJ programmes, schools that have introduced it have reported a significant reduction in suspensions (Fields 2003:44, Wearmouth, McKinney & Glynn, 2007:196-203; Wearmouth, McKinney & Glynn, 2007:37-49; Karp, & Breslin,2001:249-272). There has also been an overall decrease in disciplinary referrals and discipline has been enhanced significantly (Reyneke, 2011:129-171; Hopkins, 2002).

Improved academic performance

Schools using RJ practices have recorded improved academic performance. The rationale behind it is given by a principal who says you cannot disconnect behaviour from academics. If students are feeling good and safe and they have solid relationships with their teachers, their performances academically get better. Discipline has therefore improved in classrooms and instruction is hence more positive (Reyneke, 2011:129-171). Hopkins (2002 in Reyneke, 2011:129-171), gives the summary that “people are more likely to want to work, more likely to achieve and less likely to be or feel excluded. This as a result of working in an environment where damage to relationships is repaired. Improved academic performance also contributes to the enjoyment of the right to dignity since everyone is permitted to develop his or her distinctive talents and to develop his or her full potential.

Solving problems

To suspend and expel difficult learners are viewed by more people as the only efficient way to deal with such learners. But it is argued that in reality, to get the

transgressor removed does not remove the problem but mainly reposition it in place and time, and this often gets the problem aggravated (Varmham, 2005:87-104). Principals that use the RJ principles report that they now solve problems and not just deter or move the problems in their schools (Reyneke, 2011:129-171). Educators have now gotten the self-assurance to address the learner's emotional needs and to become involved in problem-solving conversations with learners (Shaw, 2007:127-135).

3.3.8 Challenges and criticisms facing restorative justice

Restorative justice is an evolving concept

RJ just got introduced into the criminal justice system in New Zealand and other countries in the 1970s; it is still growing. Fields, (2003:44) shows that the "concept is in-defined and there is no consensus on how it should be applied. Its usage in schools is at the embryonic stage, with pilot studies being conducted in several countries. Therefore, RJ cannot be regarded as generally accepted in schools (Varmham, 2005:87-104). Its application needs to be researched on and the theoretical framework induces a lot of debate. More research on the sustainability and impact of the process, on what constitutes healing, and on community participation is also required" (Hopkins, 2002; Bezuidenhout, 2007:43-60; Drewery, 2004:332-344; Shaw, 2007:127-135).

Cultural differences

Culture is stated as a possible impediment to successful RJ processes, the reason is that different cultural groups may have a different perception of restoration (Reyneke, 2011:129-171). Cultural differences and challenges such as race and language can be tackled with the appropriate training and development of the facilitators (ibid). Mirsky (2007 in Reyneke, ibid) referred also to other challenges, namely, changes in the demography of schools, especially in schools where intelligent children get admitted in large numbers, for example, where children from the urban or city attend schools in the rural areas, a situation like this, introduces the risk of the school culture to change spectacularly. But, in schools where RJ practices

are in use, the new students have adapted quickly and a positive culture is upheld or created where it did not exist previously.

Restorative justice is a time-consuming process

RJ processes are time-consuming and require more effort to implement unlike the traditional disciplinary techniques like corporal punishment as well as detention (Reyneke, 2011:129-171; Karp, & Breslin 2001:249-272). Despite the positive results attained, the uptake for the implementation of RJ processes remains slow (Varnham, 2005: 87-104). Reyneke (2011:29-171) reports that, in a certain case, educators were willing, initially to render their services voluntarily at the restorative justice centre linked to a school's detention programme, but could not render such services as a result of other commitments and demands to continue the task, college students, some of them are paid while some did voluntarily, now run the centre in conjunction with two paid educators (Shaw, 2007:127-135) refers also to the difficulties overstretched educators pass through in balancing their increased responsibilities in respect of learners wellbeing, some of the difficulties are: retaining learners in the education system for a longer time, carrying out their educational responsibilities and maintaining discipline and order in schools. The administrator burden of the process also poses a challenge.

Though restorative justice could be a time-consuming process, once it is implemented properly, the time spent on dealing with disciplinary issues is largely decreased. Hopkin (2002) further suggests that "learners can be taught to use restorative justice principles and peer-mediation techniques. This can cut the time educators spend on restorative justice and disciplinary issues".

The impact on the school's culture is not visible at first

Schools that have made use of the principle of restorative justice for up to three to four years would have shown that there is a definite positive change in school culture as against some of the pilot studies which indicate that there is yet no observable change in School culture, (Reyneke 2011:129-171; Hopkins, 2002). "An increased 'culture of support among staff members also restorative practices created a more positive relationship between staff and learners" (Reyneke 2011:129-171). There is also an improvement in the relationship between the managers (administrators) and teachers (educators), they are as well work hand in hand. Also, a sociable and helpful atmosphere is existing in the schools.

According to the Victorian, behaviourist, positivist, and Calvinist world, more RJ principles and procedures are needed to guide and inform the present school discipline instead of the corporal punishment that is causing more harm than good in most schools. This is more needed in schools that still depend on traditional school discipline practice and 'one-size-fits-all' approaches of overseeing student conduct or behaviour. The research that was carried out in the area of school discipline practices indicated that not only approaches and models, characteristics of efficient and effective school discipline practice were also involved. What is also interesting about school discipline practices is that as a social construct, it is no more combining history, class, culture, politics, values, and ethics. The most important aspect of it is that cultural factors and social dynamics that generate and maintain values and beliefs were clarified by school discipline practices, as a social construction of certainty (Pitsoe & Leseke 2014:1525).

RJ is an expansive term that envelops a developing social development to systemise non-punitive, relationship-centred methodologies for staying away from and tending to hurt, reacting to infringement of lawful and human rights, and cooperatively taking care of issues. In addition, RJ has been utilised broadly both as a way to redirect individuals from corporal punishment which is the traditional justice system and as a program for indicted guilty parties previously monitored, supervised, and controlled by the grown-up or adolescent justice system. RJ in a school setting does function as an alternative to corporal punishment (that is traditional discipline). RJ exponents use to turn to restorative practices unknowingly most times that exclusionary disciplinary actions may be associated with harmful consequences for the students and children generally (Losen, 2014:53-69).

The impact of RJ in education cannot be over-emphasised. According to Gregory, Clawson, Davis and Gerewiz (2016:325-353), its usage in society especially in education has been successfully implemented, the number of incidents of "disrespect to the teacher" and "classroom disruption" reduced by 70% after one year of the intervention. Some of the countries where RJ has been used successfully include Scotland, Wales, Hong Kong, Australia, Brazil, Canada, Indonesia, Japan, New Zealand, the United Kingdom, and the United States. RJ actively comprises the victim of the infringement or infraction in addressing the lawbreaker or offender

directly to hold them responsible and allow them to explain their actions (Pitsoe & Leseka 2014).

However, the fundamental proof suggests that RJ may have constructive outcomes over a few results identified with discipline and others. Furthermore, proof from an increasingly thorough evaluation proposes that RJ has constructive effects on exclusionary, discipline variations, rate, and school atmosphere (Augustine et al., 2018).

3.4 CONCLUSION

In conclusion, two theories include the theoretical work of Paul-Michel Foucault and RJ practice theory. These were discussed extensively in this chapter. The two theories condemned the use of corporal punishment on any offender or those that commit one crime or the other. Alternative means of handling the offender were recommended to correct the wrongdoings of the offender and to repair the harms caused by criminal behaviour. The researcher concludes that the application of these two theories will be very useful to manage or maintain discipline in secondary schools in Ogbomoso, Oyo State Nigeria.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

This chapter describes the methodology employed in this study. The objectives and philosophical assumptions underpinning the study are also discussed in this chapter. Furthermore, research approach and design technique employed to sample respondents and locations (sites) are also described. Data collection method and analysis, various steps utilised in ensuring the study trustworthiness are equally presented in this chapter. Ethical considerations that were carried out to make sure the study is ethically carried out. Finally, the study is guided by the following research objectives in examining or investigating the issues that are critical to education:

- Investigate the concept of school discipline;
- Explore the ATCP;
- Examine the emerging trends and challenges on managing school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria;
- Find out how teachers experience and manage school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria; and
- Investigate the best practices of ATCP that can be used to inform and guide school discipline policy in Ogbomoso, Oyo State, Nigeria

4.2 RESEARCH PARADIGM

A paradigm is viewed as a mental map that details a pattern of thinking that permitted the researcher to decide how the research phenomenon was studied (Mackenzie & Knipe, 2006). The researcher used an interpretative research paradigm to determine the extent to which ATCP could be used in the management of school discipline in secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria. Interpretivism emphasises the fact that the motive of social sciences is to comprehend people and not to explain to them as is assumed by positivism. This is to suggest that it is a narration of the prospects of the research population. Qualitative methodologies are used in interpreting and describing social

realities by the interpretive paradigm (Basse 1995:180). The findings carried out using qualitative methodology approach usually use a descriptive report.

This paradigm is chosen because the study was qualitative in nature because it permits the researcher the opportunity to relate with respondents. Therefore, the research procedure sought to evaluate, assess, examine and explore the manner at which the participants construct meaning out of context. The connection or relationship that exists between the topic and the paradigm is that participants sampled may have different things in mind. They may even have different meaning or understanding of the management of school through alternative to corporal punishment in the Oyo State of Nigeria.

- A paradigm consists of ontology, epistemology, methodology, and methods (Dieronitou 2014:85-103; Scotland 2012). Don-Solomon and Eke (2018) view ontology as “a branch of philosophy that is concerned with the nature of what exists”. In contrast, epistemology, according to Aflisia, Alie and Haryanti, (2021) “is the theory of knowledge and deals with how knowledge is gathered and from which sources”. The methodology entails the strategies that serve as the propelling force for the researcher in collecting and analysing data. Methods in the other hand are strategies and methods employed to implement the plan by the researcher (Wahyuni 2017; Scotland 2012). In this study, the researcher has the following as his ontological and epistemological standpoints:
 - Knowledge is built via social interaction;
 - Individual social interaction differs in the world; and
 - Hence, these differences will be reflected through their realities (Merriam, 2009). The term ontology refers to one’s perspective of reality.

People are treated as research participants in the interpretive research paradigm in contrast to the positivist paradigm where they are treated as objects. The narratives of the respondents were gathered by the researcher to see if they will be congruent with the literature that is reviewed regarding indiscipline to investigate if ATCP could be improved or whether to suggest that the Oyo State Ministry of Education should seek other means of managing school discipline so that schooling system can go

back to the old days and regain its former glory. Precisely, this was where the methodological approach came about the view and experiences of teachers and heads of schools (principals) about discipline in schools. In this perspective, the researcher gathered responses from respondents within the context of their environment. The use of this paradigm is inevitable because people are deceptive and surely not the way one views them outwardly. The researcher's standpoint to have chosen this paradigm in line with the proclamation that interpretivism believes that human life is only understood from within and not through external observation (Livesey, 2006). In the same vein, the methodology of interpretive researchers can be described as qualitative. Therefore, the researcher used close-ended interviews for data collection among others. This seemed crucial to dig deeper for richer responses and quality data from the respondents about their perceptions on ATCP (Bassegy, 1999). To this end, it is necessary for the researcher to be guided by the philosophical framework called paradigm that will be common to the knowledge interest or aim of the researcher that could be used to organise the researcher's observations and reasoning (De Vos, 2002; Maree, 2007).

This makes Mackenzie and Knipe (2006:205) affirm that without nominating a paradigm as an initial step there is no point for subsequent choices regarding methods, literature, or research design. Hence, epistemological assumptions have to do with the basis of knowledge, their forms ad nature, and how they can be obtained and communicated to other human beings (Cohen et al., 2006).

Also, Henning (2004) asserts that this approach describes people's intentions, beliefs, values, and reasons. This suggests that one has to move closer to the subject one is studying and viewing the world from the perspective of an insider which rejects positivism that lays emphasis on objectivity and controls the research situation like experimental designs.

The interpretivist paradigm is often inductive; that is, the process moved from specific observations to broader generalisations and theories. Reliability method may not be possible because interpretivists use systematic and rigorous approaches to research. For example, the paradigm is auditable, that is the context concise nature of research may not give itself to replication. Rather it should be verified through full and transparent explication of the method. Since indiscipline happens often in most

schools, its roots may vary from one school to another. Therefore, the data have to be there to authenticate the cause. Hence, it cannot be replicated. That is, the paradigm has to do with meaning and it seeks to understand how societies define and understand their status quo. In the same vein, Maree (2007) asserts that the merits of placing people in their social context are the availability of greater opportunity to understand the perception they have of their own experience. Similarly, Schwandt (1994:137) asserts that the advocates of these pervasions share the goal of comprehending the complex world of experience from the point of view of those who live in it.

In line with the foregoing discussion, a paradigm focuses on the significance of respondent views and how meanings are being constructed, and also, contextualises the collection of data (Bergman, 2008). The ideas of theory in neutral observations and the understanding of neutral laws are rejected by the interpretivists. Theories such as the ones that exist in Miles and Huberman (1994) hypothesise that interpretivist researchers are no longer disconnected from their objects of study. For example, Schotack (2002 p.5) postulates that intensive or close up observation is not enough to understand the lives of people who dwell in the streets; contact has to be made. Hence, researchers have their convictions and their conceptual orientations belong to a specific culture at a specific moment. Therefore, moving inside the group of learners and teachers helped the researcher get a better picture of what is taking place inside school relating to discipline.

Though interpretive research is known for its value in providing contextual depth, its outcomes are often criticised in terms of validity, reliability and the ability to generalise is referred to collectively as research legitimisation (Morse, 1994:1-7). This means that the outcomes from the learners and teachers' perceptions on the ATCP may not be presumed to represent the same state of affairs in schools outside the sampled town. The view of objectivity and human bias can never be underrated. The opportunity of the researcher sharing his/her experience with the research respondents' involvement with the researcher. Hence, the relevance of this paradigm to this study since the research questions are interpretative. The researcher sought to determine the extent to which ATCP be used in the management of school discipline in secondary schools.

4.3 RESEARCH APPROACHES

Research approach, according to Abutabenjeh and Jaradat, (2018) “is the plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation”. Quantitative, qualitative, and mixed methods are the possible research approaches. A study is either quantitative or qualitative in nature (Creswell, 2014). Quantitative research deals with numbers, while qualitative research deals words and meaning, which makes quantitative research quite different from qualitative research approaches.

A qualitative research approach is used for this study as it seems appropriate to answer the main research question of the study: ‘To what extent can ATCP be used in the management of school discipline in secondary schools in Ogbomosho South Local Government Area of Oyo State, Nigeria.

4.4 QUALITATIVE RESEARCH APPROACH

The nature of the study is qualitative; hence the application of the qualitative research approach is defined by several researchers in different ways. The scientific research aiming to understand a problem from the point of view of the people studied is regarded as qualitative research (Mack, Woodsong ,Macqueen, Guest,and Namey 2005). Malagon-Maldonado (2014) also views qualitative research “as collecting and analysing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research”.

To Sullivan (2012), “qualitative research seeks —to discover, explain, and generate ideas/theories about the phenomenon under investigation; [and] to understand and explain social patterns (the How ‘questions)’”, this is the type of research that tries to gather descriptive data that is very rich pertaining to a specific phenomenon in a particular context so as to develop an understanding of what is being studied.

Cohen et al. (2006 p.120) aver that qualitative research methodologies are criticised for being impressionistic (based on reaction or opinions, rather than on specific facts or detail), biased, insignificant, not generalisable, and idiosyncratic, subjective, and short-sighted. However, Flick et al. (2004) argue that the qualitative approach demands that the researcher understands the real world from the perspective of the

respondents in his/her investigation. Also, Ritchie and Spencer (2002) concur that quality research is concerned more with the understanding of the social phenomenon of the respondents. The qualitative approach is capable and effective to discover the meaning and interpretation that individuals give to events that they experience; that is, the qualitative approach will be used to investigate the scope of the research problem (Creswell, 2014). The qualitative approach is adopted by the researcher since it is based on the interpretive paradigm in social science. In addition, it is noted and observed by some researchers that indiscipline is prevalent in schools around Ogbomoso, Oyo State of Nigeria since the pronouncement of the eradication of corporal punishment by Oyo State Government and ATCP suggestions do not seem to work (Odebode 2019:126-134; Nakpodia 2010:144-151), the researcher wants to reveal what respondents think, feel and know in regards to ATCP and if alternatives to the ATCP can be explored to fight indiscipline in schools. Hence, the only approach that can permit the researcher to study the participants' behaviour in their natural context is the qualitative approach. This of course cannot be possible in quantitative research since it uses settings that are not natural which include laboratories where human behaviour can be studied (Johnson & Christenson 2009). Both the constructivist and interpretivist, paradigms are accommodated in the qualitative research approach within which the study will be carried out (Flick 2009). In contrary to the quantitative approach, qualitative research uses data collection technique methods that are highly structured such as surveys are used, the qualitative approach will allow the researcher to use non rigid interviewing (flexible) as the method for data collection (Padgett 2009).

There are still other reasons why the qualitative research approach is to be used in the study. According to Lapan, Quartaroli and Riemer (2012), the researchers who conduct qualitative research place substantially less accentuation on looking at circumstances and logistic results and rarely find it essential, or even conceivable or possible in most cases, to draw a general conclusion that can go beyond the research setting. Therefore, the qualitative approach provides the researcher with the opportunity of collecting detailed data on the extent to which ATCP could be deployed in the management of school discipline in secondary schools since indiscipline has been the habitual act of the student in the Oyo State of Nigeria, especially after the pronouncement of the eradication of corporal punishment. The

researcher did not aim to generalise the findings rather sought to gain a rich and complex knowledge and determine the extent to which ATCP can be used in the management of school discipline in secondary schools. What makes this possible in qualitative research is the fact that qualitative research is prominent as against quantitative research, which aids data to be spread and generalised to larger populations” (Creswel 2014; Mack et al. 2005). The researcher is permitted to be a core instrument in the qualitative approach. He displays this by collecting data himself, using an interview protocol he developed himself instead of engaging the instruments developed by some other people as in the case quantitative research” (Creswell 2013; Kumar 2011:384-399). Moreover, the researcher is permitted to interact with the participants in their natural context in the qualitative research during the data collection process in the selected schools (Creswell 2012; MacMillan & Schumacher 2014).Also, it allows the researcher access to rich descriptions in the form of words. This gave an in-depth description of the extent to which ATCP can be used in managing school discipline in secondary schools (MacMillan & Schumacher 2014). Kumar (2011) and Creswell (2013) assert that, “in quantitative research, the researcher focuses on the participants’ meaning of the phenomenon and not what is written about it in the literature”. Therefore, choosing qualitative research approach for this study has generated the chance for various voices of the participants to be heard as they connected meaning to their experiences of dealing with the indiscipline attitude of the students in school since the pronouncement of eradication of corporal punishment in school during interviews (Yin 2009). The qualitative approach permits the researcher to interview participants without any prior ideas of how participants would think or acts” (McMillian & Schumacher 2014). The paradigm of this study also determined the type of design that could be employed (Creswell 2009).

4.5 RESEARCH DESIGN

The logical research design is the logical arrangement of conditions for data collection and analysis in a way that aims at getting a research outcome (Groenland & Dana 2020). Also, it refers to an outline or a plan for gathering and organising data (Merriam 2009). Invariably, the plan that is drawn by a researcher on how he or she will conduct the research is known as research design. In developing a research

design, the researcher views the purpose and research questions of the study, because they (purpose and research questions) determine the more appropriate design. Large and small populations are studied by descriptive survey since it is a branch of social scientific investigation. Kothar (2011) posits that the descriptive survey design method is employed to allow researchers the opportunity to collect information, summarise the data, present and interpret the data before drawing out the conclusion and finally coming out with recommendations. This assertion is also buttressed by Oratho (2008) and Kothari (2011). This research design is utilised in preliminary and exploratory studies to permit researchers to collect information, summarise, present, and interpret for the aim of clarification (Orodho, 2008). But Mugenda (2003) views the aim of a descriptive survey as determining and reporting the way things are. Borg and Gall (1989) view descriptive research as having the intention of producing statistical information about aspects of education that interest policymakers and educators. This study stayed within the provisions of descriptive survey research design because the researcher collected the data in person, and reported things the way they were given by respondents without manipulating any variable since the sole intention of this study was to collect information on the current phenomenon. The design was considered appropriate. Afterward, the discoveries will be reported according to the observation of the respondents.

4.6 POPULATION OF THE STUDY

Population in research is defined by various scholars in different ways. Population simply means the entire group, individual or people, even object on which the researcher desires to generalise the findings (Orodho, 2013). A population is also a group on which the researcher has an interest in making inferences (Devos 2010:99). A set of entities in which all the measurements of interest to practitioner or researcher are present is also known as population (Kitchenham, Pfleeger & Fenton, 1995:929-944). According to Mugo (2002), population is a specific group of individuals who can give answers to the research questions. Teachers in all the secondary schools in Ogbomoso South Local Government Area of Oyo State are the target population of this study.

4.7 SAMPLING TECHNIQUE AND SAMPLE SIZE

4.7.1 SAMPLING TECHNIQUE

It is neither possible nor necessary to deal with the entire targeted population. Therefore, this study identified a portion of the population as a sample. A sample is defined by Lohr (2019) as a strategic and purposive category of respondents who provide information for the study. To Kombo and Tromp (2007), sampling is used to sift respondents from what one can conclude the population. Summarily, the process is used in statistical analysis through which a predetermined number of observations is selected from a larger population. Both stratified random technique and purposive sampling were deployed in selecting schools that were used for the study. Stratified random sampling as a technique of sampling involves the division of the population into strata, that is, smaller sub-groups. The strata are formed based on members' shared attributes or characteristics in stratified random sampling or stratification.

The intentional selection of informants based on their ability to make clear a specific theme, concept, or phenomenon is known as purposive sampling. According to Taherdoost and Group (2017), "Purposive or judgmental sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices". This means, not everyone has a chance of being chosen as a participant (Creswell 2012). To these authors, this particular sampling type is based on the judgement of the researcher because its primary motive is to get a group that may like to produce the most vital and more than enough data regarding the topic being treated. Purposive sampling is also known as judgmental, selective or intentional sampling. Stratified random sampling was used to sample the selected secondary schools while purposive sampling was used to select the principals and teachers assigned by the principal to be in charge of the administration of corporal punishment in Senior secondary schools in Ogbomoso, Oyo State, Nigeria. The choice of a non-probability purposeful sampling by the researcher was because the study was qualitative. Also, the principal being the head of the school, and the teacher assigned to be in charge of corporal punishment in the schools would provide the most relevant information that would help the researcher get a deeper and better understanding of the extent

at which ATCP be used in the management of school discipline in their schools (Creswell 2012). The researcher decided to use the purposive sampling technique because he believes participants were in the best position to provide answers to questions regarding the extent to which ATCP could be used in the management of school discipline in their school owing to their experience and the knowledge already acquired in the particular area that has changed drastically (Creswell 2012). The researcher also carefully considered the places or locations and the participants that will grant him access and be ready to share their experiences regarding the ATCP being used in managing school discipline in their various schools (Kumar 2011).

4.7.2 SAMPLE SIZE

Evans, Hastings and Peacock (2000) view the sample size of the study as the number of observations in a sample. This study's sample size was determined by the time of conducting the study and it has a reasonable representative sample that could bring biases in bringing up the results. Stratified random sampling was used to select ten senior secondary schools in Ogbomoso, Oyo State, Nigeria. Thereafter, purposive sampling was used to select the principal and a teacher, or an officer assigned by the principal to be in charge of the administration of corporal punishment in each sampled school to give a total number of 20.

4.8 CRITERIA USED FOR INCLUSION IN THE STUDY

The researcher intentionally selected people that can provide adequate information concerning the study within the 16 secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria because it is believed that the principal as the head of school is expected to have good knowledge of managing school discipline through alternative to corporal punishment since the pronouncement of Oyo State government on the eradication of corporal punishment in schools as well as the teacher or office in charge of discipline. So at the end of the day, two people emerged in each school as participants in the study to give a total number of 20 participants. The sample consisted of the principal and a teacher or officer in charge of discipline in the Ogbomoso South Local Government Area of Oyo State, Nigeria.

The purposefully selected members in this study were those in charge of the management of school discipline in secondary schools in the Ogbomoso, Oyo State, Nigeria. The selected participants also were those that have spent up to 20 years and above in service. The researcher believed they might have acquired enough experience in the area of discipline in secondary schools. The researcher believed they should be in the best position of understanding ways of managing and how to go about the challenges they come across in dealing with indiscipline in school. Also, the selected participants were those who were able to provide information about their experiences of how they were able to manage indiscipline in their schools.

To be able to interview and do follow-up interviews for the participants, the researcher decided to select a small sample size. This decision was informed by the thinking of Kvale (2007:102-120), whose belief was that it is hard for the researcher to alter the analysis of interviews of a large number of participants.

4.9 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

When conducting qualitative research, a researcher can use any kind of qualitative data collection approaches. The following are the major data collection technique shown by literature; interviews (which include structured, semi-structured and unstructured), observation technique, field notes, audio and visual clips, as well as document analysis (Yin 2008). In this study, the phenomenological interview may be varied; it may be highly structured and guided by open-ended questions and at the same time, it may be less structured and take the form of a conversational interview (Ben-Eliyahn, 2017). The researcher employed an open-ended interviews strategy to collect data.

4.10 INTERVIEW SCHEDULE

The most common method that is used in collecting qualitative research data is the interview. The interview is a dual-person dialogue that is initiated by research to

obtain relevant information that is to provide answers to the research questions posed (Corbin & Strauss, 2008).

The interaction that takes place among more than two people, either face-to-face or otherwise, and that it is basically meant for knowledge production regarding a certain topic of mutual interest is known as an interview (Kvale 2008; Kumar 2011). Also, an interview as is stated by Chimbamu, (2016) is a conversation between the researchers or investigator and respondent face-to-face to gather or collect the data to be used for the research. The kind of conversation that involves two or more groups of people instigated or initiated by the investigator or researcher to collect useful information for research is also known as an interview (Cohen & Manion 2013). The main reason the researcher used the interview is that it allows the respondents to express their minds fully concerning the information intended to get concerning the study. An interview is very useful for gaining perception and context into a topic. Moreover, an interview can provide some facts and information to which the interviewee was previously privy to, unlike other data collection methods such as questionnaires which may act as blinkers to the response required.

Cohen et al. (2011), Creswell (2012) and Kvale (2005) view one of the advantages of using the interview to collect data as giving voice to side-lined people. For instance, the ATCP in managing school discipline that can be passed to a larger audience such as all the stakeholders. "An interview is a flexible tool for data collection" (Cohen et al. 2011). According to Creswell (2012), where a researcher is not able to observe the participants directly, the quantitative research has the benefits of providing valuable information.

Description of detailed personal information is also allowed in qualitative interviews. Finally, it gives the researcher better control of the type of data he got since he can ask concise questions that he feels can produce useful information.

Qualitative research equally has some shortcomings (Creswell 2012). Firstly, conducting interview studies could be very expensive and very time-consuming (Kumar 2011). When using interviews, more time is devoted. It is expensive and stressful. Time constraints, the stress involved and financial implications regarding

interviews usually pull some people away from using interviews. The interview can be biased. For instance, the researcher may get answers that are affected by the researcher's reaction to the interviewee's race, age, class. It may even be the interviewee's physical appearance. In addition, in interview studies, less anonymity is provided, and this stands as a big issue for many respondents. Also, the lack of accessibility to respondents operates here (unlike conducting a mailed questionnaire study) since some of the respondents can be within or around any part of the country or world.

Additionally, Creswell (2012) views the provision of clarified information through the researcher's opinion or view, as "a qualitative interview's shortcomings". It is further clarified vividly by the researcher that the summary of the participants' views only will be reflected. Hence, the researcher directly quoted the participants when reporting the findings to allow their voices to be heard. Creswell (2012) believes that there is a possibility of data being deceptive wherever the interviewee provides the perception that the researcher wants to hear. To avoid this, the researcher kept reminding participants to be honest in their responses during the interviews and also to remember their data were only for educational purposes. Last but not the least, the presence of the researcher can affect the response of the participant. Because of this, general questions are introduced by the researcher to establish rapport with the participants in all interviews. The following are the different forms of interviews (which include: one-on-one interviews, telephone interviews, focus group interviews, email interviews, close-ended interviews, semi-structured, open-ended interviews, and so on). The researcher decided to use open-ended interviews for this study.

The teachers in charge of discipline and the school administrator (Principal) of the selected schools were interviewed on the aspect of discipline in their various schools. This is because they are more detailed and knowledgeable concerning the policy and regulation and also, they give directives on matters about discipline. The face-to-face interviews were conducted by the researcher with the teachers in charge of discipline and the school administrators (principal) of the selected schools. The researcher got the answers verbally and put down some responses where necessary. The researcher also used a voice recorder to get the necessary information with the consent of the interviewee. This allowed the researcher to get

the information needed without missing a word. The teachers and the school administrators in selected schools were interviewed mainly on school discipline, ATCP, the emerging trends and challenges on managing school discipline, and the extent to which ATCP could be used in the management of school discipline in secondary schools. They were also interviewed on the best practices of ATCP that can be used to inform and guide school discipline. The researcher interviewed the listed ten principals and ten teachers listed in the sample size. An interview is a way of investigating a group's attitudes and opinions; it also guides contained items covering all the objectives of the study.

The interview makes room for reliable, valid and theoretical satisfactory results than a questionnaire, especially in societies where interaction is highly personalised (Kothari 2011). Additionally, he said better cooperation and more informative answers are obtained through an interview than a questionnaire. To allow probing of the respondents to elicit insightful information, the interview schedule consisted of open-ended questions.

Interviews helped the researcher to be flexible and it also made participants to be able to share their experiences in terms of discipline in school and the ATCP they are using in managing schools' discipline to be interpreted with the researcher (Qu & Dumay 2011). Conducting several one-on-one interviews is allowed in qualitative (Creswell 2012). Therefore, the choice of one-on-one interviews chosen by the researcher made it possible for him to conduct 20 interviews. Before he proceeded on the fieldwork, the procedure/schedule which serves as a reminder regarding which questions to ask was later provided by the researcher. An interview procedure/schedule is a written instruction to be used by the researcher during the interviews supplemented by writing some notes on the responses on the questionnaire form. The same questions were in the interview procedure for all respondents or participants.

The researcher made appointments with the participants prior to conducting the interviews. He interviewed all participants after school hours so as not to disturb them in their primary assignment but most of them preferred to be interviewed during

school hours to prevent being in school after school hours. However, most of the teachers picked their free periods for the interview while the principals were interviewed at their pleasure time during the school hour. Forty-five minutes were allotted to conduct each of the interviews. The researcher re-explained the purpose of the study to the participants before the commencement of the interview, reaffirming the fact that their information remains confidential and their identity anonymous. All interviews were audio recorded by the researcher with the permission of the participants. The interviewing of the principals and teachers in charge of the discipline of sample schools is used by the researcher.

4.11 THE ROLE OF THE RESEARCHER

Being an experienced senior teacher in secondary school in the aspect of discipline has prompted the researcher to conduct the study. Students are very difficult to manage and control since the pronouncement of Oyo State Government, Nigeria. The researcher took time to inform the participants that he is a researcher as well as a learner, hoping that this would help to make participants feel free and comfortable to speak about their experiences in managing school discipline through ATCP. The researcher had the intention of gaining the attention and the trust of respondents, that is, the participants. He made them to realise that he was there for his doctoral study and not a government official. He made sure he focused on the interview process as well as interview, and he did this by not allowing his experience as a senior secondary teacher to influence the interviews. Also, he restrained from sharing with the participants his personal experiences in managing school discipline through ATCP.

4.12 DATA ANALYSIS AND INTERPRETATION

Data analysis is viewed as the most vital aspect of the research. It summarises and interprets the data collected using analytical and statistical tools to bring a reasonable result (Brereton, Jansen, Lopes, Marini, Pomerantsev, Rodionova, and Tauler (2017)). It is also seen as a process whereby a researcher draws out

meaning of the data collected. Data analysis aims to reduce data into small themes (Creswell 2012; 2013). Moreover, the data analysis process used was inductive and ongoing (Creswell, 2009). According to Thomas (2006), “inductive data analysis refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher”. This was to be more meaningful where it was deemed necessary. Questions and concepts from the framework guided the researcher in analysing the data. The researcher was aware of a popular qualitative computer analysis program, but he however, hand-coded the data in this study despite its time-consuming nature (Creswell 2014).

A thematic analysis method is a method used by the researcher to analyse data. The process whereby a researcher identifies and simultaneously analyses and reports different patterns within the data collected is known as thematic analysis (Braun & Clarke 2006:77-101). They (Braun and Clarke) also view thematic analysis as one of the methods that are compatible with the constructivist paradigm within which this study was conducted. They also acknowledge the fact that the thematic analysis method has phases that are similar to other qualitative analysis methods. Hence, the following five steps were taken by the researcher as recommended by Braun and Clarke (2006:77-101). They are: “(i) Familiarising with your data; (ii) Generating initial codes; (iii) Searching for themes; (iv) Reviewing themes; and (v) Defining and naming themes and producing the report”.

4.13 FAMILIARISING SELF WITH DATA

Any information collected, observed, generated or created to validate original research findings is referred to as research data. According to Birds (2005; Braun & Clarke 2006 (77-101), “familiarising self with the data is process of transcribing data, reading and re-reading it while noting primary ideas”. This is the main stage in qualitative methodology. The researcher transcribed all data that are in a verbal form into a written form. Afterward, he immersed himself in the data collected in order to familiarise the depth and breadth of its contents. Immersion includes the effective reading of data repeatedly while looking for meanings and patterns (Braun & Clarke

2006:77-101). Continuous reading of the data is done by the researcher before coding to be able to allow formulation of series of ideas and identification of likely patterns to be moulded. Initial codes are generated after the researcher had read the data repeatedly and well familiarised himself with all the transcribed data.

4.14 GENERATING INITIAL CODES

The organisation of data into meaningful groups is known as coding (Castleberg & Nolen, 2018:807-815). A link that exists between the collection of data and the data interpretation is referred to as coding (Charmaz, 2006). Coding is also viewed as a process of organising data by the researcher such that he gets a clear picture of the messages sent by the data (Smith & Davies (2010). Initial coding also known as open coding is the act of breaking down data into various parts and then coding using coding methods (Saldana 2013:6-34). The data are broken down by the researcher. This was done based on the interview questions to allow coding. He then proceeded to the next step, which is the third step.

4.15 SEARCHING FOR AND REFOCUSING THE ANALYSIS OF THEMES

Themes are broader than codes (Braun & Clarke 2016:71-101). The different codes are sorted into potential themes by the researcher. He gathered all relevant codes within identified themes. Researchers should use visual representation to help sort the different codes into themes (Braun and Clarke, 2006:77-101). Hence, the researcher used a table in this study. The researcher started to refine the themes by reading all the assembled concepts to ensure that they formed a graspable pattern. Defining and naming themes is the next step.

4.16 DEFINING AND NAMING THEMES

The identification of the essentials of each theme and the determination of the data's feature captured by each theme is referred to as defining and naming themes (Braun & Clarke 2006). The investigator known as researcher retrospectively assembled

data extracts for each of the themes. He organised them into a clear and consistent interpretation accompanied by quotations.

4.17 PRODUCE THE REPORT

Finally, the researcher produces a report, and this is shown in chapter five, which is the next chapter. As rightly put by Braun and Clarke (2006), “the final phase begins once the researcher has fully established the themes and is ready to begin the final analysis and write-up of the report”. It explains the complex story of data in such a way that the reader is convinced of the validity of the analysis.

4.18 CREDIBILITY AND TRUSTWORTHINESS OF THE STUDY

Quantitative and qualitative research are quite different when it comes to the usage and importance of some terminologies or terms. For instance, the following research terminologies or terms: validity and reliability are very crucial in quantitative research (Henry 2015:199-218). However, in qualitative research, the emphasis is on ensuring trustworthiness (Henry 2015:199-218; Kumar 2011:384-399). Researchers are enjoyed to pay attention to how they ensure credibility throughout the process of research to convince readers that their study is of good quality (Oates 2006:425-437). Credibility is the first aspect that must be established. It is seen as the most vital aspect or factor in establishing trustworthiness.

Credibility demands the researcher to neatly join the findings from the research to the reality to demonstrate the truth of the research study’s findings. Also, credibility has most techniques available to establish it compared to the other three aspects of trustworthiness (Gube 1981:75; Porter, 2007:79-86). Credibility is similar to validity because it allows the researcher the ability to represent the perspectives of participants with accuracy (Bloomberg & Volpe, 2008; Jrochim & Donally, 2007). The following primary strategies are to be employed by the researcher to achieve the required trustworthiness. To ensure the credibility and trustworthiness of the study, the following are used by the researcher; (i) triangulation, (ii) member checking, (iii)

peer review debriefing, (iv) prolonged engagement in the field, and (v) clarifying bias.

4.19 TRIANGULATION AND MEMBER CHECKING

The process through which researchers combine multiple perspectives or approaches to increase the credibility of their findings is called triangulation (Yeasmin & Rahman 2012:154-163). To triangulate, the researcher gathers data from multiple sources on the phenomenon that are the same in order to broaden their understanding and provide solid support for their findings or research (Henry 2015:199-218). The form of triangulation the researcher chooses depends on the purpose of the study (Yeasmin & Rahman 2012:154-163). The purpose of this study was to determine the extent to which the ATCP can be used in the management of school discipline in secondary schools. The principals (heads) of the schools and the teachers in charge of discipline in sampled schools are believed to be the only ones who can supply the necessary data that can be useful for the findings since they are the ones in charge of discipline in the sampled schools. Hence, the form of triangulation that looked appropriate for this study was data source triangulation. With the researcher would be able to generate themes based on a variety of participant viewpoints, making the study more credible (Creswell 2014). This was achieved by the researcher through interviews, where he interviewed ten principals and ten teachers, and the interview of the participants cut across all the schools sampled in order to integrate various opinions or perspectives on the phenomenon of different strategies in which school discipline can be managed through ATCP.

To establish credibility, another important technique that qualitative researchers use is member checking. In this technique, the researcher summarises the information from participants and also elicits information from the participants through personal discussions to ensure accuracy. Also, a technique whereby the data interpretation and conclusions are shared with the interviewee (the participants) is known as member checking. It allows participants to clarify their intentions, make necessary correction if any error is made, and supply additional information as needed. (Iivari, 2018; Smith & McGannon, 2018:101-121). On the other hand, the final report can be

taken by the researcher to the participants for confirmation of the researcher's interpretation (Creswell 2007; Creswell 2009; Henry 2015:199-214). After each interview, the researcher ensured he summarised the transcripts. Again, follow-up interviews with each participant to allow them to remark on the findings summaries were also conducted by him (Creswell 2014).

4.20 PEER DEBRIEFING AND PROLONGED ENGAGEMENT IN THE FIELD

To elucidate some aspects of research that the researcher may be unsure about, peer debriefing is necessary (Henry 2015:191-214). According to Korstjens, and Moser (2018), peer debriefing is a process of exposing oneself to a disinterested peer in a manner paralleling and analytical sessions and exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind. Therefore, the following are the purpose of peer debriefing:

- A debriefer can assist to uncover taken for granted biases, perspectives, and assumptions on the part of the researcher.
- The process permits the researcher to become aware of his/her posture toward data and analysis.
- It is a chance of testing and defending emergent hypotheses and see if they seem reasonable and plausible to a disinterested debriefer.
- The process provides an opportunity for catharsis to the researcher. In this study, the researcher made use of the expertise of a reputable, renowned, and established academic from the University of South Africa as his peer reviewer to evaluate his research methodology and interpretations as regards the ATCP strategies in managing the school discipline.

Creswell (2014) suggests that research ought to be at the research site for a prolonged period. To him, this consolidates the researcher's evidence by allowing him to examine the data and their assumptions as well as comparing interview data with what they have seen. Also, Creswell (2014) thinks that using lengthy time in the field permits the researcher to develop a cordial relationship and with participants as well as trust and this assists to make participants feel relax and comfortable to disclose and release information. Finally, the findings were carried out within the

constructivists and interpretivists paradigm. It is believed that when the researcher spend longer time in the field, it makes it possible for them to properly listen and hear different viewpoints (perspective) from respondents (participants) and comprehend the context of participants' opinions (Creswell 2009). A period of one (1) month was spent on the research sites by the researcher. He spent the time to conduct what is known as follow-up interviews with the participants, for the findings to be effective.

4.21 CLARIFYING BIAS OF THE RESEARCHER

The researcher must take pain to reflect on bias and at the same time clarify the bias he brings to the study that may have influenced or affected the interpretation of the findings, this is very important (Creswell 2014). In this study, at least, part of the rationale specifically based on the background and experience of the researcher as a senior teacher and even one of the disciplinary committee members in secondary school for some time. The researcher that acknowledged the interpretation of the findings might be affected by his prior experiences and biases, hence he involved the supervisors and ensuring that the quality assurance in terms of researcher bias is done (Creswell 2014).

In this study, dependability is another technique in which trustworthiness can be enhanced. Dependability is a qualitative concept that means the extent to which the differences can be explicated or tracked. It equates with the term “reliability” and this reliability is a concept used in “quantitative research” (Kumar 2011). That is, dependability connotes consistency (Korstjens & Moser, 2018). It is necessary to check whether the analysis process is in order with the accepted standards for a particular design. Dependability could be gained or achieved through an audit trail (Creswell 2019). He further postulates that an audit trail involves the process where by all the research process activities are documented by the researcher. To make sure there is an “audit trail”, the researcher endeavoured that all the project that were documented like transcripts and audiotaped data were being available when needed. The perspectives of the participants are presented equally by the researcher in order for readers make at neutral decisions (Creswell 2014). Finally, all the participants are treated in the study by the researcher; they were even treated as partners. He did

this by listening most of the time rather than talking in order to avoid power relations (Cohen et al. 2007). To strengthen the credibility of the study, researchers should make sure that their findings are transferable, meaning that, transferability is very essential (Bloomberg & Volpe 2008).

4.22 TRUSTWORTHINESS AND TRANSFERABILITY

Qualitative research concentrates and pays more attention to the trustworthiness of the data rather than concentrating on the data that will be defined as quantitative research. The use of qualitative research is very crucial since it measures some things that may be difficult to be clarified or defined by numbers. Sometimes qualitative techniques recognise or identify trends before they appear in the quantitative data (Gunawan 2015:1:10-11).

In qualitative research, a study is said to be trustworthy if and only if is judged to be so by the reader of the research report (Gunawan 2015:1:10-11). According to Guba and Lincoln (1989 cited by Krefting 1991:214-215), the trustworthiness model is employed to establish the validity and reliability of research instrument in qualitative research. Gunawan (2015:1:10-11) also highlights that trustworthiness is divided into four. It includes (1) creditability, which addresses the internal validity (2) dependability, which addresses the reliability (3) transferability, which addresses the external validity, and (4) confirmability, which address the issue of presentation.

There are four criteria for trustworthiness in qualitative research according to (Anney 2014). They are as follows:

- Creditability of qualitative which determine the truth value.
- Transferability of qualitative approach which determines the applicability.
- Dependability of qualitative approach which determines the consistency.
- Confirmability of qualitative approach which determines the neutrality.

Transferability can only be possible if the study permits readers to relate the findings of the study to similar context of those investigated (Smith, 2018, Maxwell, 2021; Creswell, 2009). Transferability is an element of qualitative validity that is equivalent

to qualitative validity and reliability. Transferability in qualitative research is also synonymous to generalizability or external validity in quantitative research. Generally, in qualitative research, transferability is the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings. From the perspective of qualitative research, transferability is mainly the responsibility of the one doing the generalising. Therefore, transferability can be enhanced by the qualitative researcher by conducting a detailed task whereby the researched context and as well as central assumption to the research are described. Whosoever has it in mind to 'transfer' the results to a different context is afterward responsible for making the judgment of how sensible the transfer is established by providing readers with evidence that the research study's findings could apply to other contexts, situations, times and populations (Lincoln & Guba 1985:313-316; Abdalla, Oliveira, Azeved & Gonzalez 2018). The researcher needs to provide evidence that the research study's findings will be applicable. To make it possible for others to be able to replicate this study, the researcher ensured the processes he followed during the research were well described .

The transferability of the qualitative approach always determines the applicability of the findings. The degree or extent in which the study findings are applied or transferred to other setting or with other groups entirely and similar contexts is referred to as applicability (Krefting, 1991:216; Poggenpoel, 1998:349). Krefting (1991:216) explains further that "when the study or findings fit into contexts outside the study situation that are determined by the degree or extent of uniqueness, similarity or goodness of fit the two contexts." In that situation, it means the research meets the transferability. According to Guba and Lincoln (1989 cited by Krefting, 1991:216), the findings can be transferred but not generalised since qualitative research is contextual and also because the situation or condition is unique.

4.23 RESEARCH ETHICS / ETHICAL CONSIDERATIONS

All ethical issues for conducting educational research were considered. Every researcher at the Unisa is being guided by a code of ethics. Some scholars equally advise researchers on research ethics. Researchers need to seek permission from

ethics committees at their various schools or institutions before embarking on data collection (De Vos et al. 2011:127). This would help to get unbiased advice concerning the ethics of the intended studies to be carried out. These scholars (authors) claim that, if researchers fail to put ethical issues into consideration carefully, it simply means the society is neglected. Accordingly, the researcher observed all regulations guiding the conduct of research. The following items which include: permission request; voluntary participation; informed consent; no deception and compensation of participants; maintaining privacy and confidentiality were considered in this study to show ethical consideration (De Vos et al. 2011:127).

The researcher applied for ethical clearance from the Ethics Committee of the Unisa and was given clearance before proceeding with the study. Thereafter, the researcher sought permission from the Faculty of Education, Department of Educational Foundations by requesting a covering letter to the research area. The researcher brought the letter to the Head of Schools of Oyo State Teaching Service Commission, Ogbomoso Zonal office to be permitted to enter the sampled secondary schools in Ogbomoso, Oyo State. The researcher also asked for permission from the school authorities to have access to the staff that were involved in the study, also to check the book where the cases of indiscipline with the punishment attached to such indiscipline act, these acts were recorded in a book, called 'black book'. The researcher also asked for permission to carry out some interviews with the school heads and two of the teachers. The participants were duly informed about the purpose of the study and the role they were expected to play in it. The participants were also informed that their participation is voluntary and that they can withdraw anytime they feel like it. They were asked to complete the consent forms prepared by the researcher as evidence that they were not pressurised or forced but they participated willingly. The researcher adhered to all procedures of research ethics and also ensured not to abuse the respondents in any form. Plagiarism which refers to copying other people's work without informing them is avoided by the researcher. Plagiarism erodes the integrity of the researcher leading to serious professional repercussions (Ordho, 2009).

The participants were neither deceived nor compensated in this study. They were assured only free access to the report online or through the Unisa Library if they have access to it. The researcher spent one month on data collection.

4.24 MAINTAINING CONFIDENTIALITY

According to the literature, the information collected either from the documents or the participants or both should be shared only for research, sharing of this information for other purposes would be considered unethical (Kumar 2011). To this end, the participants were assured by the researcher of confidentiality as well as anonymity. They were told that their revelation while responding to one-on-one interviews would not be divulged to the third parties except his supervisor for evidence purposes. The participants' names were also protected during the dissemination of the results. The researcher used pseudonyms instead of the real names of participants.

4.25 LIMITATIONS OF THE STUDY

Literature showed that the main reason why qualitative research is conducted is to know how people construct and interpret meaning from their personal experiences rather than to generalise (Merriam 2009). Again, according to the literature, the results are not generalisable since qualitative studies have small samples (Creswell 2012). Because the sample was small (twenty participants from ten secondary schools in Ogbomoso, Oyo State, Nigeria), hence the limitation also applied to this study, and the participants consist of the principals and the teachers in charge of discipline in the sample schools. Therefore, the findings can be only transferred to the situations that are similar in nature. The study was equally limited as a result of insufficient of literatures on ATCP in Ogbomoso, Nigeria.

4.26 SUMMARY OF THE CHAPTER

The procedure details that were followed while carrying out the research work were deliberated upon in this chapter. The philosophical assumptions that support

(undermined) the study were deliberated in this chapter. It also discussed the paradigm that governs the conduct of this study. The chapter equally deliberated on the approach followed in the research methodology and design, sample and sampling techniques, data collection and analysis. Here, the strategies used in ensuring trustworthiness were also discussed in this chapter. Finally, the chapter o detailed limitations of this study.

In the next chapter, data collected will be analysed, and interpretation. Discussion of the research findings will also be done.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

5.1 INTRODUCTION

The general aim of this study was to determine the extent to which ATCP can be used in the management of school discipline in the secondary Schools in Ogbomoso, Oyo State, Nigeria.

This chapter presents the research findings, interpretations, as well as discussions according to the research objectives and research questions. The research objectives were formulated to:

- Explain the emerging trends and challenges of managing school discipline in secondary schools in the Ogbomoso South Local Government Area of Oyo State, Nigeria.
- Explore and describe the teachers' experiences in the area of school discipline and how school discipline is being managed in secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria.
- Recommend best practices of ATCP that can be employed to inform and guide school discipline in the Ogbomoso South Local Government Area of Oyo State Nigeria.

The following research questions also guided the study:

5.2 MAIN RESEARCH QUESTION

To what extent can ATCP be used in the management of school discipline in secondary schools in the Ogbomoso, Oyo State, Nigeria?

5.2.1 SUB RESEARCH QUESTIONS

- What are the emerging trends and challenges on managing school discipline in secondary schools in Ogbomoso South Local Government Area of Oyo State, Nigeria?
- What are the experiences of teachers in managing school discipline in secondary schools in Ogbomoso South Local Government Area of Oyo State,

Nigeria?

- What best practices of ATCP can be used to inform and guide school discipline policy in Ogbomoso South Local Government Area of Oyo State Nigeria?

5.3 THEMES FOR THE RESEARCH FINDINGS

Open-ended face-to-face interviews were employed for data collection, as explained in chapter four (research methodology and design). Interview data were collected from the principals and the teachers or officers in charge of school discipline in the sampled schools. Appointments with the interviewee were made through the principals of each sampled school. All principals and their teachers or officers in charge of discipline in all sampled schools were interviewed in their respective schools at their convenient time. All interviews took place within the school premises. The appropriate themes in keeping with the initial research questions had been provided through this instrument or tool (interview schedule). From this research work, several themes have emerged and these themes will be discussed accordingly under the headlines stated below. Direct quotes from all the interviews will be utilised appropriately to support the findings for each theme. Based on the data obtained from the participants in all sampled schools, 13 distinct themes have been identified from the research findings.

5.3.1 Themes

Theme 1: Meaning of school discipline and corporal punishment.

Theme 2: Teacher's experience regarding indiscipline in school since the abolishment of corporal punishment.

Theme 3: Types of discipline applied in school and their effects on students' behaviour.

Theme 4: Strategies used in maintaining discipline in schools and the most efficient one in dealing with indiscipline.

Theme 5: Oyo State government's attitude concerning the use of corporal punishment.

Theme 6: Educators' opinion on alternative to corporal punishment.

Theme 7: Challenges and problems experienced while administering corporal punishment to students.

Theme 8: Challenges encountered in implementing an alternative to corporal punishment

Theme 9: Disciplinary policy in terms of the disciplinary measures using and the nature of the offences.

Theme 10: Recommendations provided for the improvement of disciplinary measures used in schools.

5.4 PRESENTATION OF RESEARCH FINDINGS

The following research findings regarding the fourteen themes were identified from the data collected from the participants.

5.4.1 Theme 1: Meaning of school discipline and corporal punishment

In theme 1, the participants were asked to define school discipline. From the interviews conducted, most of the teachers in charge of school discipline and the heads of schools (Principals) interviewed viewed school discipline as a vital tool or instrument that determines students' behaviours in school. These students' behaviours always reflect in their attitude, interaction, character, actions, and inactions. This is established through the utterances made by the participants during the interview. These are stated next.

According to a principal in one of the sampled schools, school discipline is the act of shaping the students' behaviour to portray a desired intention of the teachers. The following expression confirms this analysis:

“School discipline implies bringing out the desired intention from the students aiming at achieving the best, getting the students mentally, socially and morally fit within the school environment. By implication, we expect that the students should be well behaved come to school punctually, read their books, not running away from schools or probably turning to be a “9/11” student, by this, we mean those students who appear by 9 a.m. only to vanish from the school premises during the break time. To be able to achieve the best from the students, the school has to set up some rules and regulations that will be guiding the students, this will prevent them from behaving irrationally and action must be taken against the student that violates the set rules. The irrational behaviour of the students always jeopardises their future careers. Only students that are well behaved can achieve greatness in life”.

Also, most teachers in charge of school discipline in sampled schools in their opinion see school discipline as action taken to curb misbehaviour. However, some numbers of the participants viewed school discipline as the act of mandating students to obey school rules and regulations. That is an act of imposing school laws and norms on students. This is evident in these views:

“School discipline means a way of dealing with students to correct irrational behaviour and maintain orders. This will allow them to follow the rules and regulations”.

“Discipline can be defined as measures being put in place to preserve order and the smooth running of academic activities. There is conformity with law and decorum. Decorum in this perspective is synonymous with appropriate socio behaviour, the aim is just to achieve freedom from disturbance and general tranquillity. Simply put, school discipline means a school running that is devoid of chaos and disturbances”.

It was discovered from the findings that, almost all the participants understand what school discipline means. Though the participants defined the school discipline in different ways but were saying the same thing, they gave almost the same definitions. Various definitions given on school discipline by the participants are all in line with the definitions given by various scholars. Discipline, especially, school discipline has been defined in different ways by different authors. Most often the

definitions depend on the perspective of the individual author. The following are some of the definitions given to school discipline according to the experts:

- School discipline can also be viewed as “the arrangement of standards, penalties, a behavioural technique that is suitable for the maintenance of order and regulation of learners’ act in schools. It is likewise alluded to as precise guidance given to a student to empower him or her to pursue a specific code of behaviour” (Rahimi & Karkami, 2015: 57-82).
- Discipline in schools “denotes orders and method of doing things, constancy and obedience to directives” (Skiba, & Peterson, 2003: 66-73; Stephens, 2017: 1911-1927).
- “Discipline is the sum of educative efforts, including the teaching process, the process of character shaping, submission to rules and authority as well as the development of trust” (Ezeugbor & Eboatu 2018).
- Discipline is equally defined as “a state of orderly conduct of an individual which is acquired from training in self-control and habits of obedience to socially acceptable standards of thought and action” (Maag 2016)
- “School discipline has to do with the steps the teachers or the school administration are taking on a student, it may also be a group of students when the student's conduct disturbs the on-going educational activities or causes a kind of breach to set up rules by the school authority” (Canadian Education Association 1996; Brooks, & Woolfolk, 1987: 51-63).

Still, on theme 1, the participants were also asked to define corporal punishment. From the interviews conducted, almost all the participants (the teachers in charge of discipline and the heads of schools, that is, principals) have the same view about corporal punishment. They viewed corporal punishment as all types of physical punishments that encompass physical force and intended to cause some degree of pain or discomfort. This kind of punishment involves hitting (“smacking”, “slapping”, “spanking”) learners (students), either with the hand or items like a whip, stick, belt, shoe, wooden spoon, etc. They also refer to any form of disciplinary action that is physical and is normally delivered by educators (teachers and school administrators) as a means of punishment for students’ misbehaviour. Again, it is the act of punishment in which the student is enforced to undergo the kind of punishment that can damage part of the student body temporarily or permanently. A participant

classified corporal punishment in school settings into three categories, namely: (1) physical punishment, (2) mental harassment and (3) discrimination. All these are established through the some of the utterances made by the participants during the interview. Some of the opinions of the participants on corporal punishment are stated next.

“Corporal or physical punishment in school is viewed as any form of punishment in which physical force is employed and intended to cause some degree of pain or discomfort, no matter how light. This type of punishment involves hitting (smacking, slapping, spanking) students, either with the hand or a tool like a whip, stick, belt, shoe, wooden spoon, etc. It can also involve, kicking, shaking or throwing students, scratching, pinching, biting, pulling hair or boxing ears, forcing students to stay in uncomfortable positions for a while”.

“Corporal punishment in school is ‘any punishment that involves utilisation of physical force is and intended to cause some degree of pain or discomfort. This type of punishment involves hitting (‘smacking’, ‘slapping’, ‘spanking’) children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc”

A principal said: *“Corporal punishment in school settings can be grouped or classified into three categories, which includes: (1) physical punishment, (2) mental harassment and (3) discrimination.*

Physical Punishment

Any action taking against the student, which causes pain, hurt, or injury, and discomfort to him or her, no matter how light the action is identified as physical punishment. Examples of physical punishment include the following:

Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking, or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving an electric shock, etc.);

Making children assume an uncomfortable position (standing on a bench, standing against the wall in a chair-like position, standing with a schoolbag on the head, holding ears through legs, kneeling, etc.) and detention in the classroom, library, toilet or any closed space in the school are examples of physical punishment.

Mental Harassment

Any non-physical action that is unfavourable to the academic and psychological well-being of a student is identified as mental harassment. It includes mockery that hurts or lowers the student's dignity, examples are:

Calling names and reproach using embarrassing adjectives, intimidation, using abusive remarks for the students, ridiculing the students about her background or academic performance, molesting the students in the presence of other students, disgracing the student in the classroom due to his/her inability to respond to teachers' question;

Discrimination

"Any kind of unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex or disability is identified as discrimination".

This shows that almost all the participants understand the word "school corporal punishment" in the sense that various definitions given to school corporal punishment are in line with the definitions given by various scholars on school corporal punishment:

- "Corporal punishment is defined as "The use of physical force intended to cause pain, but not injury, to correct or control a child's behavior" (Adesope, Ogunwuyi & Olorode 2017).
- Corporal punishment in Nigerian schools is viewed as a kind of punishment officially inflicted on students in the school by the school authority for going against or breaking the laws, that is, the rules and regulations guiding the school and for other forms of misbehaviour embarked upon by the students. Corporal punishment is deliberately imposed on the learners (students) by the school administrator. This kind of punishment gives the learners the physical and emotional discomfort or pain to curb their unruly behaviours in the school. This may involve hitting the student found with the act of indiscipline with the cane across his or her buttock or palm, others include, being tasked with uprooting trees, digging holes, moulding of clay blocks, cutting of the grasses, and the likes (Nakpodia, 2012).

- School corporal punishment is a form of corporal punishment that covers official punishments of school students for misbehaviour that involves striking the student for a given number of times in a generally meticulous and premeditated ceremony. The punishment is usually given either across the buttocks or on the hands, with an instrument specially kept for the purpose such as a rattan cane, wooden paddle, slipper, leather strap, or a wooden yardstick. Less commonly, it could also include spanking or deliberately smacking the student on a specific part of the body with the open hand, especially at the elementary school level (Nakpodia, 2012).
- Corporal punishment as a physical negative reward which is meted on a culprit by smacking or hitting such culprit to afflict pain on him or her (Lubaale, 2019: 36-50)".

5.4.2 Theme 2: Teacher's experience as regards indiscipline in school since the abolishment of corporal punishment.

The participants were asked to share their experiences regarding indiscipline as school disciplinary officers since the abolishment of corporal punishment. From the interviews conducted, 80% of the participants complained bitterly about the attitude and behaviours of the students since the abolishment of corporal punishment. They contended that students' behaviours are not pleasant at all. This is evident in the following response:

"Since the abolishment of corporal punishment, students are becoming more wayward. They're not even afraid to commit offences that will attract punishment. Myriad of problems have been experienced because the students become notorious due to the light punishment given to students, students have been misbehaving, they are no longer complying with the school rules and regulations. Indiscipline among students become rampant, students are becoming more wayward since they know that when they misbehave, little is the measurements of discipline that will be applied. It is becoming more rampant these days. The usual or general experiences as regard indiscipline since the abolishment of corporal punishment are unpleasant in the sense that discipline has eaten deep into the fabrics. It has

indeed become the order of the day reflecting in every facet of the school resulting in woeful performances in both internal and external examinations.”

In contrary opinion, 15% of the participants said that they have been experiencing positive changes in the lives of students. Discipline has been put in order since the abolishment of corporal punishment:

“Since the abolishment of corporal punishment, the school still maintains discipline by making use of other measures in making rules and order to be duly adhered to. For example, punishment like pointing at the toes for a while, raising hands, kneeling, etc. Since the abolishment of corporal punishment, the school still maintains discipline by making use of other measures in making rules and orders to be duly adhered to. For example, punishment like pointing at the toes for a while, raising hands, kneeling, etc. we have been trying to, experience changes in the lives of our students' discipline have been put in order. Students are now realising the way they do things and have been trying to adjust. Abolishment of corporal punishment in the school is very good, it works a lot because there are some students when we make use of corporal punishment, it leads to bad experience of not coming to school again or even fall sick. Giving corporal punishment is not good enough.”

However, one of the participants (5%) sat on top of the fence, in the sense that, he said, there is a mutual rapport between the teachers and students, at the same time, the abolishment of said corporal punishment has caused the students to go out of hand *“to go by what is operating since the abolishment of corporal punishment, we may say the students have gone out of hands. But at the same time, students are having Mutual rapport between the students and teachers”.*

From the findings, 80% of the participants lamented that their experiences since the abolishment of corporal punishment are not encouraging. They complained about their difficulties in maintaining discipline in schools. This shows that the majority of the teachers including the school heads (Principals) in Ogbomoso, Oyo State, Nigeria are not comfortable with the state of discipline in secondary schools since the abolishment of corporal punishment. Maintenance of discipline has been posing a series of problems. Indiscipline among the students also become more rampant. It is observed from the findings that students are now very difficult to control

(uncontrollable), have no respect for the teachers and the school authority, now growing wings, not taking their education serious again, no more comply with the school rules and registration. Some numbers scholars also support the views of the participants, though they are very few. Some of the views of some experts on corporal punishment are stated next:

“Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, rather than being suspended from school” (Alhassan, 2013, 137-147; Nakpodia, 2012, 12-18; Nyarko, 2017, 120-132).

- “School corporal punishment tends to prevent students from committing any serious offence; it creates fear in the minds of pupils and reforms the offender because pupils generally do not like their names to go into such books” (Alhassan, 2013, 137-147).
- “School corporal punishment causes changes in behaviour. Students learn self-discipline from it. It can be less harmful than some other forms of humiliation. There are situations where it is the most appropriate technique. It is the only thing that will work with some students. There is no harmful effect on student attitudes. Its elimination could seriously affect the learning atmosphere in the school” (Reardon & Reynolds 1975). “If it was effective at maintaining appropriate student behaviour, school corporal punishment would be expected to predict better learning and achievement among students” (Gershoff, 2017, 224-239).
- Nakpodia, (2011) asserts that “an acceptable strategy to correct and promote good behaviour of an unruly student in the country (Nigeria) over the years is corporal punishment, it is equally the tools for imparting to the student how to be well behaved and responsible in the school and the society at large”.
- The study by Gwando (2017) found that “corporal punishment was common in secondary schools aiming at controlling the students. It was further found that most students accepted that corporal punishment helped them to reach their goals academically. Again, corporal punishment was perceived as essential to safeguard innocent students against cruel ones”.

Also, from the findings, 15% of the participants claimed that they have been experiencing positive changes in the lives of students and discipline has been put in

order since the abolishment of corporal punishment. *“Students now come to school daily without any fear”*. They also claimed that students have been attending classes regularly and punctually. All these claims contradicted that of other participants. Again, there is a cordial relationship between the teachers and students. This has aided and promoted teaching and learning. At times application of corporal punishment leads to series of problems, but now that it has been abolished, students are now free from all these problems. The various studies conducted on corporal punishment show that it does more harm than good. No study has embraced the use of corporal punishment. Some of the views of some scholars on corporal punishment are stated as follows:

- According to Shaikhmag, Assan & Loate, (2015), “Many studies have been conducted on the effectiveness of corporal punishment and it seems that the majority of researchers found the results of corporal punishment to be unpredictable. Even if this punishment discourages misbehaviour it does not foster appropriate behaviour. It is also argued that corporal punishment negatively affects relationships and often creates resentment and hostility which have been associated with dropout and vandalism”.
- According to Gershoff (2017), “No children in any country behave well all of the time, and any child’s misbehaviour can be a disadvantage to their learning and a distraction to the learning of his or her peers. It is thus necessary the world over for school personnel to institute some form of guidance and discipline. If it was effective at maintaining appropriate student behaviour, school corporal punishment would be expected to predict better learning and achievement among students. Yet there is no evidence that school corporal punishment enhances or promotes children’s learning in the classroom. In a cross-sectional study in Jamaica, schoolchildren who received one or two types of school corporal punishment scored lower on mathematics, and children who received three more types of corporal punishment at school scored lower on spelling, reading, and mathematics.”
- Still on Gershoff, (2017), according to study, “the U.N. has identified numerous cases of children who have died as a result of corporal punishment at school, including a seven-year old boy in Malaysia, a nine-year old boy in South Africa, an 11-year old girl in India, a 13-year-old girl in Sri Lanka, and a

14-year-old boy in the Philippines (Covell & Becker, 2011). Additional cases of children dying as a result of school corporal punishment have been documented in India (Morrow & Singh, 2014) and Nigeria (Chianu, 2000; Morrow, & Singh, 2014). Corporal punishment in schools in Andhra Pradesh, India: Children's and parents' views. Oxford: Young Lives".

From the findings, only one of the participants (5%) claimed that abolishment of corporal punishment has brought mutual rapport between the teachers and students. This has aided and promoted teaching and learning. At the same time, it has caused series of problems in the sense that some of the students are uncontrollable again, they have gone out of hand, they also take teachers for granted, lack of respect for the teachers.

The implication of this is that educators find it difficult to maintain discipline without making use of corporal punishment in Ogbomoso South Local Government Area, Nigeria. This simply means that corporal punishment cannot be totally eradicated in secondary schools in Ogbomoso, Nigeria.

5.4.3 Theme 3: Types of discipline applied in school and their effects on students' behaviour

The participants were asked to mention the types of discipline applied in their various schools and their effects on students' behaviour. Twenty (20) participants were interviewed in sampled schools. From the findings, 16 participants, which are 80% of the participants said that they are using corporal punishment. Among the participants who apply corporal punishment, some are using only corporal punishment while some are including other means of punishment to corporal punishment:

"We apply both corporal punishment and other forms of punishment. Both the corporal and the non-corporal are being applied, because there are some certain students who are very stubborn and which need to be dealt with properly and the fear of the punishment embedded in the corporal punishment make them behave well most times."

Again, Two of the participants (10%) said that they make use of explanation or instruction method for the students on issues in order to check or correct them whenever they are wrong: *“In some situation school authorities do explained to students what they are expected to do. This at times prevent them from misbehaving beyond guides; this does not work most of the time, they would not yield to simple instruction on till they are canned.”*

Furthermore, three (3) of the participants (15%) said that they do invite the students' parents:

“Some of the discipline applied in school including, invitation of parents for major offences; this has been helping to check the students that are not disciplined, this has been of help to call the students to order.”

In addition, ten of the participants (50%) said they use to give minor work to the students:

“Giving the students some minor punishment such as picking the litters around the school, washing of the toilet and plates, etc. is one of the discipline applied in secondary schools, giving them minor punishment has been of help in correcting their unruly behaviour”.

Four (4) of the participants (20%) said suspension and expulsion are used in their school at times.

“Suspension and expulsion are given to students in school especially if they commit major offence in school. This change, some while some become recalcitrant. But in essence, persuasion solves the problem, when you persuade them, show them the right way, telling them the implication of their actions, this may change their behaviour and end their irrational behaviour. In case this fails, the suspension may be employed. Expulsion should not be employed. It does not change students' irrational behaviour in the sense that, if you expelled a student, it might make his life being miserable, it can only be employed when other approaches fail”.

“It depends on the nature of offence the students commit. In a situation where the offence is high, suspension or expulsion is good to avoid polluting another student”.

“Well, suspension to some extent can change the students but Expulsion will change the students to the opposite form. Expulsion should be discontinued”.

“Suspension and expulsion is one the types of discipline applied in school. At times, when we give suspension to students, we just want their parents to be aware of what the child has done that will make the parents know what the child has done. Also, cases that warrant suspension or expulsion can be given such punishment. And that we do in front of other students so that they'll not be influenced in such a bad act, suspension most time has positive impact in changing students' behaviour”.

Also, four participants (40%) said that they practice preventive discipline, supportive discipline, and corrective discipline:

“One of the disciplines we apply in this school is what we called Preventive discipline, this can be defined as the measures taken by the teachers and school administrators (that is an educator) to avert or prevent misbehaviour by keeping students engaged, for example, a teacher may give some class exercises to students, just to keep them busy. This type of discipline is commonly used. We also have corrective discipline and also supportive discipline A situation where the school explained to students what they are expected to do. This will prevent them from misbehaving beyond guides. Another type we employ is the use of cane to call students to order. This is applied after the preventive discipline fails.”

Only one (1) participant (5%) said that strict adherence to dress code, mutual respect, orderly behaviour, neatness, obeisance on the path of our students and observance of morning devotion, etc. are part of the methods used or employed as modes of discipline in their academic community. This is established through the utterances made by the participants during the interview:

“As I said earlier on, in this school, we are maintaining discipline in terms of whipping, and we also use punctuality as a mode. We use strict adherence to

the dress code, mutual respect, orderly behaviour, neatness, obeisance on the path of our students, and observance of morning devotion. These methods are used or are employed as modes of discipline in this academic community”.

Sixteen (16) participants (80%) said depriving of students’ participation in extra-curricular activities is one of the types of discipline in school:

“Most times, students are deprived in participating in extra-curricular activities, take for instance a student that has an interest in soccer and he's deprived the opportunity. When others are in the field, he'll be busy serving punishment and that may help him to change and not committing the offence again. It goes a long way in remoulding them because most students like to participate in extracurricular activities and because of this, they'll change for the better.”

Sixteen (16) participants (80%) of 20 participants claimed that corporal punishment is still very much in use in their various schools, and this has brought mutual rapport between the teachers and students. This has also aided and promoted teaching and learning. At the same time, its use has created a series of problems. Some of the students are uncontrollable again. They have gone out of hand through the constant use of corporal punishment. Some have even abandoned schools with the fear of corporal punishment.

Fifteen (15) participants (75%) of the participants said, hitting the students is another type of discipline in schools in Ogbomoso, Oyo State Nigeria:

“In our situation here, hitting the students is the most effective way of maintaining discipline in the school and I recommend it should be continued. To a greater extent I'll support that too. The Bible even supports that, ‘spare the rod and spoil the child’. If the Bible could say that, who are we to object it; though it is not an effective way of changing students’ behaviour, it depends on the students we're dealing with. Some students will not change irrespective of the extent of beating; it will just make them be more stubborn and uncontrollable. We can make friends with them instead, talk to them and advise them, doing these will make them change, not beating all the time. It

may result in what one doesn't expect, like an accident. No, it should not be continued.”

This implies that different types of discipline are applied in secondary school in Ogbomoso, Oyo State, Nigeria. The following are the various types of discipline applied:

- Corporal punishment, which includes smacking, slapping, spanking, hitting, slapping, punching, kicking, pinching, shaking, shoving, choking, caning, pulling the hair, boxing ears, etc. Other forms of corporal punishment include making children assume an uncomfortable position (standing on a bench, standing against the wall in a chair-like position, standing with a schoolbag on the head, holding ears through legs, kneeling, etc.
- Giving the instruction or explanation to students on how to do certain things that may not be comfortable for the students.
- Invitation of parent.
- Asking students to do minor work.
- Suspension and expulsion.
- Supportive discipline.
- Corrective discipline.
- Preventive discipline and others.
- Hitting the student.
- Depriving of students to participate in extra-curricular activities.

From the findings, it is observed that the effects of depriving students to participate in extra-curricular activities, hitting the students and suspension and expulsion are more significant than others among the types of discipline mentioned by the participants.

Suspension and expulsion

Most of the participants support the use of suspension in maintaining discipline in secondary schools in Ogbomoso, Oyo State, Nigeria but disagree with expulsion. According to them, a student who commits a major offence may be suspended for two or three weeks to know the gravity of the offence he or she has committed. They believe that when the suspension is given to students, the intention is just to let the

parent be aware of what the child had done, which will help the parents to know the next line of action to take to redeem the child. At the same time, most of the behaviours that some students are exhibiting in school are not known at home. They behave differently at home, they are just like angels at home. If such a student knows that the management wants to suspend him in school and the school authority will inform his/her parents, that will create fear in him and make him change. It is also believed that expulsion serves as a deterrent when a student is suspended for like a week, he/she will feel ashamed among others. This implies that suspension is one of the methods of maintaining discipline in secondary schools in Ogbomoso, Oyo State Nigeria. Hemphill and Hargreaves' (2009) study concurs with the findings which indicated that suspension exposes the students' attitude to their parents. According to Hemphill and Hargreaves (2009), "School suspensions are commonly used in schools to address challenging student behaviours, often on the understanding that suspensions send a clear message to the school community about what is acceptable behaviour".

On the other hand, expulsion according to the participants is a no-go area, in the sense that, it causes more harm than good. Expulsion is not the best way of maintaining discipline. It may affect the students negatively for life; it can make the life of students rotten, useless and be stigmatised. From experience, expulsion can lead the students astray if they are expelled from school. They will influence the larger society negatively. Therefore, application of suspension in maintaining discipline in school should be discouraged. The study of Gjeltén (2014) resonates with the findings.

Persuasion is expected to be used as means of maintaining discipline in school instead of suspension and expulsion. If students are suspended or expelled, some would change while some will become recalcitrant but persuasion solves the problem. When you persuade them, show them the right way and telling the implication of their actions, this may change their behaviour and put an end to their irrational behaviour. Williams' (2019) study concurs with the current study findings. According to Williams (2019), "removing a student from class may temporarily decrease the number of disruptions but may not necessarily improve the student's behaviours or academic achievement. School professionals should consider both of these factors when making decisions about suspending students. However,

educators should not allow unacceptable behaviours to go unpunished. Rather, school administrators should consider that taking students away from their primary learning environment may negatively affect the student. Although it is difficult to provide an exhaustive list of all alternatives to suspension owing to the numerous programmes and supports, some alternatives to school suspension include Schoolwide Positive Behavior Support (SWPBS), restorative justice practices and alternatives to suspension”.

Depriving of students to participate in extra-curricular activities

From the findings, it shows clearly that, in secondary schools in Ogbomoso, Oyo State, Nigeria, most of the teachers and school heads are depriving students of the opportunity to participate in extra-curricular activities (e.g. drama, soccer, tennis, music, etc) to serve as a means of punishment which can assist in changing student's behaviour positively. Even, in the selection of prefects in school, students that violate the school rules and regulations are deprived of being selected as school prefects, class monitors, etc., they support its continual usage. They believe that if a student should lose his/her position and restraint from playing any game or participating in extra-curricular activities within and outside the school compound. This will go a long way to improving the conduct of the student

Umaru, Deborah and Tabitha (2017) concur with the participants who claimed that depriving the students to participate in extra-curriculum activities will improve students' behaviour, while disagreeing with the participants who claim that, depriving the students to participate in extra-curriculum activities will not improve the student behaviour. Umaru, et al. (2017) affirmed that “loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrongdoer”.

It is obvious that most of the teachers and school heads (principals) in Ogbomoso South Local government Area deprive students of extra curriculum activities to correct their unruly behaviours. This move is obviously in support of the study of some experts as stated above.

Hitting the students

From the findings, only very few participants agreed that hitting the students is an effective way of maintaining discipline in schools in Ogbomoso, Oyo State, Nigeria but majority of the teachers are making use of it. One of the participants claimed that hitting students is the most effective way of maintaining discipline in the school and recommend it be continued. Some even substantiate their points with a Bible passage: “spare the rod and spoil the child” to support its use.

Again, from the findings, it is obvious that most of the teachers and the school heads in secondary schools in Ogbomoso, Oyo State, Nigeria do not agree with hitting the students as an effective way of maintaining discipline in schools. According to the participant, hitting the students is not advisable because of the negative effects on the students in the sense that some teachers hit the students with different objects, like belt shoe, strong stick, and any available objects within their reach and can cause temporary or permanent injury on the student. It can give students some marks on their bodies, an accident can occur during the process; it also demoralises students. Some students will not change irrespective of the extent of beating. It will just make them be more stubborn and uncontrollable. We can make friends with them instead, talk to them and advise them, doing these will make them change, not beating them all the time. Above all, the Oyo State Government has given orders not to hit students. It was therefore concluded that its usage should discontinue.

Also, from the findings, few participants partially accept that hitting the students is an effective way of maintaining discipline in schools. They believe that some students will not yield to correction, no matter the approach one may use in maintaining discipline on less one hits them. But hitting the student should not be used continually.

Finally, the study of Ekhurutomwen (2021) makes us understand that most of the teachers in secondary schools have good knowledge of the negative effects of hitting on the students. According to Ekhurutomwen (2021), “hitting children teaches them bad behaviours and makes them feel bad about themselves, thereby creating an inferiority complex”. Despite the fact that Oyo State Government does not support hitting the students, which is a form of corporal punishment and majority of the teacher are not as well in support of hitting the students, it is observed that majority

of the teachers are still hitting the students when correcting their unruly behaviour. Other means of correcting students' bad behaviours are not yielding positive results as expected. As a result, they believe there is no other means of correcting or curbing the students' indiscipline acts that can be effective except hitting them.

Generally, the types of discipline applied varies from school-to-school. From the findings, corporal punishment is the type of discipline that is commonly applied in secondary schools in Ogbomoso, Oyo State, Nigeria. Almost all schools are applying it. Asking students to do minor work as a means of punishment is also commonly used.

The implication of this is that educators (teachers and school heads) find it difficult to maintain discipline without making use of corporal punishment in Ogbomoso, Oyo State, Nigeria. Alternatives to the corporal punishment provided by the Oyo State Government to maintain discipline in secondary schools in Oyo State, Nigeria do not produce positive results as expected in secondary schools in Ogbomoso. According to the circular Ref. No.EDU. 1698/7 sent to all primary and secondary schools in Oyo State, Nigeria on 23 April 2015 by Oyo State Ministry of Education through the Local Inspector of Education, the disciplinary/corrective measure provided to arrest indiscipline include sweeping, washing, picking of surroundings and when necessary suspension from school. Despite the circular issued, it is observed that corporal punishment is still very much in use along with other disciplinary measure provided by the Government. This simply means corporal punishment not yet totally removed in secondary schools in Ogbomoso, Nigeria.

5.4.4 Theme 4: Strategies used in maintaining discipline in schools and the most efficient one in dealing with indiscipline

Under theme 5, the participants were asked to mention the strategies used in maintaining discipline in schools and the most efficient one in dealing with indiscipline.

Strategies used in maintaining discipline in schools

Twenty (20) participants which include ten teachers in charge of school discipline and ten school heads (principals) were interviewed on the strategies used in maintaining discipline in schools. From the findings, three participants (15%) of the participants said, they do refer the students that commit one offence or the other to the disciplinary committee:

“We have the disciplinary committee consisting of the vice-principal, school admin, the vice councillor which handle punishment issue. We have some students who serve as eyes of the school. Also, we have class prefect that put things in order in class”.

Six (6) of the participants (30%) said that they assign minor work for the student that commit a minor offence: *“Giving them mild but minor punishment”.*

Seven (7) of the participants (35%) of the participants claimed that they apply corporal punishment such as canning, uprooting of trees, and so on:

“Some of the strategies we use in maintaining discipline in this school are beating students, asking the student to cut grasses, pick litters and so on.”

Two of the participants (10%) said, standing by the instructions given to the students is another strategy used in maintaining discipline in schools:

“Strategies used are, whenever a teacher gives an instruction, you must stand by it. Some you just have to cane them; some needs to be oriented.”

One (1) of the participants (5%) said, taking of the students' attendance is one of the strategies used in maintaining discipline in schools:

“These include, taking attendance in school, those people that are late will be given punishment”.

One (1) of the participants (5%) said that suspension and expulsion are used. Moreover, the movement of school management around the school is another strategy used in maintaining discipline in schools:

“Management going around the school, and teachers giving lectures to the students”.

One (1) of the participants (5%) said that admonishment of the student through the word of God is another strategy of maintaining discipline: *“the entrance of the word of God makes way for the students and also change them for good”*.

Six (6) participants (30%) of said that they do invite the parent of the student that is found guilty of misconduct as another strategy of maintaining discipline:

“In my view, the strategies that can be used are: when a child is being guilty of an offence, it is paramount that the school should inform their parents so that their parents will also know how to be correcting them at home.”

Two of the participants (10%) said that another strategy of maintaining discipline in schools is to send the students who misbehave back home:

“Strategy of maintaining discipline in school include sending students back home for misconduct.”

Two of the participants (10%) said that depriving of students' rights is one of the strategies that can be used to maintain discipline: *“depriving the student of their right is a measure of discipline adopted”*.

Two of the participants (10%) said that leadership by example is another strategy:

“They strategy include, teachers themselves should be role model, that is, they should lead by example.”

Four (4) of the participants (20%) said that giving orientation/lecture to the students on code and conduct of the school and moral talk is one of the strategies used in maintaining discipline in school:

“We do sometimes invite resource persons outside the school settings to give moral talks to the students.”

Two of the participants (10%) said that the establishment of a good relationship between the student and the teacher, that is, having a good rapport with the students is one of the strategies that can be used to maintain discipline in school:

“Creating good rapport with students and seeing to their problem is one of the strategies employed in maintaining discipline.”

Two of the participants (10%) said that a delegation of authority is also one of the strategies that can be used to maintain discipline:

“Sometimes we delegate authority to some head of departments (HOD), head of schools (HOS); some members of staff and even we use the school prefects to serve to curb their bad acts.”

Five (5) of the participants (25%) said that guidance and counselling is another strategy that is used to maintain discipline:

“The strategies being employed include guidance and counselling.”

The most efficient strategy in dealing with indiscipline

Twenty (20) participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed on the most efficient strategy in dealing with indiscipline in schools. From the findings, seven of the participants (35%) claimed that application of corporal punishment such as canning, uprooting of trees, and so on are most efficient in dealing with indiscipline in schools:

“The most effective strategy in this school is beating students with a cane.”

Six participants (30%) said that guidance and counselling is another strategy that is mostly used to maintain discipline:

“Enlightenment and Counselling are the most efficient”.

One (1) participant (5%) said, referring the students that commit one offence or the other to the disciplinary committee is most efficient in dealing with indiscipline in schools. One (1) of the participants (5%) said that the establishment of a good relationship between the student and the teacher, that is, having a good rapport with the students is most efficient in dealing with indiscipline:

“The most efficient is that we need to identify their problem. Having a good rapport with them is the most efficient.”

Two of the participants (10%) said that leadership by example is most efficient in dealing with indiscipline in school:

“The one that is most efficient is correcting students by giving them by laying good examples for them, that is, leadership by example.”

One (1) of the participants (5%) said that no single strategy is most efficient. The nature of the offence committed by the student always determines the kind of strategy to be used:

“To be frank, there is no single strategy that can be effective. A teacher needs to combine different strategies in dealing with students to maintain discipline. I believe this would change the students. It also depends on the behaviour of the students.”

New knowledge on the strategies used in maintaining discipline in schools and the most efficient one in dealing with indiscipline.

It is observed that some of the strategies to maintain discipline suggested by the participants were not recommended by the Oyo State Government according to the circular released by the Oyo State Ministry of Education on the disciplinary measure in Oyo State secondary schools, Nigeria to maintain discipline in primary and post-primary schools. This shows that the circular was not well circulated among the educators (teachers and school heads) in secondary schools in Ogbomoso, Nigeria.

More so, from the findings, it is discovered that different strategies are used to deal with indiscipline. A teacher in charge of school discipline claimed that there is no single strategy that can be efficient. A teacher needs to combine different strategies in dealing with students in order to maintain discipline. He said this would change the students. Also, the unruly behaviour of each student, that is, indiscipline act, will determine the strategy to be employed in dealing with the indiscipline act of the student.

According to the respondent, the following strategies are employed to maintain discipline in secondary schools in Ogbomoso, Oyo State, Nigeria. Among the strategies are:

- Standing by the instruction given to the students.
- Application of corporal punishment.
- Sending student back home.

- Depriving students some rights.
- Giving students minor work to do.
- Leadership by example.
- Giving orientation/lecture to the students on the code and conduct of the school and moral talk.
- Guidance and counselling.
- Taking attendance of the student.
- Suspension and expulsion.
- Invitation of the parent.
- Establishment of a good relationship with the students.
- Setting up a disciplinary committee to handle indiscipline cases.
- Movement of school management around the school.
- Sharing the word of God with the students.

The researcher interviewed ten teachers in charge of school discipline in ten sampled schools on the strategies used in maintaining discipline in schools. The main reason only teachers were interviewed was that the teachers were not allowed to flog the student or apply any form of corporal punishment on them even before the abolishment of corporal punishment in Oyo State Nigeria.

Regulation 3(1m) made on the records of the Schools and Institutions, by the Oyo State Education Law indicates as follow:

- Corporal punishment can only be administered by the school head (principal/headmaster/headmistress) or the teacher that is authorised by the school head, such authorisation must be entered in the logbook.
- A corporal punishment given by the school authority (principal/headmaster/headmistress) or the teacher authorised by the school head must be entered into a book called punishment book, and the entry must include the following; the date in which the punishment is administered, the name of the teacher that awarded such punishment, the name of the student to be punished and finally, the nature of the offence.
- Male teacher is not entitled to administer punishment on the female students except the headmaster/principal (Nakpodia (2010)).

According to the participants, most of the cases of indiscipline, especially major offences committed by the students in secondary schools in Ogbomosho, Oyo State,

Nigeria are reported to the disciplinary committee or school authority for necessary actions. Since the teachers are not permitted to apply any form of corporal punishment on the student, it is the duty of the disciplinary committee to decide on what to do for any student that misbehaves or violate the school laws. This is supported by the study of Ige, (2019) which says:

Disciplinary Committee handles severe cases of indiscipline of students in a school setting, particularly at the secondary level. Such cases must be referred to the school's management, for investigation and recommendation of appropriate punishment for offenders, to prevent future reoccurrence and serve as a deterrent to others.

The parents of the concerned students are also invited when resolving the conflict between the students. This will make them aware of the doings of their wards in school. According to Umeana, (2017), "scholars believe that participation by parents at both home and school has many benefits for students, parents and guardians, and schools". Also, Umeana (2017) argues that "parents are expected to be involved in checking students' acts of being undisciplined, to complement the schools' efforts in producing morally upright youths."

Also, suspension and expulsion are employed occasionally to settle the conflicts between the students, especially for major offences. Suspension and expulsion are used if the offence committed by the student is critical or probably the student has been warned severally on a certain issue or other means of punishment have been used on him or her. At the same time, suspension transforms and improves the students' behaviour. The study of Owan, Eno, and Esuong (2019, 501-516) concurs with the participants' views. According to the study, "Suspension from school was discovered as the most effective way of improving students' positive behaviour". Also, Offem, Arop, and Owan revealed that "there is a significant relationship between students' perception towards the management of suspension and expulsion and their academic performance. Another study also showed that the use of expulsion as a punishment technique was the major predictor of students' performance, followed by giving of rewards."

Again, from the findings, counselling is used at times to settle the conflicts between the students, most especially for minor offences. Some teachers believe that

interacting with the student will help them to discover the implication of their wrongdoings. This will help them to adjust and amend their ways. This has been of help in correcting students' unruly behaviour in Oghomoso South Local Government Area, of Oyo State, Nigeria. The view of the participant is in line with the study of Bolu-Steve, and Oredugba, (2017), according to the study,

Counselling is a special kind of relationship that involves an interaction between the client and the counsellor. The counsellors try to use their professional training, skills, expertise, and experience to help the client to overcome an area of conflict which hitherto has hindered the inter and intra-personal relationships' growth and development. Counselling is a helping relationship where a person is assisted in face-to-face interaction. Counselling programmes are designed to assist clients who have challenges. The goals of counselling are broadly based on behavioural change, problem resolution, and symptom removal.

From the findings, it was discovered that teachers use to give minor work, like picking round the litters, washing of plate, etc., to the student that are found guilty while resolving the conflict between the students that are involved in minor offences.

Students are invited by the teacher at times to make a thorough investigation about the allegation alleged by such a student before the conclusion is made. It is a pity that some teachers are not doing this. They just jump to conclusions without making a proper investigation. Stein and Bockwoldt (2016) and Omezue-Nnali (2019) argue that "if punishment will be effective, the child should be aware and we will understand the reason why he or she should be punished and then the punishment should follow immediately after the misbehaviour".

Settlements between the students that are involved in one kind of offence or the other are also made by the teachers. It is a pity the attitude of teachers while resolving conflict between the students are not helping the situation; it rather complicates the issue. They do not make a proper investigation before they rebuke student that is reported for indiscipline act. Also, lack of sincerity and devotion to duty is another laxity of some teachers. This is in line with the study of Ofori and Achiaa (2018) which says, "Some of the teachers factors include lack of sincerity and devotion to duty. When there is moral laxity on the part of teachers, it can lead to indiscipline."

Lastly, some teachers do apply corporal punishment to resolve the conflict between the students that are involved in both major and minor offences. They believe that the only language the students understand is cane, it is only when they are caned that they yield to instruction from the teacher and adhere to school rules and regulations. Contrary to the opinion of some of the participants, Ehiane (2014) claims that “despite that discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline”.

At the same time, the researcher interviewed ten school heads (principals) in ten sampled schools on how they discipline the students when found guilty of misconduct in school. The main reason only school heads (principals) were interviewed was that it is only the school heads (principals) that are allowed to flog the student or apply any form of corporal punishment on them even before the abolishment of corporal punishment in Oyo State Nigeria.

Despite the pronouncement of the Oyo State Government about the abolishment of corporal punishment in Oyo State Secondary Schools, corporal punishment is still in use for the students that commit both minor and major offences. It is commonly used more than any other means of punishment according to the findings. The majority of the principals interviewed made it known that it is only corporal punishment that gives a positive result in dealing with a student with act of indiscipline. Other means of punishment are not as effective as corporal punishment. Ekhurutomwen (2021) concurs with the findings of this study, in reporting that “Students would do better in their subjects if they are given right punishment and education has fallen in standard because corporal punishment is no longer used on disobedient students which would have helped them to be serious with their studies”. It is observed that some teachers including the school heads (principals) are applying corporal punishment unknowingly. They ask students to carry out some hard tasks like uprooting big trees, digging of deep holes, moulding of blocks, painful body postures or forcing students to stay in uncomfortable positions for a while, etc. All these are forms of corporal punishment in the sense that, it causes some degree of pain or discomfort, even injury.

Any kind of punishment that may involve the utilisation of physical force and intended to cause some degree of pain or discomfort is referred to as corporal punishment. The finding concurs with the study of Nwafor, (2021). According to Nwafor, “corporal punishment refers to any act of physical violence by a person in authority, causing deliberate discomfort, pain, or injury, as a corrective response to an unwanted attitude or behaviour, either perceived or real”. Contrary to the findings, the study of Gershoff (2017) revealed that United Nation Committee on the Rights of the Child condemns corporal punishment. According to Gershoff (2017), “corporal punishment is a sort of violence against children. Different regions of the world react differently to the application of corporal punishment in schools.”

It is also revealed through the findings that minor or manual works are assigned to the students that misbehave or violate school laws. These include picking off the litter around the school, sweeping, washing of plates, etc. According to the study of Olaniyan and Obadara (2016), manual work involves “making the offender perform manual work or other tasks that are completely unrelated to the offence committed. This includes cutting of the grass, digging pits, washing toilets, carrying sand, fetching water with a leaky container, etc”.

Also, through the findings, the cases of indiscipline in schools are at times referred to the Disciplinary Committee or School Authority. It depends on the nature of the indiscipline act. The major offences committed by the students are usually referred to Disciplinary Committee or School Authority. The findings are in line with the study Ige, (2019), he said in his study that, “In a school setting, particularly at the secondary level, Disciplinary Committee handles severe cases of indiscipline of students. Such cases must be referred to schools’ management, for investigation and recommendation of appropriate punishment for offenders, to prevent future reoccurrence and serve as a deterrent to others”. In case a student commits a serious offence, the parent may be invited to school to hear about the offence his or her ward committed and the consequence of such offence. This normally helps the school management to know how to handle such a student. This finding is in line with the study of Moloji (2002), who reports that “educators might not be aware of the cause of the disciplinary problem or, if aware, might not be able to solve it unless the parent intervenes and they work co-operatively in deadline with it”.

Researchers, like Dowling and Osborne (1985:164), Stacey (1991:17), and Katz (n.d.:17) also agree that “when the children with behavioural problem see that their parents and educators are working together to manage difficulties, they experience more consistency and feel more contained”. The student may be warned if the offence he or she committed is not that serious. This goes along with the study of Invocavity (2014) cited in Omezue-Nnali, (2019) in which it was found out that “teachers confirmed that non-corporal punishment such as warning helps to restore students discipline and students, in general, agreed that non-corporal punishment affects their discipline.”

In case students vandalise or damage the school property, the findings make it clear that they are always asked to replace vandalised or damaged school property. At the same time, the parent of the student(s) with such activities will be invited for him or her to know the gravity of the offence their ward committed. The study of Medley (1985) concurs with the findings of this study, in reporting that “a student shall be responsible for the cost of replacing materials or property which are lost or damaged due to malice or negligence or intentional acts”.

According to the participants, it is observed that some of the students in Ogbomoso, Oyo State Nigeria are so stubborn, not yielding to the directives of the teachers and the school authority, always violate the rules and regulations, they have even gone out of hand. A series of disciplinary measures have been applied to correct their indiscipline acts but did not bring any positive result. As a result, suspension and expulsion from school are used to curb and put an end to their indiscipline acts in order not to pollute other students. The findings agree with those of the study of Offem, Arop, and Owan (2019). According to the study, “suspension refers to the deliberate and temporary putting to hold, students’ academic activities for a while owing to their perceived misbehaviour or indiscipline behaviour. Expulsion, on the other hand, refers to an action taken against students for their not keeping up to expected standards by outright removal or permanent dismissal from the school system”.

Moreover, from the findings, it is discovered that corporal punishment is still in use despite the pronouncement of the abolishment of corporal punishment in schools in Oyo State, Nigeria by the Oyo State Ministry of Education. It is most efficient in

dealing with the indiscipline acts of the students according to the participants interviewed. Other strategies are not as efficient as corporal punishment.

5.4.5 Theme 5: Oyo state Government's attitude concerning the use of corporal punishment.

Oyo State Government does not support the use of corporal punishment in schools, what does the government suggest as the alternative to corporal punishment in school to maintain or manage discipline?

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed regarding whether Oyo State Government suggests or provide an alternative to corporal punishment in school to maintain or manage discipline since the government does not support the use of corporal punishment in schools. From the findings, nine participants (45%) of the participants, claimed that Oyo State Government did not suggest or provide the alternative to corporal punishment in school to maintain or manage discipline:

“The government has not been telling us what we should use but we can use our initiatives to know what to do when a student commits an offence. Like one of the seminars we attended, they said the best way to correct a student's behaviour is to make friends with them and make our subject simple to them. Going by the release of the Oyo State Government on the issue of discipline or indiscipline in our various schools, they only saddled the school heads with this responsibility. No alternative was suggested.”

Two participants, (10%) said that they cannot remember whether Oyo State Government suggests or provide any alternative to corporal punishment to maintain or manage discipline in school:

“At that time, I don't think we're given any directive as an alternative to corporal punishment but we do use our discretion.”

One (1) participant (5%) said that Oyo State Government suggested that students should be given a menial task to do, such as washing, picking around the school instead of hitting them:

“Instead of inflicting pain on a student, we should ask the students to go and wash toilet, or give them menial tasks to finish instead of hitting them.”

One (1) participant 5% said that Oyo State Government suggested light punishment like light canning, cleaning of the compound, cutting down grasses:

“The government suggests light punishment like light canning, cleaning of the compound, cutting down grasses. At the same time, these ATCP should not deprive students of quality and sound education.”

One (1) participant (5%) said that Oyo State Government suggested the use of suspension:

“The government is of the view that sometimes we suspend the students”.

Two of the participants (10%) said that Oyo State Government suggested the use of moral talk instead of corporal punishment:

“The government supports moral talks a lot to ensure that the child understands the consequences of his actions and change for better.”

One (1) participant (5%) said that Oyo State Government employs the services of paramilitary to intervene in the indiscipline acts of the students:

“Oyo state has developed some strategies of maintaining law and order in the school, we have like, Nigeria Peace Corps, Operation Burst, we have school disciplinary committee. Any offence which cannot be handled by the disciplinary committee, it will be passed to the peace call, which is also a disciplinary group.”

Two of the participants (10%) said that Oyo State Government suggested counselling:

“Counselling unit is the alternative inaugurated by the government.”

One (1) participant (5%) said that Oyo State Government suggested counselling, giving instruction, words of advice, moral talk:

“Giving them words of advice, organising moral talks, and encouraging them. Using corporal punishment may damage their lives.”

From the findings, the majority of the participants indicated Government did not suggest an alternative to corporal punishment. They said the government wants the teachers and the school heads to use their discretions and initiatives to deal with the indiscipline acts of the students instead of corporal punishment.

Some teachers claimed that the Oyo State Government has suggested the following as ATCP: counselling, the passing of the instruction, words of advice, moral talks, giving a word of encouragement, the introduction of paramilitary like Nigeria Peace Corps, Operation Burst, man o’ war, etc.

Contrary to the claim made by some of the teachers, a participant said, Oyo State Government has suggested light punishment like light canning, cleaning of the compound, and cutting down grasses as an alternative to corporal punishment to maintain discipline in secondary schools.

Similarly, a school head (principal) boldly said that Oyo State Government has suggested that students should be given a menial task to do, such as washing, picking around the school instead of hitting or applying corporal punishment on them.

From all indications, it is evident that almost all the teachers, school heads inclusive in secondary schools in Ogbomoso, Oyo State, Nigeria do not know what Oyo State Government suggested as ATCP in schools, after the pronouncement of the abolishment of corporal punishment in schools. Almost all educators are just using what they feel like as ATCP. They are using their discretions in dealing with the students’ unruly behaviour. This shows that the circular sent by the Oyo State Government through the Ministry of Education on 23 April 2015 to primary and secondary schools on the ATCP is not well circulated. Most of the teachers, principals inclusive did not have access to the circular.

Owing to the several complaints of injuries resulting from the corporal punishment meted out on students received by the Ministry in recent time, Oyo State

Government through the Ministry of Education had suggested an alternative to corporal punishment and it had stated in the circular released by the Oyo State Ministry of Education on 23 April 2015, according to the Honourable Commissioner for Education then. The following measures were suggested as ATCP: corrective measures such as sweeping, washing, picking of surroundings, and when necessary suspension from school. It is also stated that serious cases of the misbehaviour should be reported to the Local Inspector of Education.

From this point of view, it is discovered that almost all the teachers have never seen the circular sent by the Ministry of Education not to talk of knowing what is therein. The school heads (principals) that are supposed to educate their teachers about the Government policy on the application of corporal punishment are not even sure of what to do in that regard. Some teachers are even using corporal punishment, like light canning, cutting of grasses, asking students to kneel down and carry heavy objects, etc, as an alternative to corporal punishment unknowingly, they have forgotten that, any kind of punishment in school in which physical force is employed and intended to cause some degree of pain or discomfort, no matter how light is referred to as corporal punishment. From the findings, only very few numbers of educators, actually know what the government suggested as an alternative to corporal punishment; they just take laws into their own hands. Corporal punishment, according to Ukpabio et al. (2019), "is the act of deliberately inflicting pain upon a child's body by an adult in response to a child's unacceptable behaviour or inappropriate behaviour, intended to serve a retributive and preventive purpose usually by spanking, hitting the child's body with cane, hand or paddle. In some Nigerian secondary schools, it may include such punishments as standing under the hot sun, sitting on the wall, "sitting in the air" to cutting grass, digging trees, running around the field, or any type of manual activity that brings physical pains depending on the age of the child".

Are you adequately trained on the implementation of ATCP?

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed whether they were adequately trained on the implementation of ATCP by the Oyo State Government or not. From the

findings, 11 participants, which are 55% of the participants, claimed that they were not trained on the implementation of ATCP:

“No, there was no formal training on implementing the ATCP. I was partially trained indirectly through some of the courses like Psychology of Education, Guidance and Counselling, etc. undergone in both NCE and University not to be employing corporal punishment in school. I am not properly trained on the alternative to corporal punishment.”

Nine (9) participants (45%) said that, they were trained on the implementation of ATCP:

“Yes, because I am a trained teacher. For somebody to have passed through training and retraining seminars organised by the government, one would be able to say that one can handle issues that relate to punishment.”

From the findings, most of the teachers claimed that they were not adequately trained on the implementation of the alternative to corporal punishment. There is no formal or informal training, though very few teachers attended some workshops seminars, and pieces of training but not really on the implementation of alternative to corporal punishment. Only few teachers have just little knowledge about the alternative to corporal punishment.

In conclusion, no seminal, training or workshop was specially organised by the Oyo State Government on the implementation of an alternative to corporal punishment since the government does not want corporal punishment in schools. It is true that any trained teacher must have passed through one tertiary institution or the other and must have been trained directly or indirectly about discipline, but the kind of training received in tertiary institution did not specify the situation of things regards to indiscipline in Oyo State. There is no way this training can be effective and provide the alternative to corporal punishment. From the look of things, it is obvious that no special training was organised for all teachers of secondary schools on the implementation of ATCP by the Oyo State Government. Teachers are just using their initiatives in handling the students' indiscipline acts.

If you are adequately trained on the implementation of ATCP, for how long have you been trained? If not, how did these ATCP come to your attention?

Twenty participants which included ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed whether they were adequately trained on the implementation of ATCP by the Oyo State Government or not, if they are, for how long they have been trained and if no, how did these ATCP come to their attention. From the findings, 11 participants, which is 55% of the participants, claimed that they were not trained on the implementation of ATCP, they only use what they feel is right as an alternative to corporal punishment:

“No. But from experience, we have been using personal discretion.”

Nine (9) participants (45%), said that they were trained on the implementation of ATCP through the training received in tertiary institutions and seminars:

“Yes, at least I've been on this for over 25 years and we have been trained and retraining is still going on.”

From the findings, majority of the teachers claimed that they were not adequately trained on the implementation of the alternative to corporal punishment. Since there is no adequate training, teachers only punish the students based on what they feel is appropriate. From experience, they have been using personal discretion because there is no formal or informal training regarding alternative to corporal punishment, though very few teachers attended some meetings and training but not really on ATCP.

Contrary to the view of some teachers concerning the training on the implementation of ATCP, some teachers claimed that they were adequately trained because they are trained teachers. Trained teachers should be able to implement an alternative to corporal punishment effectively. Very few numbers of the teachers especially some school heads claimed that they have been receiving series of training for more than 25 years, while some are having ten years, five years, three years and two years training experience.

5.4.6 Theme 6: Educators' opinion on alternative to corporal punishment

What is your opinion on ATCP?

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed on their opinions on ATCP. From the findings, ten participants 50% were against the alternative to corporal punishment introduced by Oyo State Government in schools:

“Alternative to corporal punishment cannot be as effective as corporal punishment. I will suggest the use of corporal punishment should continue. No alternative to corporal punishment can be efficient in maintaining discipline in our school, the only language student understand is canning.”

Nine participants (45%) fully support the introduction of an alternative to corporal punishment by the Oyo State Government in schools should be embraced.

One (1) participant (5%) supports the use of both corporal and alternative to corporal punishment:

“Well, to me, I'll prefer that we inculcate the two into the system instead of the only alternative to corporal punishment.”

From the findings, most of the participants disagree with the introduction of ATCP to maintaining discipline in secondary schools in Ogbomoso, Oyo State Nigeria. According to them, corporal punishment such as canning should not be totally removed in schools, but teachers should be cautious when using a cane to prevent an accident. They claimed that the alternatives cannot be as effective as corporal punishment. Some students will not yield until they are beaten. ATCP cannot be as effective as corporal punishment. No alternative to corporal punishment can be efficient in maintaining discipline in secondary school in Ogbomoso, Oyo State Nigeria. They argued the only language the students understand is canning. Therefore, the issue of being beaten should not be totally removed. The study of Ojo (2018) agrees with the findings. Ojo stresses that

“In Nigerian schools, the use of corporal punishments is often treated as an integral part of education, holding a place in schools teaching. The understanding has been that corporal punishment has the potential of decreasing misbehaviours amongst children, intending to increase the likelihood that the children will subsequently engage in desired behaviours in the future, even when parents or adults are not around to discipline them.”

What do you suggest as the alternative to corporal punishment in school to maintain discipline?

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed on what they suggest as the ATCP in school to maintain or manage discipline since the government does not support the use of corporal punishment in schools. From the findings, five of the participants (25%) suggested corporal punishment such as canning, uprooting of trees, cutting of grasses, etc as an alternative to corporal punishment to maintain discipline in schools:

“I want to encourage engaging students in cutting grasses, picking litters, uprooting of tree, etc. whenever a student commits an offence, also sounding a warning to students to avoid misbehaviour.”

One (1) participant (5%) suggested assigning minor work only for the student that is found with the acts of indiscipline as an alternative to corporal punishment to maintain discipline in schools.

One (1) participant (5%) suggested expulsion as an alternative to corporal punishment to maintain discipline in schools:

“The alternative is outright expulsion.”

One (1) participant (5%) suggested the invitation of the religious leader to share with the student the word of God, what God is expecting from them as an alternative to corporal punishment to maintain discipline in schools:

“The main suggestion is to talk to the religious leaders to continue to preach to students so that they can put on a cloth of good character.”

Two participants (10%) suggested the invitation of the parent of the student that found guilty of misconduct as an alternative to corporal punishment to maintain discipline in schools:

“I want to suggest invitation of parents, dialogues will yield better results.”

One (1) participant (5%) suggested depriving of students’ rights as an alternative to corporal punishment to maintain discipline in schools:

“My suggestion is that they can use measures like, depriving the students’ access to extracurricular activities.”

Two of the participants (10%) suggested that teachers should always lead by example. This will go a long way in maintaining or managing discipline in schools:

“The alternative we can use is that the teacher must be a role model. Students can emulate a teacher’s behaviour.”

One (1) of the participants (20%) suggested that a moral talk should be organised for the students. That will help a lot in maintaining discipline in schools:

“I suggest that the school authority should organise moral session with the students; this will help in correcting their unruly behaviour.”

Six (6) of the participants 30% suggested guidance and counselling as an alternative to corporal punishment to maintain discipline in schools:

“Instead of corporal punishment, we should make use of guidance and counselling and modelling. It will help a lot.”

One (1) participant (5%) suggested that giving a word of advice to students can serve as an alternative to corporal punishment to maintain discipline in schools. One (1) of the participants (5%) suggested that the motivation of students can serve as an alternative to corporal punishment to maintain discipline in schools:

“When a student is behaving normal, you should reward him. This will motivate others. In another vein, when a student is behaving abnormally, you don’t hesitate to punish such a student.”

One (1) participant (5%) suggested compound cleaning as an alternative to corporal punishment to maintain discipline in schools:

“Compound is suggested as one of the ATCP for maintaining discipline in schools.”

One (1) participant (5%) suggested that training the students to understand orderliness can serve as an alternative to corporal punishment to maintain discipline in schools. One (1) participant (5%) suggested verbal reproach as an alternative to corporal punishment to maintain discipline in schools. Two of the participants (10%) suggested that light punishment should be given to the students that are found with the indiscipline act: *“They include light punishment for offenders, verbal reproach at some time.”*

One (1) participant (5%) suggested ignoring behaviour that is not harmful as an alternative to corporal punishment in maintaining discipline in schools: *“Ignore behaviour that is not harmful”.*

From the findings, series of ATCP to maintain or manage discipline in secondary school in Ogbomoso were suggested by the participants. The ATCP suggested include:

- Beating
- Canning
- Invitation of parents
- Cutting of grasses
- Picking of litters
- Giving a word of advice
- Leadership by example
- Expulsion
- Deprivation of the student’s right
- Giving light punishment

- Teachers should be a role model
- The motivation of students (Reward)
- Invitation of religious leaders to preach to the students and tell them the mind of God concerning obedience
- Ignoring the behaviour that is not harmful
- Consultation and dialogue
- Verbal reproach.

Looking at the ATCP suggested by the participants, it is observed that most of the teachers and schools' heads (principals) suggested counselling as an alternative to corporal punishment in schools to maintain discipline. Unfortunately, most of the secondary schools in Ogbomoso, Oyo State Nigeria do not have counselling units as well as counsellors in their various schools.

Again, some teachers suggested beating, canning and cutting grasses which are all forms of corporal punishment as ATCP. Any kind of punishment inflicts on someone that deforms, harms, or gives any form of pain irrespective of the offence committed by such a person is simply referred to as corporal punishment. This shows that some teachers do not fully understand forms of corporal punishment. ATCP suggested by the participants are in line with the study of Ekanem and Edet (2013). Other types of common punishment are practised apart from corporal punishment in schools which is also known as an alternative to corporal punishment. According to Ekanem and Edet (2013), these include

Sweeping, grass cutting, screaming, cleaning of toilet, stumping, repairing of damaged property and law enforcement agents, picking of papers from playgrounds, isolation or exclusion, tidying up of classrooms; withdrawal of some privileges and detention within some task, suspension, expulsion, physical punishment, etc.

5.4.7 Theme 7: Challenges and problems experienced while administering corporal punishment on students

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed on the challenges and problems they experience while administering corporal punishment to students in their various schools. From the findings, 12 participants (60%) complained about the external

influence from immediate society (parent in particular) as a major challenge and problem experienced while administering corporal punishment in schools:

“The challenges are that of external influences from immediate society, like the parent, the relatives of the students, etc.”

Four (4) participants (10%) said that injury and accident that occur while administering corporal punishment is a challenge and problem encountered by the teacher:

“There are a lot of challenges we experience. For instance, an accident can result. Some students also used to sustain series of injuries through corporal punishment.”

Three (3) participants (15%) said that teacher’s negative attitude is one of the challenges they have or encounter while administering corporal punishment in schools. One (1) participant (5%) complained about the time factor as one of the challenges they have or encounter in administering corporal punishment in schools. Six participants (30%) complained about the students’ negative attitude towards the administration of corporal punishment as one of the challenges encountered while administering corporal punishment in schools.

From the findings, it was discovered that teachers are experiencing series of challenges and problems while administering corporal punishment to students in their various schools in Ogbomoso, Oyo State, Nigeria. The greatest challenge and problem experienced is from the external influences from immediate society (parents in particular). According to the participants, parents have been the major problem teachers and school authorities have been battling with when corporal punishment is applied. Moreover, the lack of cooperation from the parents of the student and their relatives has been a great challenge and problem experienced by the teacher and school management.

In addition, according to the participants, teacher’s negative attitude towards the teacher administering corporal punishment is another challenge and problem teachers are encountering while administering corporal punishment to students in schools. Most teachers always abuse the use of corporal punishment; they always beat the students even on little things that students do that do not require a beating.

Some teachers prefer beating the students to counselling them. The challenge also comes from other fellow teachers. At a time, some teachers are found with the habit of soliciting for the students whenever they want to be punished especially those students that do assist them in doing things.

Again, according to the participants, injury and accident that occur while administering corporal punishment is also a challenge and problem encountered by the teacher while administering corporal punishment in school. Some teachers are not careful enough about the way they make use of corporal punishment, especially when they are canning the students. Some teachers beat them anyhow when they are angry. Students do sustain series of injuries during this process.

Finally, according to the participants, students' negative attitude towards the administration of corporal punishment is also one of the major challenges and problems encountering while administering corporal punishment in schools. Continual use of corporal punishment drive students away from school. The findings are in line with those of the study of Julius (2013).

5.4.8 Theme 8: Challenges encountered in implementing an alternative to corporal punishment

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed on the challenges they have or encounter in implementing an alternative to corporal punishment. From the findings, two participants (10%) of the participants complained that teachers' negative attitude is one of the challenges they have or encounter in implementing an alternative to corporal punishment in schools:

“Some of the challenges come from other teachers soliciting for the students.”

Seven (7) participants (35%) complained that parent's negative attitude towards the alternative to corporal punishment is one of the challenges they have or encounter in implementing an alternative to corporal punishment in schools:

“A lot of problems arise. Some parents may come to school to fight the teachers and even beat them up.” There are a lot of challenges but the most

important is that, if expulsion is used as an alternative, the pressure is on you from the parents of the students.”

Nine participants (45%) complained that students' negative attitude towards the alternative to corporal punishment is one of the challenges they have or encounter in implementing an alternative to corporal punishment in schools:

“The major challenge I realise is that students have become indifferent in any punishment you give them. They do not normally take it seriously. The main challenge is that implementing alternatives to corporal punishment is not as effective as the main corporal punishment because students do not take it seriously.”

Two participants (10%) said that the community's negative attitude is one of the challenges they have or encounter in implementing an alternative to corporal punishment in schools.

“There are a lot of challenges but the most important is that, if expulsion is used as an alternative, the pressure is on you from the community.”

Two participants (10%) complained about the time factor as one of the challenges they have or encounter in implementing an alternative to corporal punishment in schools:

“Firstly, the time we spend with them is not enough, you know as teachers, the workload is much and we need to dedicate time to our work. So, there is a shortage of time discussing with these students.”

One (1) participant (5%) said that lack of proper training on ATCP is a big challenge of implementing an alternative to corporal punishment in school:

“The teachers who are supposed to be the implementers of this alternative to corporal punishment are not well trained; so, it leads to mismanagement of alternative to corporal punishment.”

One (1) participant (5%) claimed that the use of an alternative to corporal punishment at times deprives students of attending classes:

“One of the challenges in school is that when a teacher uses alternative to corporal punishment, it deprives the student to participate in the classwork.”

From the findings, it was discovered that there are many challenges in implementing an alternative to corporal punishment in Ogbomoso, Oyo State Nigeria. The greatest challenge comes from the students. According to the participants, with the alternative to corporal punishment students have become indifferent to any punishment you give them. They do not normally take any form of punishment given to them seriously except corporal punishment. Some students, especially the senior ones, are not even listening to the teachers whenever they are counselling them. They believe the teachers have not reached the level they are. As a result, coming for counselling is always a problem. Students fail to yield to instructions since they know that they will not be canned. An alternative to corporal punishment is not as effective as the main corporal punishment because students do not take it seriously. They always take it for granted.

Similarly, the challenge in implementing the alternative to corporal punishment in schools in Ogbomoso, Oyo State Nigeria also comes from the parents. Some of the parents are giving teachers and the school management a tough time on the issue of maintaining discipline in school. Some parents used to come to school to challenge the teacher for punishing their children. They also go to the extent of fighting the teachers and even beat them up. Some of the parents are not cooperating with the school management; they always challenge the school management whenever they apply ATCP on a student.

Time factor is another challenge that teachers are encountering in implementing an alternative to corporal punishment in schools. The time spending with the students in the class does not permit the teacher to carry out an alternative to corporal punishment effectively. The workload is too much, and teachers need to dedicate time to their works. So, there is a shortage of time discussing with these students.

Finally, lack of proper and adequate training on ATCP by the Oyo State government is also a big challenge of implementing an alternative to corporal punishment in school.

5.4.9 Theme 9: Disciplinary policy in terms of the disciplinary measures using and the nature of the offences

Outline disciplinary policy in terms of the disciplinary measures use in your school and for which offence

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed. During the interviews, they were asked to outline the disciplinary policy in terms of the disciplinary measures use in their various schools in Ogbomosho, Oyo State, Nigeria and for which offence. The offences being committed in school are of two types: major and minor offences.

For major offences

From the findings, three participants (15%) claimed that counselling and modelling is one of the disciplinary measures they embrace in their schools to tackle major offences committed by the students:

“For major offences we do refer them to a counsellor, at times disciplinary committee.”

Four (4) of the participants (20%) claimed that corporal punishment such as canning, uprooting of trees, cutting of grasses, etc are some of the disciplinary measures they embrace in their schools to tackle major offences committed by the students:

“In case of a major offence, we use to give them some tedious task to do, like uprooting of a tree, digging of the hole, etc.”

Five participants (25%) claimed that suspension and expulsion are some of the disciplinary measures they embrace in their schools to tackle major offences committed by the students:

“For major offences, suspension, expulsion on the decision of the management is mostly used.”

Six (6) of the participants (35%) claimed that the invitation of the parent of the student that was found guilty of misconduct is one of the disciplinary measures they embrace in their schools to tackle major offences committed by the students:

“We do invite the parent of the student at times if the offence committed is so serious.”

Four (4) participant (5%) claimed that setting up the disciplinary committee is one of the disciplinary measures they embrace in their schools to tackle major offences committed by the students:

“Any student that commit an offence is referred to the disciplinary committee for proper action.”

One (1) of the participants (20%) claimed that thorough investigation of the offence of the students is one of the disciplinary measures they embrace in their schools to tackle major offences committed by the students.

“Investigating is the first policy before taking any punishment act, whether for major or minor offences.”

For minor offences

From the findings, two of the participants (10%) claimed that counselling and modelling are some of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students:

“Disciplinary policy of this school hangs on counselling for minor offences and it has been yielding positive result.”

Three (3) of the participants (15%) claimed that corporal punishment such as canning, uprooting of trees, cutting of grasses, etc. are some of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students. *“Beating with a cane is mostly used for both minor offences”.*

Two of the participants (10%) claimed that thorough investigation of the offence of the students is one of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students:

“Investigating is the first policy before taking any punishment act, for minor offences.”

Fourteen participants (70%) claimed that, assigning minor work such as picking the litters, washing of plates, toilet, etc. for the students that are found with the acts of indiscipline is one of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students:

“For minor offences, they can be asked to pick the litter, they may be asked to stand up for few minutes, they can be asked to sweep the floor, etc.”

Two of the participants (10%) claimed that issuing a verbal warning to the students that found with the act of indiscipline is one of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students:

“For minor offences, a student can be warned then pardonable, like coming late to school, making noise, etc students can be verbally warned.”

One (1) participant (5%) claimed that scolding is one of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students.

“For Minor offences like coming late to school, making noise, etc students can be scolded.”

From the findings, it was discovered that the most disciplinary policy in terms of the disciplinary measures using to arrest/tackle the major offence committed by the student in secondary schools in Ogbomoso, Oyo State, Nigeria is inviting the parent of the student that commits the offence. According to the participants, they do invite the parent of the student at times, if the offence committed by the student is so serious. This includes stealing, vandalizing of school property, tobacco, lighter), etc. Inviting the parents will expose the students' attitude to their parents because some students do pretend at home.

Suspension and expulsion are other disciplinary policy in terms of the disciplinary measures using to arrest/tackle the major offence committed by the student in Ogbomoso, Oyo State, Nigeria. Suspension and expulsion are usually applied after the ATCP have failed.

Moreover, setting up the disciplinary committee is also one of the disciplinary policies in terms of the disciplinary measures using to arrest/tackle the major offence committed by the student in secondary schools in Ogbomoso, Oyo State, Nigeria.

Some schools do setup disciplinary committee that take care of the indiscipline issues and decide on the nature of punishment to be given to the students that commit serious offences such as stealing, vandalizing of schools etc. In addition, there are some offences committed by the students in secondary schools in Ogbomoso, Oyo State Nigeria that cannot be counted as such. According to the participants, assigning of minor work such as picking of the litters, washing of plates, washing of toilet, etc. for the students that are found with the acts of indiscipline is also one of the disciplinary policy in terms of the disciplinary measures using to arrest/tackle the minor offence. These include as the use of hand phone and other unauthorised electronic and mobile devices during curriculum time, coming late to school, consumption of unsupervised food and drinks outside the school canteen, skipping of lesson /enrichment programmes without valid reasons or leaving school grounds without permission for the first time, absent from school without a valid reason, etc, committed by the student in Ogbomoso, Oyo State, Nigeria.

Moreover, according to the participants, a verbal warning is usually issued to students that are found to have committed the acts indiscipline. This has to be one of the disciplinary policies in terms of the disciplinary measures using to arrest/tackle minor offences such as the use of hand phone and other unauthorised electronic and mobile devices during curriculum time, coming late to school, consumption of unsupervised food and drinks outside the school canteen, skipping of lesson /enrichment programmes without valid reasons or leaving school grounds without permission for the first time, absent from school without a valid reason for the first time, etc, committed by the student in Ogbomoso, Oyo State, Nigeria.

Also, scolding is another disciplinary policy in terms of the disciplinary measures that are using to arrest/tackle the minor offence. The latter include the use of handphones and other unauthorised electronic and mobile devices during curriculum time, coming late to school, consumption of unsupervised food, and drinks outside the school canteen, skipping of lesson /enrichment programmes without valid reasons or leaving school grounds without permission for the first time, absent from school without a valid reason, etc in schools in Ogbomoso, Oyo State, Nigeria.

Furthermore, according to the participants, issuing of a verbal warning to the students that found with the act of indiscipline, corporal punishment such as canning,

uprooting of trees, cutting of grasses, etc, counselling and modelling are other disciplinary policies in terms of the disciplinary measures that is using to arrest/tackle some of the offences mentioned above (both major and minor offences) in schools in Ogbomoso, Oyo State, Nigeria.

Generally, the disciplinary policy in terms of the disciplinary measures using in various schools in Ogbomoso, Oyo State, Nigeria for all the offences committed by the students includes counselling and modelling, corporal punishment such as canning, uprooting of trees, cutting of grasses, etc, suspension and expulsion, invitation of a parent of the student that found guilty of misconduct, setting up of the disciplinary committee, thorough investigation of the offence of the students' offence, assigning of minor work such as picking the litters, washing of plates, toilet, etc, verbal warning, scolding, and so on. The study of Tallam, Tikoko, Jackline and Daniel (2015) concurs with the findings on the disciplinary measures using in various schools in Ogbomoso, Oyo State, Nigeria. According to the study of Tallam, et al. (2015),

There are several approaches to the management of indiscipline of students, such as corporal punishment, verbal condemnation, temporary or permanent withdrawal of post, expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counselling, fining, rewards, wearing school uniform at all times, self-commitment in writing to maintain ethical conduct, pinching, slapping and smacking, picking rubbish within school premises, raising of the two hands or forward for long period, sweeping and general cleaning, sending a student out of class, cutting grasses, in-school suspension, reprimanding in front of principal, parents and other students, as well as behavioural contracts.

Which disciplinary measures are yielding more positive results in terms of improvement in students' behaviour, teaching and learning among the measures mentioned above?

For major offence

From the findings, three participants (15%) of the participants claimed that counselling and modelling is the disciplinary measure for major offences that are

yielding more positive results in terms of improvement in students' behaviour, teaching, and learning:

“Counselling and dialogue have been yielding positive results for any form of offence omitted by the students. Some students do not know the implication of what they're doing, so they need to be counselled.”

Seven of the participants (35%) claimed that corporal punishment such as canning, uprooting of trees, cutting of grasses, etc is the disciplinary measure for major offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning:

“It is beating in school that is yielding more positive result. That is the only language they understand. It is mostly used for both major and minor offences. Corporal punishment such as the uprooting of trees, slapping, beating, kicking, is also yielding more positive results for both offences.”

Two of the participants (10%) claimed that suspension and expulsion are the disciplinary measures for major offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning:

“For major offence, suspension or expulsion is yielding more positive result.”

Three participants (15%) claimed that invitation of the parent of the student that found guilty of misconduct is the disciplinary measure for major offences that is yielding more positive results in terms of improvement in students' behaviour, teaching, and learning:

“Invitation of the parent of the students that commit a major offence is yielding positive results.”

Three participants (15%) claimed that setting up the disciplinary committee is the disciplinary measure for major offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning:

“Students that commit major offence are referred to the disciplinary committee for immediate action; this has always been yielding positive results punishing the students immediately after committing an offence yield positive results.”

For minor offence

From the findings, three (3) of the participants (15%) claimed that counselling and modelling is the disciplinary measure for minor offences that is yielding more positive results in terms of improvement in students' behaviour, teaching, and learning: *“Counselling and modelling are yielding better for minor offences”.*

Six participants 30% claimed that corporal punishment such as canning, uprooting of trees, cutting of grasses, etc is the disciplinary measure for minor offences that is yielding more positive results in terms of improvement in students' behaviour, teaching, and learning:

“Corporal punishment such as the uprooting of trees, slapping, beating, kicking, is yielding more positive results for minor offences.”

Nine participants (45%) claimed that assigning minor work such as picking the litters, washing of plates, toilet, etc. for the students that are found with the acts of indiscipline is one of the disciplinary measures they embrace in their schools to tackle minor offences committed by the students:

“Asking students to do minor work like sweeping, picking around the school, etc. if they commit a minor offence is yielding positive results.”

From the findings, it was discovered that hitting (“smacking”, “slapping”, “spanking”) students, which come in form of corporal punishment is one of the disciplinary measures for both major and minor offences that are yielding more positive results in terms of improvement in students' behaviour, teaching and learning in schools in Ogbomoso, Oyo State, Nigeria. In addition, according to the participants, counselling, and modelling are other disciplinary measures for both major and minor offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning in secondary schools in Ogbomoso, Oyo State, Nigeria. Unfortunately, most of the schools in Ogbomoso do not have counselling units.

Moreover, according to the participant, suspension/expulsion is one of the disciplinary measures for major offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning in schools in

Ogbomoso, Oyo State, Nigeria. This is normally applied after other ATCP have been applied but not yielding any positive result.

Also, setting up a disciplinary committee to handle the students that commit one offence or the other is another disciplinary measure for major offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning in secondary schools in Ogbomoso, Oyo State, Nigeria. Some schools do set up disciplinary committee that takes care of the indiscipline issues and decides on the nature of punishment to be given to the students that commit serious offences.

Again, invitation of parents of the students that are found with the act of indiscipline is another disciplinary measure for major offences that are yielding more positive results in terms of improvement in students' behaviour, teaching, and learning in secondary schools in Ogbomoso, Oyo State, Nigeria. Furthermore, from the findings, it is discovered that corporal punishment is mostly used as a disciplinary measure for both major and minor offences. This is yielding more positive results in terms of improvement in students' behaviour, teaching and learning in secondary schools in Ogbomoso, Oyo State, Nigeria. This shows that corporal punishment is still very much in use in secondary schools in Ogbomoso, Oyo State, Nigeria.

Conclusively, from the findings, it is clear that a disciplinary measure that yields positive result most differ from school to school, that is, a disciplinary measure that yields positive result most in one school may not work in another school. The study of Offem et al. (2019) also concurs that strategy used to check the students that violate the school rules and regulations differ from teacher to teacher.

5.4.10 Theme 10: Recommendations provided for the improvement of disciplinary measures used in schools

Twenty participants which include ten teachers in charge of school discipline and ten School Heads (Principals) were interviewed on the recommendations they can make in terms of the improvement of disciplinary measures in their schools. From the findings, seven of the participants (35%) recommended counselling and modelling as

the disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“I recommend that teachers should deeply make use of counselling of students so that they can turn a new leaf to obey the school rules and regulations, student should be counsel whenever they are going astray.”

Five (5) of the participants (25%) recommended parents' involvement in the discipline of students in schools as the disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“Parents should take their portion in the discipline of their wards.”

One (1) participant (5%) recommended that disciplinary officers should be provided by the government, this will serve as the disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria. Four participants (20%) recommended moral talk as a disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“I want to recommend that Government should endeavour to make available disciplinary officers in our school as well as every other school who will be able to offer punishments to students in a situation that is beyond what the school can handle.”

One (1) of the participants (5%) recommended words of advice and encouragement as a disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“My recommendation is that teachers should study their students' behaviour, always advise them, give them words of encouragement and also maintain discipline and be a good role model.”

Four participants (20%) recommended the use of both corporal punishment and alternative to corporal punishment as a disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“I want to recommend that teachers use both corporal punishment and alternative to corporal punishment so we can tailor the lives of these students.”

Two of the participants (10%) recommended that depriving of students' extracurricular activities/rights as a disciplinary measure can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“If a student seems to be brilliant and but rude, such student should be deprived of participating in extracurricular activities. This will make the students adjust and become meek and lowly.”

One (1) participant (5%) recommended that the school should set up rules and regulations that will be governing the students, this will be a disciplinary measure that can improve discipline in their various schools in Ogbomoso, Oyo State Nigeria: *“The school should have working rules and regulations.”*

Three participants (15%) recommended the Parent and Teacher Association (PTA) meeting as the disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“There should be regular PTA meetings for parents to know the behaviour of their wards.”

One (1) participant (5%) recommended the cooperation among the teachers as a disciplinary measure that can improve discipline in secondary schools in Ogbomoso, Oyo State Nigeria:

“Cooperation on the part of school heads and teachers which we referred to as consensus will also work.”

One (1) participant (5%) recommended that orientation should be organised for the students on what is expected of them. This will serve as the disciplinary measure that can improve discipline in schools in Ogbomoso, Oyo State Nigeria:

“There should be an orientation of the old and the new students to follow the regulations of the school as expected.”

One (1) participant (5%) recommended suspension and expulsion as the disciplinary measure that can improve discipline in secondary schools in Ogbomosho, Oyo State Nigeria: *“Cases that warrant suspension or expulsion should be used.”*

From the findings, according to the participants, the recommendations were provided in terms of the improvement of disciplinary measures used in schools in Ogbomosho, Oyo State, Nigeria. The recommendations provided are listed below:

- Counselling and modelling.
- Parents’ involvement in the discipline of students in schools.
- Provision of disciplinary officers by the government.
- The organisation of moral talk.
- Word of advice and encouragement to the students.
- The use of both corporal punishment and alternative to corporal punishment.
- Depriving of students’ extracurricular activities/right.
- School authorities should set up rules and regulations that will be governing the students.
- The organisation of Parent and Teacher Association (PTA) meeting.
- Cooperation among the teachers.
- Orientation should be organised for the students on what is expected of them.
- Suspension and expulsion.

5.5 SUMMARY OF THE CHAPTER

This chapter dealt with the data analysis (presentation and discussion of findings). Open-ended interviews were employed to obtain data as explained in chapter four. The teachers in charge of school discipline and the principals in Ogbomosho, Oyo State Nigeria were interviewed. The intention was to explore and describe the disciplinary measure to maintain discipline in secondary schools and to suggest the alternative to corporal punishment to be used in maintaining discipline.

The interviews that were carried out for data collection were transcribed. This was done after listening carefully and studying the transcriptions properly from the audio recorded during the interview, thereafter the data analysis process was done. The utterances and expressions of the interviewee were well understood because the experienced teachers and heads of schools were interviewed. This made it possible for them to respond per the question asked. The participants were allowed to respond to the questions asked in detail on how discipline is managed through alternative to corporal punishment in Ogbomoso, Oyo State, Nigeria not minding the time used. This made the data analysis easier and comprehensive. It is believed that the responses will contribute to the body of knowledge.

From the data collected from the participants, 14 distinct themes were identified and presented from the research findings for the study. The themes and categories extracted from the research were discussed. Extracts from the interviews were shown to illustrate the various themes and categories. A literature control was also undertaken to contextualise the findings of the study with the literature review. The themes that were presented during this study enabled the study to identify the alternative to corporal punishment to maintain discipline in secondary schools in Ogbomoso, Oyo State, Nigeria.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 INTRODUCTION

In chapter five the researcher undertook data analysis (presentation and discussion of research findings). The pieces of literature that support and control the findings were also stated. Chapter six, which is the last chapter, gives a summary of the main findings of the study, conclusions, and recommendations.

6.2 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.2.1 SUMMARY OF THE FINDINGS

The research intended to determine the extent the ATCP can be used in the management of school discipline in secondary schools in Ogbomoso, Oyo State, Nigeria. The research assessed the view of the teachers in charge of school discipline and school heads on the meaning of school discipline and corporal punishment, teacher's experience on indiscipline in school since abolishment of corporal punishment. The study also investigated the types of discipline applied in school, method of resolving conflict between students and how they are disciplined when found guilty of misconduct at school, strategies used in maintaining discipline in schools and the most efficient one in dealing with indiscipline. The latter include depriving student' participation in extra-curricular activities and students' behaviour, hitting of students and students' behaviour, suspension and expulsion of students and students' behaviour, Oyo state Government's attitude concerning the use of corporal punishment. Furthermore, educators' opinion on ATCP, challenges and problem experienced while administering corporal punishment to students, strategies employed to improve discipline, disciplinary policy in terms of the disciplinary measures use and the nature of the offences, recommendations provided for the

improvement of disciplinary measures used in schools were investigated. Data were collected in ten secondary schools in Ogbomoso, Oyo State, Nigeria.

Interviews were used to collect the data and the interviews were conducted with the teachers in charge of school discipline and the school heads. The data were presented using a qualitative technique. Based on the data collected, majority of respondents gave similar definitions of discipline and corporal punishment. This demonstrates that they have good knowledge of school discipline and corporal punishment.

The participants, which are teachers in charge of school discipline and heads of schools, revealed the series of difficulties they are experiencing since the abolishment of corporal punishment.

From the data collected, the participants claimed that various types of discipline are applied in secondary schools. The discipline applied varies from school-to-school. It depends on the choice of the teachers and the school administration.

The findings revealed that various methods are used to resolve conflicts. Some methods that are used to resolve major offences are not used for minor offences and vice versa, while some methods are used for both.

The participants, according to the data collected, made us realise that strategies used in maintaining discipline in secondary schools in Ogbomoso differ from school-to-school and no single strategy can be considered the most efficient in dealing with indiscipline.

From the findings, the respondents gave their opinions on depriving of students' participation in extra-curricular activity/rights, hitting the students, suspension, and expulsion as strategies of improving students' behaviour.

Based on the findings, the participants claimed that Oyo State Government does not support the use of corporal punishment and almost all the participants did not know what the Government suggest to tackle indiscipline in secondary schools. Again, each educators use their own discretion to tackle students' indiscipline acts in secondary schools

From the data collected, some educators agreed with the Government on the ATCP while some disagree

According to data collected, various strategies were recommended by the teachers and heads of schools as an ATCP to arrest students' indiscipline acts.

6.2.2 CONCLUSIONS

The following conclusions were drawn from the research findings of the study;

The definition given to discipline and corporal punishment by a majority of the educators (teachers and the school heads) is very correct because the definitions given were in line with the definition given by the expert (scholars). This shows that both the teachers and the school heads in secondary schools in Ogbomoso, Oyo State, Nigeria have good knowledge of discipline and corporal punishment.

Abolishment of corporal punishment by the Oyo State Government does not go well with the majority of the teachers and the school heads in secondary schools in Ogbomoso, Oyo State, Nigeria. Owing to their experiences, they are facing many difficulties in maintaining discipline. The teachers and the school heads are not comfortable with the government's decision because it has affected the state of discipline in secondary schools. Maintenance has been a serious problem; students are very difficult to control (uncontrollable); no more respect for the teachers. Indiscipline among the students also becomes more rampant. The students have grown wings to the extent that they do not take their education seriously again. They are no longer complying with school rules and regulations.

Only very few teachers embraced the policy of the Oyo State government on the issue of corporal punishment. They claimed that the abolishment of corporal punishment has brought mutual rapport between the teachers and students. This has aided and promoted teaching and learning. Despite this, it has caused series of problems in the sense that some of the students are uncontrollable. They take students for granted, lack of respect for teachers.

The findings imply that educators find it difficult to maintain discipline without making use of corporal punishment in Ogbomoso South Local Government Area, Nigeria. This simply means corporal punishment cannot be totally removed in secondary schools in Ogbomoso, Nigeria.

Based on the findings, different types of discipline are practiced in secondary schools in Ogbomoso, Oyo State, Nigeria. The types of discipline practiced include:

- Corporal punishment, which includes: smacking, slapping, spanking, hitting, slapping, punching, kicking, pinching, shaking, shoving, choking, caning, pulling the hair, boxing ears, etc. other forms of corporal punishment include; making children assume an uncomfortable position (standing on a bench, standing against the wall in a chair-like position, standing with a schoolbag on the head, holding ears through legs, kneeling, etc.
- Giving instruction or explanations to students on how to do certain things that may not be comfortable for the students
- Invitation of parents
- Asking students to do minor work
- Suspension and Expulsion
- Supportive discipline
- Corrective discipline
- Preventive discipline and others.

The type of discipline applied varies from school-to-school. From the findings, corporal punishment is the type of discipline that is commonly applied in secondary schools in Ogbomoso, Oyo State, Nigeria. Almost all schools are applying it. Corporal punishment is still very much in use along with the disciplinary measure provided by the government. This simply means corporal punishment cannot be totally removed in secondary schools in Ogbomoso, Nigeria despite government policy. Asking students to do minor work as a means of punishment is also commonly used. Educators (teachers and school heads) find it difficult to maintain discipline without making use of corporal punishment in Ogbomoso, Oyo State, Nigeria. The ATCP provided by the Oyo State Government to maintain discipline in secondary schools in Oyo State, Nigeria do not produce positive results as expected

According to the findings, most of the cases of indiscipline, especially major offences committed by the students in secondary schools in Ogbomoso, Oyo State, Nigeria are reported to the disciplinary committee or school authority for necessary action, since the teachers are not permitted to apply any form of corporal punishment on the student. The parents of the concerned students that commit major offences are also invited to school when resolving the conflict between the students for them to be aware of the doings of their wards. Suspension and expulsion are also used to resolve major offences. Students are at times invited by the teachers to make a thorough investigation about the allegation by such a student before the conclusion is made. This is another disciplinary measure applied. In case the students vandalise or damage the school property, the findings make it clear that they are always asked to replace vandalised or damaged school property.

On the other hand, the findings revealed that counselling, verbal warning, invitation of students for dialog, are used to resolve the conflict caused by minor offences. Minor, manual or menial works are also assigned to the students that misbehave or violate school laws. These include picking off the litters round the school, sweeping, washing of plates, etc

The findings also reveal that counselling and corporal punishment are both used to resolve conflicts involving both major and minor offences. Corporal punishment is still in use for the students that commit both minor and major offences. It is commonly used more than any other means of punishment according to the findings. It is observed that some teachers even the school heads (principals) are applying corporal punishment unknowingly. They ask students to carry out some hard tasks like uprooting big trees, digging of deep holes, moulding of blocks, painful body postures or forcing students to stay in uncomfortable positions for a while, etc.. All these are forms of corporal punishment in the sense that, it causes some degree of pain or discomfort, even injury. Any kind of punishment that may involve utilisation of physical force and intend to cause some degree of pain or discomfort is referred to as corporal punishment.

There are different strategies employed to maintain discipline in secondary schools in Ogbomoso, Oyo State, Nigeria.

Among the strategies are:

- Standing by the instruction given to the students.
- Application of corporal punishment.
- Sending student back home.
- Deprivation of students some rights.
- Giving students minor work to do.
- Leadership by example.
- Giving orientation/lecture to the students on the code and conduct of the school and moral talk.
- Guidance and counselling.
- Taking attendance of the students.
- Suspension and expulsion.
- Invitation of parents.
- Establishment of a good relationship with the students.
- Setting up a disciplinary committee to handle indiscipline cases.
- Movement of school management around the school.

Some of the strategies suggested in the study to maintain discipline were not recommended by the Oyo State Government according to the circular released by the Oyo State Ministry of Education on the disciplinary measure in Oyo State secondary schools, Nigeria to maintain discipline in primary and post-primary schools. From the findings, it is discovered that corporal punishment is still in use despite the pronouncement of the abolishment of corporal punishment in schools in Oyo State, Nigeria by the Oyo State Ministry of Education. It is most efficient in dealing with the indiscipline acts of the students according to the participants interviewed. It was argued that other strategies are not as efficient as corporal punishment.

According to the study, in secondary schools in Ogbomoso, Oyo State, Nigeria, most of the teachers and school heads are depriving students of the opportunity to participate in extra-curricular activities (e.g drama, soccer, tennis, music, etc) to serve as a means of punishment which can assist in changing student's behaviour positively. Even in the selection of prefects in school, students that violate the school

rules and regulations are deprived of being selected as school prefects, class monitors, etc.

From the findings, it is obvious that most of the teachers and the school heads in secondary schools in Ogbomoso, Oyo State, Nigeria do not agree with hitting the students as an effective way of maintaining discipline in schools. It was made known that hitting the students is not advisable because of its negative effects on the students. It can cause temporary or permanent injury on the student, some marks on their bodies, the accident can occur during the process, and it also demoralises students. Some students will not change irrespective of the extent of beating; it will just make them be more stubborn and uncontrollable.

The study revealed that most of the participants support the use of suspension in maintaining discipline in secondary schools in Ogbomoso, Oyo State, Nigeria but disagree with expulsion. This kind of punishment is used on the student that commits a major offence several times. Such a student may be suspended for two or three weeks in order to know the gravity of the offence he or she has committed. When the suspension is given to students, the intention is just to let the parent be aware of what the child has done wrong. That will help the parents to know the next line of action to take to redeem the child. At the same time, most of the behaviours that some students are exhibiting in school are not known at home, they behave differently at home, they are just like angels at home if such a student knows that management wants to suspend him in school and school authority will inform his/her parents, that will create fear in him and make him change. It is also believed that expulsion serves as a deterrent. When a student is suspended for like a week, he/she will feel ashamed among others. Suspension is one of the methods of maintaining discipline in secondary schools in Ogbomoso, Oyo State Nigeria. In contrast, expulsion is also applied when the irrational behaviour of the students persists.

The study revealed that almost all the teachers, school heads in secondary schools in Ogbomoso, Oyo State, Nigeria do not know what Oyo State Government suggested as an ATCP in schools after the pronouncement of the abolishment of corporal punishment in schools. Almost all educators are just using what they feel like as ATCP. They are using their discretions in dealing with the students' unruly

behaviour. Only very few teachers and school heads have little idea of what the government suggested as an ATCP. This shows that the circular sent by the Oyo State Government through the Ministry of Education on 23 April 2015 to primary and secondary schools on the ATCP is not well circulated. Findings also revealed that teachers were not adequately trained on the implementation of the ATCP. Since there is no adequate training, teachers are only punishing the students based on what they feel is appropriate.

The study carried out by the researcher has shown that the majority of the secondary school teachers in Ogbomoso, Oyo State, Nigeria disagree with the introduction of an ATCP to maintaining discipline in secondary schools in Oyo State Nigeria. They believe that corporal punishment cannot be removed in schools. Corporal punishment such as canning should not be removed but teachers should be cautioned when using a cane to prevent an accident. It was made known through the study that ATCP cannot be as effective as corporal punishment. Findings also revealed that both corporal punishment and ATCP are used simultaneously.

The teachers and head of schools in secondary schools in Ogbomoso, Oyo State, Nigeria suggested the following as an ATCP to maintain or manage discipline in secondary school. These include:

- Beating;
- Canning;
- Invitation of parents;
- Cutting of grasses;
- Picking of litters;
- Giving words of advice;
- Leadership by example;
- Expulsion;
- Deprivation of the student's right;
- Giving light punishment;
- Teachers should be a role model;
- The motivation of students (reward);
- Invitation of religious leaders to preach to the students and tell them the mind of God concerning obedience;

- Ignoring the harmful behaviour;
- Consultation and dialogue; and
- Verbal reproach.

From the findings, it was discovered that teachers are experiencing several challenges and problems while administering corporal punishment to students in secondary school in Ogbomoso, Oyo State, Nigeria. Some of the challenges and problems experienced include:

- The external influences from immediate society (parents in particular);
- Lack of cooperation from the parents of the student and their relatives;
- Teacher's negative attitude towards the teacher that is administering corporal punishment;
- Injury and accident that occurs while administering corporal punishment;
- Student's negative attitude towards the administration of corporal punishment;
- Its constant use may drag students away from school;
- It is difficult to apply where students are many;
- It is stressful; and
- It consumes time most of the time.

The findings revealed the strategies of improving discipline in secondary school in Ogbomoso, Oyo State, Nigeria as suggested by the teachers and head of schools.

The strategies include:

- Counselling and modelling;
- Invitation of the religious leader to share with the students the word of God, what God is expecting from them as regards their behaviour, and the need to be disciplined;
- Administration of punishment like canning, uprooting of trees, slapping, kicking, etc.;
- Administration of minor work such as picking the litter, washing of plates, toilet, etc.;
- Invitation of a resource person to deliver lectures and moral talk on the kind of behaviour expected of the students and discipline generally;
- Suspension and expulsion;

- The setting of the disciplinary committee to see to the case of misconduct of the students;
- The motivation of students by rewarding or rebuking them;
- Teachers should be disciplined in order for the students to be disciplined;
- Orientation of the parent of the student concerning indiscipline and the way of tackling indiscipline through Parent Teachers' Association (PTA);
- Leadership by example;
- Compliance of the students to school dressing code;
- Invitation of parents of the student that is found guilty of misconduct; and
- Depriving of students' rights.

The study discovered the disciplinary policy in terms of the disciplinary measures used to arrest/tackle the major offence, These include stealing, vandalizing of school property, hooliganism, watching and practicing pornography, rape, alcohol consumption, examination malpractice, and dishonesty in tests, forgery (eg. signatures, altering examination/test scripts, consent forms, progress reports), rudeness to teachers/school staff, skipping lesson/enrichment programmes without valid reasons or leaving school grounds without permission for the second time, absent from school without a valid reason. Smoking/possession of cigarettes, tobacco, lighters or matches, acts of mischief (vandalism), all forms of bullying, abuse of technology, open defiance to teacher/school staff (eg. Challenge a teacher verbally or in action), theft/shoplifting inside or outside school/misappropriation of property, gambling (includes possession of gambling cards), pornography (consumption or possession or distribution/sale of pornographic materials), possession/consumption of narcotic drugs/alcohol, assault and fighting (includes all participants in the fight and student spectators who encourage or condone the fight), rioting/unlawful assembly, involvement in secret society activities, other criminal offences, police cases and activities in public that tarnish school image (includes inappropriate behaviour), etc committed by the student in secondary schools in Ogbomoso, Oyo State, Nigeria are; invitation of the parents of the students that violate the school order, setting up of disciplinary committee to sit and decide on the punishment to be given to the student that is found guilty of an offence, scolding suspension and expulsion.

Corporal punishment such as canning, uprooting of trees, cutting of grasses, etc, counselling and modelling are other disciplinary policies in terms of the disciplinary measures that are used to arrest/tackle some of the offences mentioned above (both major and minor offences) in schools in Ogbomoso, Oyo State, Nigeria.

From the findings, it was discovered that hitting (“smacking”, “slapping”, “spanking”) students, either with the hand or a tool like a whip, stick, belt, shoe, wooden spoon, etc. It can also involve kicking, shaking, or throwing students, scratching, pinching, biting, pulling hair or boxing ears, forcing students to stay in uncomfortable positions for a while, uprooting of trees, etc, which come in form of corporal punishment is one of the disciplinary measures for both major and minor offences that are yielding more positive results in terms of improvement in students' behaviour, teaching and learning in schools in Ogbomoso, Oyo State, Nigeria.

The study finally revealed some recommendations provided by the teachers and heads of schools in terms of the improvement of disciplinary measures used in schools in Ogbomoso, Oyo State, Nigeria. The recommendations provided are discussed in the next section:

- Counselling and modelling.
- Parents' involvement in the discipline of students in schools.
- Provision of disciplinary officers by the government.
- The organisation of moral talk.
- Word of advice and encouragement to the students.
- The use of both corporal punishment and ATCP.
- Depriving of students extracurricular activities/right.
- School authorities should set up rules and regulations that will be governing the students.
- The organisation of Parent and Teacher Association (PTA) meeting.
- Cooperation among the teachers.
- Orientation should be organised for the students on what is expected of them.
- Suspension and expulsion.

6.2.3 RECOMMENDATIONS

In the light of the findings of this study, the following recommendations are suggested:

- School administrators in each school should put discipline in place in their various schools since the teachers are powerless to handle major discipline in school; this will help to check the students that have become something else with their indiscipline acts
- Parents and guidance should try as much as possible to instil discipline into their wards. This will make it easy for the teacher to control the students without stress since they can only do little in the area of discipline in school.
- Community and religious leaders should also help in instilling discipline in students, this will help them to behave well in school.
- School authorities should set up a viable disciplinary committee that will always handle the case of indiscipline in secondary schools and charge the existing committee to be liable to their duties.
- Minor, manual or menial work such as picking off the litter around the school, sweeping, verbal warning, scolding, washing of plates, etc should be assigned to students that commit minor offences instead of continual use of corporal punishment to avoid injury and accident.
- A thorough investigation must be made before the teacher or disciplinary committee assign any form of punishment to the student; this will clear any problem that may emanate as a result of punishment given.
- Depriving students some rights or to participate in extra-curricular activities should be discouraged in secondary schools, as students may not be able to discover their talent if they are not allowed to participate in extra-curricular activities.
- School authorities should be mindful of the use of suspension and expulsion; its use as a means of punishment should be the last option in maintaining discipline in secondary schools. The use of suspension and expulsion may negatively affect the students for life.

From all indications, it is evident that almost all the teachers, school heads inclusive in secondary schools in Ogbomoso, Oyo State, Nigeria do not know what Oyo State Government suggested as an ATCP in schools, after the pronouncement of the abolishment of corporal punishment in schools. Almost all educators are just using what they feel like as ATCP. They are using their discretions in dealing with the students' unruly behaviour. This shows that the circular sent by the Oyo State Government through the Ministry of Education on 23 April 2015 to primary and secondary schools on the ATCP is not well circulated.

As a result, it is therefore recommended that government should send the circular that stated the disciplinary measures to be used to attack indiscipline in secondary schools in Oyo State. School heads should endeavour to disseminate the information in the circular to the teachers.

It is recommended that Government should organise pieces of training, workshop, and seminars for the teachers and the school heads (principals) on the ATCP to arrest indiscipline in secondary schools.

It is also recommended that parents of any students that find guilty of major offences should be invited to be aware of what the child has done, which will help the parents to know the next line of action to take to redeem the child. Most of the behaviours that some students are exhibiting in school are not known at home; they behave differently at home; they are just like angels at home.

Counselling Department should be created in secondary schools in Ogbomoso, Oyo State, Nigeria. This department is also expected to resolve the conflict between the students. Moreover, government should employ counsellors in secondary schools in Oyo State, Nigeria. Government should also organise training and retraining, workshops and seminars for the counsellors in secondary schools.

6.3 CONCLUSION OF THE CHAPTER

Conclusively, this chapter has revealed the extent to which the ATCP are used to maintain discipline in secondary schools in Ogbomoso, Oyo State Nigeria. The research reveals that almost all the teachers, school heads inclusive in secondary

schools in Ogbomoso, Oyo State, Nigeria do not know what Oyo State Government suggested as an ATCP in schools, after the pronouncement of the abolishment of corporal punishment in schools.

The researcher in his study also revealed that hitting (“smacking”, “slapping”, “spanking”) students, either with the hand or a tool like a whip, stick, belt, shoe, wooden spoon, etc is prevalent. It can also involve kicking, shaking, or throwing students, scratching, pinching, biting, pulling hair or boxing ears, forcing students to stay in uncomfortable positions for a while, uprooting of trees. This comes in the form of corporal punishment is the main disciplinary measures for both major and minor offences that are yielding more positive results in terms of improvement in students' behaviour, teaching and learning in schools in Ogbomoso, Oyo State, Nigeria.

In the findings, the researcher made it known the disciplinary measure suggested by the teachers and heads of schools to maintain discipline in secondary schools. The discipline measure suggested include: counselling and modelling, parents' involvement in the discipline of students in schools, provision of disciplinary officers by the government, the organisation of moral talk, word of advice and encouragement to the students. The use of both corporal punishment and ATCP, depriving of students extracurricular activities/right, school authorities should set up rules and regulations that will be governing the students, the organisation of PTA meeting, cooperation among the teachers, orientation should be organised for the students on what is expected of them, and suspension and expulsion.

In the light of these findings, some recommendations were suggested by the researcher which could be of help for education stakeholders (government, teachers and the parents) to maintain discipline in secondary school researcher. Parents and guidance should try as much as possible to instil discipline into their wards at home. Government should provide an ATCP in schools, after the pronouncement of the abolishment of corporal punishment in schools. More importantly, government should organise pieces of training, workshop, and seminars for the teachers and the school heads (principals) on the ATCPACTP to arrest indiscipline in secondary schools.

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APPENDIX A: TRANSCRIPTION INTERVIEW SCRIPTS

INTERVIEW SCHEDULE FOR TEACHERS IN-CHARGE OF SCHOOL DISCIPLINE

Q1 (a) What does school discipline mean to you?

(b) What is your view on school corporal punishment?

T1: It is punishment for not doing the right thing so as to correct the student to obey the school rules and regulations.

School Corporal punishment includes all types of physical punishment, such as spanking, slapping, pinching, pulling, twisting, and hitting with an object.

T2: School discipline is any action taken by a teacher or a school organisation in relation to a misbehaviour of students or group of students that will interrupt proper learning

Corporal punishment refers to as "physical or bodily punishment" or "physical discipline," and it is simply viewed as the use of physical force, no matter how light, to cause deliberate bodily pain or discomfort in response to some students' unaccepted behaviour.

T3: It means an act of enforcing law and order in the school system.

Corporal punishment in school is 'any punishment that involves utilisation of physical force is and intended to cause some degree of pain or discomfort. This type of punishment involves hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc

T4: School discipline relates to the actions taken by a teacher or the school organisation towards a student or group of students when student behaviour disrupts the ongoing educational activities or breaks a rule created by school.

"Corporal" or "physical" punishment in school is viewed as any form of punishment in which physical force is employed and intended to cause some degree of pain or discomfort, no matter how light. This type of punishment involves hitting ("smacking",

“slapping”, “spanking”) students, either with the hand or an tool like, a whip, stick, belt, shoe, wooden spoon, etc. It can also involve, kicking, shaking or throwing students, scratching, pinching, biting, pulling hair or boxing ears, forcing students to stay in uncomfortable positions for a while,

T5: Well, to me, it means a way of dealing with students to correct irrational behaviour and maintain orders. This will allow them to follow the rules and regulations.

Corporal punishment in school is referred to deliberate use of physical pain as a means of changing behaviour. Examples of corporal punishment in school include, hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (wooden paddles, belts, sticks, pins, or others), painful body postures (as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination

T6: School discipline simply means actions taken against students for acting contrary to the rules and regulations of the school.

Corporal punishment simply means the type of punishment inflicting on student that is capable of affecting him or her negatively, whether physically, mentally or emotionally.

T7: From my own view, it is a way of ensuring the control of behaviours of students in line with the school rules and regulations to ensure that the students behaviour are controlled.

Corporal punishment is the act of punishment in which the student is enforced to undergo the kind of punishment that can harm him/her or that can damage part of the student body temporarily or permanently as a result of correcting unwanted behaviour.

T8: School discipline is an attempt to raise the tone of the school.

Corporal punishment in school is the punishment that involves striking the student directly across the buttocks or palms of their hands with a tool such as a rattan cane, wooden paddle, slipper, leather strap or wooden yardstick etc.

T9: It means a way of enhancing morality, balance in the behaviour among the learners

Any kind of punishment given to a student that deform, harm, or giving any form of pain irrespective of the offence committed is referred to Corporal Punishment.

T10: School discipline means maintaining law and order and upholding the rules and regulations in the school regulations.

Corporal punishment in school is the use of physical force by the educators (teachers) causing pain and discomfort, but not wounds in school, as a means of discipline. Spanking, rapping on the head and slapping are forms of corporal punishment which we do not classify as abuse.

Q2. What are your experiences as regards indiscipline as a school disciplinary officer since the abolishment of corporal punishment?

T1: My experience is not that encouraging because when you punish a student, some parents would come to school to challenge you.

T2: Indiscipline among students become rampant, I realised that students are becoming more wayward since they know that when they misbehave, little is the measurements of discipline that will be applied. It is becoming more rampant these days.

T3: Infact, myriad of problems have been experience because the students become notorious due to the light punishment given to students.

T4: Well I can say that students have been really misbehaving, they are no longer complying with the school rules and regulation

T5: To me, since government said we should not give the Corporal punishment, it makes these students to grow wings. It is by physical beating that can change them.

Since corporal punishment is abolished, the students have become rude, they don't give respect to teachers.

T6: To me personally, the experience is not all that pleasant with what is going on in our school settings now. When you go round the schools in this country, you discovered that our students are not cultured in terms of dressings, behaviour, and talks.

T7: I've seen that since the abolishment of corporal punishment, the school system has witnessed a decaying the disciplinary line of the school, students behaved.

T8: since government has been crying for the abolishment of corporal punishment, the tone of the school has been going down. Experience showed that the students of nowadays are not as Discipline as the students of those times.

T9: Discipline in school these days is gradually going down the rail. It is becoming the thing of the past. The students do not take discipline serious anymore.

T10: Since the abolishment of corporal punishment, school still maintains discipline by making use of other measures in making rules and order to be duly adhered to. For example, punishment like, pointing at the toes for a while, raising up hands, kneeling down, etc.

Q3. What are the types of disciplines applied in your school?

T1: Scolding is being used. It still depends of the offence. For minor ones, just two or three lashes of Cane.

T2: One of the disciplines we apply in this school is what we called Preventive discipline, this can be defined as the measures taken by the teachers and school administrators (that is educator) to avert or prevent misbehaviour by keeping students engaged, for example, teacher may give some class exercises to students, just to keep them busy. This type of discipline is commonly used. We also have Corrective Discipline and also Supportive Discipline A situation where the school explained to students what they are expected to do. This will prevent them from misbehaving beyond guides.

Another type we employ is the use of Cane to call students to order. This is applied after the preventive discipline fails.

T3: A lot of disciplines are applied which are different from corporal punishment.

The student may be asked to cut grasses within the school premises, any student that commits an offence may also be asked to call his or her parents. Again, students may be asked to go and fetch water two or three times or to pick round the school.

T4: We apply both corporal punishment and other forms of punishment, at times, students are ordered to go on suspension or total expulsion from school, depend on the magnitude of the offence committed.

T5: The discipline we administer nowadays, we ask them to cut the school grasses within the school premises, ask them to kneel down and crawl from one place to another. Sometimes we make friends with them to correct their irrational behaviour.

T6: What we do now is to ask them to sweep the floor, pick the refuse to change their behaviour.

T7: Some of the measurements including, invitation of parents for major offences, sometimes they are brought forward in front of the assembly and beaten, so that they can feel remorse and not do that again. They can also be told to sand fill place and told to wash.

T8: Students do ask to pick litters, cutting of grasses, giving them minor work to do.

T9: In this school, we have been developing different kinds of disciplinary measures. Which include canning of students, sometimes students may be expelled or suspended from school.

T10: Cutting of grasses, touching of toes, picking round the school, at times, canning like two or three strokes, asking student to call his or her parent.

Q4. How do you resolve conflict between students who are involved in the following offences?

i. Minor Offences

ii. Major Offences

T1 For minor offences, we instruct the student to do the normal thing like asking to pick litters

For major offences, counselling technique is normally employed. I personally do counsel the students and they do change in most cases. I do make the student in this category to be my friends, which make them to be closer to me and this make it easy for me to counsel them and it changes their behaviours.

Major offences include, disobedient, prefect, school administration to teachers, to parents, boycotting of lesson, watching and practicing pornography, violence

T2: For Minor offences, we give them lashes of cane.

For major offences, we relate it to the disciplinary committee of the school for proper punishment.

T3: For minor offences, it is through settlement between the two parties.

For Major offences, the students will be asked to bring their parents, so may be reported to the disciplinary committee.

T4: For Minor Offences, sometimes we give verbal warning, warning them seriously against the repetition of such offence

For Major Offences, the student can sometimes be expelled from the school.

T5: For minor offences, we asked them to raise their hands up, sometimes we give frog jump in other to caution the students.

For major offences, we report the students the authority for proper steps.

T6: For Minor offences like, fighting among students, we call them, advise them, give them mild punishment

For Major offences, depending on the gravity of his offence, We invite the parents or suspend and even expel the students.

T7: For minor offences, you call the students and speak to them to make amends

For Major offences, they're brought out, beaten, sometimes parents are invited and in fact they can be expelled.

T8: For minor offences, you can invite the students and get the truth of them matter and pardon them.

For major offences, you invite their parents and the management and the disciplinary committee will take care of that.

T9: For minor offences like mere disagreement between students, the students involved will be invited and amends are made so they can relate in love. Also, students that come late to school may be asked to pick up litters around the school. For keeping off in class, the students will be invited and questioned.

For major offences, like brutality among students, such a student may be asked to go home and come back with his parents and subjected to questions.

T10: For minor offences, one will Intermedate between then and counsel the one who is guilty and the other will be pardoned.

For major offences, the two parties will be highly punished like cutting of trees but if it's beyond the what teachers can handle, we will refer them to the principal.

Q5. What are some of the strategies used in maintaining discipline in your school?

T1: Strategies used are, whenever a teacher gives an instruction, you must stand by it. Some you just have to cane them, some needs to be oriented.

T2: Some of the strategies we use in maintaining discipline in this school is beating students, asking the student to cut grasses, pick litters and so on.

T3: They include, Teachers themselves are examplinarian. Giving them the word of God, also, giving lectures on the habit of good and bad students.

T4: Sometimes we delegates authority to some head of departments(HOD), head of schools(HOS), some members of staff and even we use the school prefect to serve to curb their bad acts. We do sometimes invite resource persons outside the school settings to give moral talks to the students

T5: These include, taking attendance in school, those people that are late will be given punishment. At times, we may get in touch with their parents to inform them about their parents behaviour.

T6: We establish good relationship with them and also have good rapport with them.

At times, we give them minor work to do.

T7: When a student is caught doing something wrong, the student is reported to the teacher and the teacher disciplines him/her but for major offences, the report gets to the disciplinary committee and appropriate measures are taken.

T8: Canning, Management going round the school, and teachers giving lectures to the students.

T9: It includes canning students for misconduct, sending students back home for misconduct, giving minor tasks.

T10: They are numerous but the major one adhere with is knowing students by name, counselling is also used.

Maintaining ones word without deviating from it.

Leadership by example is another one.

Q6. Which of these strategies is most efficient in dealing with indiscipline?

T1: canning students is most efficient.

T2: The most effective strategy in this school is beating students with cane

T3: Counselling is the most efficient.

T4: Well, both are efficient but the most efficient is the delegated authority in ensuring application of discipline.

T5: To be frank, there is no single strategy that can be effective. Teacher needs to combination different strategies in dealing with students in order to maintain discipline. I believe this would change the students. It also depends on the behaviour of the students.

T6: The most efficient is that we need to identify their problem. Having good rapport with them is the most efficient.

T7: Enlightenment and counselling is the most efficient.

T8: The most efficient is the management to monitor the students and even the teachers to give them class as and when due.

T9: Counselling is the most efficient.

T10: Leadership by example.

Q7. Does depriving student participation in extra-curricular activities (e.g drama, soccer, tennis, music, etc) serve as form of punishment which can assist in changing student's behaviour?

T1: Yes, in some cases it works.

T2: Exactly. Because a student that has interest in soccer and he's deprived the opportunity. When others are in the field, he'll be busy serving punishment and that may help him to change and not committing the offence again.

T3: To some extent, it is but it cannot totally change students. Because there are some that are not interested in some sports while others do so, it is just to some extent

T4: Yes. It goes a long way in remoulding them because most students like to participate in extracurricular activities and because of this, they'll change for better.

T5: Well, to me, it also serves as a punishment because most of these students like extracurricular activities. In fact, some students always turn up when it comes to Sports that any academic activities. So we can use it as a punishment by depriving them of their extracurricular interest.

T6: Yes, when you see a brilliant student behaving in a bad

T7: Yes. Some of these students like extracurricular activities, when you deprive them of it, they tend to change.

T8: Care should be taken. Some students are in school but their career is not on academic. You cannot just exclude them so that their talents will not be jeopardized.

T9: Yes. But it shouldn't be Total withdraw of students from the activities.

T10: Well, Yes.

Students that is interested in these extra-curricular activities and is deprived of these activities, it is a very big punishment to change the students' behaviour.

Students not participating in extra-curricular activities are nit serving as a form of punishment because it is a training that can make life better for them and will make their talents to be discovered.

**Q8. Is hitting the student an effective way of maintaining discipline in schools?
Do you think it should be continued in our schools?**

T1: No, hitting of students is not advisable and it should be discontinued.

T2: It is not because accident can occur. In fact it should be stopped with immediate effect.

T3: No, it should not be continued.

Hitting students does not change students but counselling system can be adopted.

T4: In our situation here, hitting the students is the most effective way of maintaining discipline in the school and I recommend it should be continued.

T5: No, it is not an effective way. As I said earlier, it depends on the students we're dealing with. Some students will not change irrespective the extent of beating, it will just make them to be more stubborn and uncontrollable. We can make friends with them instead, talk to them and advise them, doing these will make them to change, not beating all the time.

T6: Oyo state Government has given order not to hit students, but to me ,when you flog students, it will create fear in them.

T7: No, it should not be continued, there are better ways of ensuring discipline of students.

T8: Hitting should not always be used as a measure of punishment in school. Other measures should be taken to allow the student to feel at home.

T9: No, in fact, hitting student makes them to be more stubborn,, it should not be continued.

T10: Hitting the students is not an effective way of changing students behaviour, because it may result to what one doesn't expect, like accident.

No, it should not be continued.

Q9. Do you think suspension and expulsion of the students found guilty of misconduct in school assist in changing their behaviour and maintain discipline in school?

T1: No, there is no proper ATCP stated by the government.

T2: No, they didn't suggest any alternative.

T3: Well, if I cannot remember what the government said, I vividly know that they don't want it. I want to have it that we can manage discipline in school through giving them words of encouragement and proper counselling.

T4: The government is of the view that sometimes we suspend the students.

T5: Basically, the government has not been telling us what we should use but we can use our initiative to know what to do when a student commits an offence. Like one of the seminars we attended, they said the best way to correct a student's behaviour is to make friends with them and make our subject to be simple to them.

T6: It is an ambiguous question. No specific method was given in replacement of the corporal punishment but we use our own initiative.

T7: The government supports moral talks a lot to ensure that the child understands the consequences of his actions and change for better.

T8: Nowadays, politics is springing up in every aspect of life. They introduced corps members to chase these students from bushes but these people as still the same with them. The government does not suggest any ATCP.

T9: Oyo state Government does not support corporal punishment and did not suggest any alternative either but there are other means of enhancing morality and discipline. We can invite the parents of the concerning students. Students can be asked to do some menial jobs and also to pick round the school compound.

T10: Oyo state has developed some strategies of maintaining law and order in the school, we have like, Nigeria Peace Corps, Operation Burst, we have school disciplinary committee. Any offence which cannot be handled by the disciplinary committee, it will be passed to the peace call, which is also a disciplinary group.

Q10. Oyo State Government does not support the use of corporal punishment in schools, what does the government suggest as the ATCP in school to maintain or manage discipline?

T1: No, there is no proper ATCP stated by the government.

T2: No, they didn't suggest any alternative.

T3: Well, if I cannot remember what the government said, I vividly know that they don't want it. I want to have it that we can manage discipline in school through giving them words of encouragement and proper counselling.

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T8: Nowadays, politics is springing up in every aspect of life. They introduced corps members to chase these students from bushes but these people as still the same with them. The government does not suggest any ATCP.

T9: Oyo state Government does not support corporal punishment and did not suggest any alternative either but there are other means of enhancing morality and discipline. We can invite the parents of the concerning students. Students can be asked to do some menial jobs and also to pick round the school compound.

T10: Oyo state has developed some strategies of maintaining law and order in the school, we have like, Nigeria Peace Corps, Operation Burst, we have school disciplinary committee. Any offence which cannot be handled by the disciplinary committee, it will be passed to the peace call, which is also a disciplinary group.

Q11. What is your opinion on ATCP?

T1: My opinion is that ATCP when a student's offend, giving minor punishment should be encouraged so as to change the student for the better.

T2: My opinion is that, actually I want to say that corporal punishment such as canning should not be totally removed but teachers should be cautious when using cane to prevent accident.

T3: ATCP is the words of encouragement and give them proper counselling.

T4: Personally I don't have the idea of abolishing corporal punishment. Our students here doesn't make other ATCP

T5: A single alternative is not applicable. Combination of methods will be better and bring a good result.

T6: I will suggest that we should continue using the corporal punishment.

T7: I feel it works and it will work but the only issue I have is that teachers ensuring discipline must also be disciplined. If the teachers are upright and morally sound, it will make the students to take after them.

T8: Personally, ATCP is not physically identified. Therefore, the use corporal punishment of corporal punishment should continue.

T9: My opinion is that, there are some students that will not yield until they're beaten.

The issue of beaten should not be totally removed.

T10: The ATCP is counselling, where we have adequate counselling unit, hardly will you see truancy in them.

Should ATCP be embraced?

T1: ATCP cannot be as effective as corporal punishment. I will suggest the use of corporal punishment should continue

T2: My opinion is that, actually I want to say that corporal punishment such as canning should not be totally removed but teachers should be cautious when using cane to prevent accident.

T3: No ATCP can be efficient in maintaining discipline in our school, the only language student understand is canning.

T4: Personally I don't have the idea of abolishing corporal punishment. Our students here doesn't make other ATCP

T5: A single alternative is not applicable. There is way no we can totally avoid the use of corporal punishment.

T6: I will suggest that we should continue using the corporal punishment.

T7: I feel it works and it will work but the only issue I have is that teachers ensuring discipline must also be disciplined. If the teachers are upright and morally sound, it will make the students to take after them.

T8: Personally, ATCP is not physically identified. Therefore, the use of corporal punishment should continue.

T9: My opinion is that, there are some students that will not yield until they're beaten.

The issue of beaten should not be totally removed.

T10: I support the use of ATCP, this will help the students to have good relationship with the teachers.

Q12. Are you adequately trained on the implementation of ATCP?

T1: No, there is no proper training by the government.

T2: No training at all

T3: No, there was no formal training on implementing corporal punishment. I was partially trained indirectly through the some of the courses like Psychology of Education, Guidance and Counselling, etc undergone in both NCE and University not to be employing corporal punishment in school. I am not properly trained on the ATCP.

T4: Yes we're trained and the training came through attending seminars and we were totally grilled in the right way.

T5: Yes, I was trained. In fact, we should not use cane but make friends with them.

T6: I can say yes. For someone who attended teachers training college, you must have been trained about discipline.

T7: I can say it emphatically that, teachers are not adequately trained on ensuring ATCP.

T8: No, not truly, we're just reading circular.

T9: Yes by the grace of God, all along I've been in education, maintenance of human resources. I have attended various seminars and various workshops on ATCP.

T10: Yes because I am a child developmental psychologist which always help me to know the stage by which students are misbehaving and what one can do to cut the excess in their lives.

Q13. If yes, for how long? If no, how did these ATCP come to your attention?

T1: No, we only punish students based on what will feel is appropriate.

T2: Not at all, no awareness.

T3: No

T4: Yes, like five years.

T5: Yes, for like two years now.

T6: Yes, for few years.

T7: No, I am not really trained

T8: No

T9: Yes, for like 25 years.

T10: Yes, for about ten to fifteen years ago.

Q14. What do you suggest as the ATCP in school to maintain discipline?

T1: Well, depending on the offences, for minor offences, the student can be beaten with cane while for major offences, the parents of the students may be invited and the actions of their child will be reported.

T2: I want to encourage engaging students in cutting grasses, picking litters, etc. whenever a student commits an offence, also sounding warning to students to avoid misbehaviour.

T3: All I need to say about ATCP is just giving the students words of advices, be of good examples to them and do justice.

T4: The alternative is outright Expulsion.

T5: The alternative we can use is that the teacher must be a role model. Students can emulate a teacher's behaviour.

T6: When a student is behaving normal, you should reward them. This will motivate others. In other vein, when a student is behaving abnormally, you don't hesitate punish such a student.

T7: My suggestion is that they can use measures like, depriving the students access to extracurricular activities, sending out the children to do compound cleaning that is not the Normal thing students do, counselling the child in what's the child is supposed to do.

T8: The main suggestion is to talk to the religious leaders to continue to preach to students so that they can put on a cloth of good character.

T9: I want to suggest counselling, invitation of parents, dialogues will yield better results.

T10: The main suggestion is counselling. It is maladjusted teachers that use to beat students.

Q15. What challenges do you have in implementing ATCP?

T1: Some the challenges come from other teachers soliciting for the students. Sometimes it can be that the parents would come to school to challenge a teacher for punishing the child.

T2: The major challenge I realise is that students have become indifferent in any punishment you give them. They do not normally take it serious.

T3: A lot of problems arise. Some parents may come to school to fight the teachers and even beat them up.

T4: There are a lot of challenges but the most important us that, if Expulsion is used as an alternative, the pressure is on you from the parents of the students even the community.

T5: Firstly, the time we spend with them is not enough, you know as teachers, the workload is much and we need to dedicate time to our work. So, there is shortage of time discussing with these students.

T6: The students do not take things serious

T7: The teachers who are supposed to be the implementers of this corporal punishment are not well trained, so it leads to mismanagement of corporal punishment.

T8: There is no cooperation from the parents

T9: Some challenges include, challenges from parents, also from fellow teachers, and even from the immediate community.

T10: It is very difficult to implement because some students will not even listen to you and whatsoever you're saying, they'll think you have not reach the level they are. So, to come for counselling is always the problem.

Q16. What challenges and problems do you experience while administering corporal punishment to students in your school?

T1: It is usually from the parents.

T2: One of the challenges is that students do sustain injuries. Some parents are not cooperative, they come to fight the teachers and principals. Some teachers are not careful the way they make use of corporal punishment.

T3: Tell the students to emulate their teachers, let them hear the word of God, tell them the implications of joining bad Gang in the school.

T4: The challenges are that of external influences from immediate society, like parent, the relatives of the students, e.t.c.

T5: There are a lot of challenges we experience. For instance, accident can result.

T6: We don't see the support of parents. That is, lack of cooperation from parents.

T7: Challenges from teachers, some teacher prefer beating of students to counselling them.

T8: Some parents may come to school angrily to fight with the management and even beat up the teacher.

T9: Currently, we're not being faced with any challenges.

T10: The major challenges in this corporal punishment is that, some students given this corporal punishment, once escaped will no longer come to school also parents sometimes are not cooperating.

Q17. What are the various strategies of improving discipline in your school that you can suggest?

T1: Counselling and modelling of students is good especially for major offences. For minor offences, giving them little task like picking up litters, washing the toilet, sweeping the floor etcetera is used.

T2: Yes, in our school here, we have list of minor and major Offences. In the case of minor offences, we administer picking litters, cutting grasses and canning.

In the case of major offences, we administer uprooting of trees, suspension and expulsion

T3: Counselling and modeling methods.

T4: Invitation of resource person to deliver lecture on behaviour, sometimes we invite clerics and pastors to give them moral talks.

T5: Beating students, picking litters, cutting grasses and so on.

T6: Setting up a disciplinary committee is good.

Rewarding the good students which will motivate others.

T7: The first strategy is that, the teachers are the main implementors of the students must be disciplined. The parents can be called in through the PTA and be educated on how to discipline students which will go a long way because they spend more time with them.

T8: Some are making sure that students put on their uniform appropriately, good sandals, hairstyles etc.

T9: The government should arrange for parents teachers students meetings where they will dialogue and they'll talk about the dos and don'ts of the school.

T10: This include leadership by example, it also includes counselling and modelling.

Q18. Can you outline your disciplinary policy in terms of of the disciplinary measures you are using and for which offences?

T1: Just like I have explained above, we have those for minor offences and for major offences.

T2: Beating with Cane is mostly used.

T3: For minor offences, student can be warned then pardonable, they can be asked to pick the litters, they be asked to stand up for few minutes, they can be asked to sweep the floor, etc.

For major offences, student may be reported to the management for the necessary action if the offence is terrible. Student may be asked to do some tedious work, e.g, cutting of the grasses, washing of the toilet, digging of the hole, etc,

T4: For Minor offences like coming late to school, making noise, students can be scolded and sometimes verbally warned.

But for major offences, suspension and Expulsion are used.

T5: For major offences, Suspension, Expulsion on the decision of the management is mostly used but for minor offences, beating students and asking the to cut grasses is mostly used.

T6: For minor offences, you can ask a student to sweep the floor.

But for major you invite the students' parents, or expel the student.

T7: In my school, if a child comes late to school, he doesn't Join the assembly straight, sometimes the child is asked to pick round the school which prompt them to come earlier the next time.

Also, during exam if a child is caught with malpractice, the teacher can deduct marks from his score. The teacher can decide to cancel that paper.

If a child fails to copy notes or does assignment in school, the child's parents can be invited and the child's behaviour is reported.

T8: Investigating is the first policy before taking any punishment act.

T9: Disciplinary policy of this school hangs on counselling, dialogue, asking students to pick round the school and it has been yielding.

T10: In my school, if a child comes late to school, he doesn't Join the assembly straight, sometimes the child is asked to pick round the school which prompt them to come earlier the next time.

Also, during exam if a child is caught with malpractice, the teacher can deduct marks from his score. The teacher can decide to cancel that paper.

Q19. Which disciplinary measures are yielding more positive results in terms of improvement in students' behaviour, teaching and learning?

T1: Counselling and modelling is yielding better.

T2: It is Beating with school. That's the only language they understand.

T3: Counselling is yielding more positive results.

T4: Corporal punishment yield more results.

T5: Making friends with students and advising them give a better result.

T6: Giving them punishment is more efficient.

T7: For me, counselling yields more. I have personally seen teachers use counselling students and it yielded positive result.

T8: Corporal punishment is yielding the best results.

T9: Counselling and Dialogue has been yielding positive results. Some students do not know the implication of what they're doing, so they need to be counselled.

T10: Counselling and leading by example yield more positive results.

Q20. What recommendations can you make in terms of the improvement of disciplinary measures used in this school?

T1: I recommend that teachers should deeply make use of counselling of students so that they can turn a new leaf to obey the school rules and regulations.

Also, the parents should take their portion in discipline of their wards.

T2: I want to recommend that Government should endeavour to make available disciplinary officers in our school as well as every other school who will be able to offer punishments to students in a situation that is beyond what the school can handle. Also, parents should co-operate with the school management in discipline the students whenever a student commits an offence, parents should not stand against it.

T3: My recommendation is that, student should be counsel whenever they are going astray.

T4: Well, the recommendation is that, for the parents of the students to be up and doing by adequately looking after their wards.

Also, at our level here, we give them talks on moral and spiritual ethics.

T5: My recommendation is that, teachers should study their students' behaviour, always advise them, give them words of encouragement and also maintain discipline and be a good role model. I'm

T6: I want to recommend that teachers use both corporal punishment and ATCP so we can tailor the lives of these students.

T7: My recommendation is that, all the stakeholders in ensuring discipline should work together to ensure that discipline is ensured in the lives of these Children.

They should constantly meet to ascertain measures which should be provided in discipline. The teachers also must be disciplined. Depriving of students in extracurricular activities should be used too.

T8: Firstly is moral talk to students and teachers.

The school should have working rules and regulations.

Finally, there should be regular PTA meeting for parents to know the behaviour of their wards.

T9: The government should provide more hands in the counselling unit.

In some schools, the numbers of counsellors are very few and because of that, the work seems bulky on them.

T10: My recommendation is that, counselling and Modelling measures should be duly adopted.

Note: **T** stands for Teacher in charge of school discipline

INTERVIEW CONDUCTED FOR ALL PRINCIPALS

Q1 (a) What does school discipline mean to you?

(b) What is your view on school corporal punishment?

P1: School discipline means a measure taken by the school, to correct the defiant behaviour of the student in school, in order to put them in order

Well, as far as I am concerned, Corporal punishment may be viewed as the use of physical force that is capable of causing pain, but not wounds, as a means of discipline to correct unwanted behaviour.

P2: To me, school discipline means the act of Training to produce self-control and general order in the school.

Corporal punishment is any form of bodily or physical punishment that involves the infliction of pain that is deliberate as payback for an offence committed.

P3: It is a set of rules set up by educational law to regulate the behaviour of students, set up a conducive learning environment and how it is being administered by the authority to maintain control of students.

Corporal punishment is the kind of punishment that involves hitting someone with hand or stick.

P4: School discipline is the training of the students in orderly way of life. It is always the way of maintaining orderliness normalcy without disturbing either.

Corporal punishment is a punishment intended to cause physical pain to a person that breaks the set rules and regulations. It is also called physical punishment

P5: As to me, School discipline is a practice of obeying rules or norms by using punishment to correct the unwanted behaviour of students.

Corporal punishment is known as physical punishment such as hitting, kicking, slapping, flogging, etc. inflicted on the body of someone commits a crime or misbehave in school.

P6: As the school head, it means actions or things put in place by the school against a student or group of students who act contrary to the school rules and regulations.

Corporal punishment in school refers to any form of disciplinary action that is physical in nature and it is normally delivered by educators, that is, teachers or school administrators as a means of punishment for student that misbehaviour or

disregards the school rules. Examples of corporal punishment use in school include: spanking (usually with an object such as a paddle or stick), slapping (on the face or hands is most common) and pinching (anywhere on the body)

P7: As far as this academic community is concerned, Discipline can be defined as measures being put in place to preserve order and the smooth running of academic activities. There is conformity with law and decorum, Decorum in this context means appropriate social behaviour and general tranquillity. Simply put, discipline means smooth running void of chaos and disturbances.

School corporal punishment also as known as physical or bodily punishment is the type of punishment in which the teacher or the school authority deliberately inflict physical pain or discomfort and psychological humiliation on the student, as a response to unwanted behaviour by a student or group of students.

P8: School discipline has to do with how we should put the students in the right position because education is not meaning without moral.

Corporal punishment in school is viewed as a method of discipline in which a supervising educator (teacher) inflicts pain upon a student deliberately in response to a student's undesirable behaviour and or inappropriate language. The purposes of such punishment are meant to halt the offense, avert its recurrence and also, to set an example for other students.

P9: School discipline implies bringing out the desired intention from the students aiming at achieving the best, getting the students to be morally and mentally fit within the school environment. By implication, we expect that students should be well behaved come to school punctually, read their books and not running away from schools and probably not being a 9/11 student. By this, we mean those students who come to school by 9am and leave by break time.

Corporal punishment in school can be classified into three categories, which includes: (1) physical punishment, (2) mental harassment and (3) discrimination.

Physical Punishment

Physical punishment is known as any action taken against the student that causes pain, hurt or injury and discomfort to him or her no matter how light the action. Examples of physical punishment include: the following:

Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc.);

Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair-like position, standing with schoolbag on head, holding ears through legs, kneeling etc.);

Detention in the classroom, library, toilet or any closed space in the school.

Mental Harassment

Mental harassment is known as any non-physical action that is detrimental to the academic and psychological well-being of a student. It includes following:

Sarcasm that hurts or lowers the child's dignity;

Calling names and scolding using humiliating adjectives, intimidation;

Using derogatory remarks for the child, including pinning of slogans;

Ridiculing the child with regard to her background or status or parental occupation or caste;

Ridiculing the child with regard to her health status or that of the family

Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement;

Punishing or disciplining a child not recognising that most children who perform poorly in academics are actually children with special needs. Such children could have conditions like learning disability, attention deficit hyperactivity disorder, mild developmental delay etc.;

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Discrimination

Discrimination is known as prejudiced views and behaviour towards any child because of her/his caste/gender, occupation or region and non-payment of fees.

P10: School discipline to the best of my knowledge is a way of teaching students in how to relate both in the school and at home and also prevention of some behaviour of students' action. It is also a way of training student so as to make them morally upright.

Corporal punishment in school setting is seen as the kind of punishment in which the teacher intentional apply the physical pain as a method of changing the behaviour of the student. This method of punishment includes: hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e. wooden paddles, belts, sticks, pins. It may also include painful body postures (such as placing in closed space), use of electric shock, use of excessive exercise and drills, or prevention of urine or stool elimination

Q2. What are your experiences as regards indiscipline as a school disciplinary officer since the abolishment of corporal punishment?

P1: Since the abolishment of corporal punishment in the school, the students have become more wayward.

P2: The following are my experiences.

We have been trying to experience changes in the lives of our students, discipline has been put in order. Students are now realising the way they do things and have been trying to adjust.

P3: To go by what is operating since the abolishment of corporal punishment, we may say the students have gone out of hands. But at the same time, students are having Mutual rapport between the students and teachers.

P4: We observed that there is no fear among the students and teachers, there is bullying and are difficult to control

P5: I want to say abolishment of corporal punishment in the school, it works a lot because there are some students when we make use of corporal punishment, it leads to bad experience of not coming to school again or even fall sick. As to me I want to say that giving corporal punishment is not good enough.

P6: The experience as a result of abolishment of corporal punishment, we're using ATCP. It is not a pleasant experience in the sense that they know that they cannot be sent out from the school, they tend to take whatever alternative we give them with levity.

P7: You're right sir. The usual or general rule since the abolishment of corporal punishment are unpleasant in the sense that discipline has eaten deep into the

fabrics. It has indeed become the order of the day reflecting in every facet of the school resulting in woeful performances in both internal and external examinations.

P8: Since the abolishment of corporal punishment, especially in Oyo state, indiscipline has gone from worse to worst. The only means students believe is caning. But since the government has stopped it, other means do not serve them right.

P9: the experience has not been all that rosy, being Africans we believe some students are stubborn, going by the abolishment of corporal punishment, we run into many problems. Any learnt their behaviour right from home where some parents are molesting teachers. These students take after their parents. We're just trying to model them to the best form. Summarily, there have been series of problem. We believe that if you spare the rod, the students will be spoilt.

But we still have other ways of punishing them so that they'll fall in line with the dictates of the school.

P10: Corporal punishment are punishment that are heavy and severe. Since the abolishment of corporal punishment, the students are becoming more wayward. They're not even afraid to commit offences that will attract punishment.

Q3. What are the types of disciplines applied in your school?

P1: The types of disciplines applied in my school are: Preventive discipline, Corrective Discipline and also Supportive discipline.

P2: There are different types of disciplines we always apply and include Canning them when they did anything wrong, we give them minor punishment.

P3: Both the Corporal and the non-corporal are being applied. Because there are some certain students who are very stubborn which needs to be dealt with properly.

P4: Corrective and counselling

P5: The discipline being applied in the school here include, asking them to kneel down and giving them two or three strokes of cane.

P6: Since government said no corporal punishment, we ask them to sweep, cutting, picking up litters and so on.

P7: As I said earlier on, in this school, were maintaining discipline in terms of whipping, then we also use punctuality as a mode. We use strict adherence to dress code, Mutual respect, orderly behaviour, neatness, obeisance on the path of our students and observance of morning devotion. These methods are used or are employed as modes of discipline in this academic community.

P8: Whenever a student did wrong, we flog them, some will be asked to cut down trees, if the gravity of the offence is high. We can also asked students to wash the toilet.

P9: Sometimes, we ask them to come to the front of the office and pick litters, we whip them for correction, some are made to do some menial jobs and these has been yielding some positive results.

P10: In my school, we apply Preventive discipline and at times, when it is not preventable, we apply corrective discipline. We also use supportive discipline.

Q4. What are some of the strategies used in maintaining discipline in your school?

P1: In my own view, the strategies that can be used is that, when a child is being guilty of an offence, it is paramount that the school should inform their parents so that their parents will also know how to be correcting them at home.

Also, we can also give them menial tasks to complete.

Also, exclusion from the leadership role in the school.

We can also use follow-up strategies.

P2: For the minor offences, we can them. We can also ask them to pick litters while others are in class.

For Major offences, we ask the students to call their parents and report the students to the parents.

We also make use of counselling.

P3: There are strategies.

We have counselling. In counselling we have strategies that we always use to make students abide by rules and regulations, and inviting of parents.

P4: They are many including, Adoption of Suspension, Expulsion but it is not advisable and it is not used regularly. We also have disciplinary committee, sending of students home to meet their parents.

We have counselling unit in order to correct and control the students.

Also, depriving the student of their act is also a measure of discipline

P5: Giving them mild but minor punishment.

P6: We try as much as possible to develop a form of rapport with the students. Whenever we identify any act of indiscipline, we see to the case immediately. At times students move around the school compound unnecessarily, we call them and give them punishment.

P7: The strategies being employed include guidance and counselling. We also invite the parents of every student to school and we also use what we referred to as Modelling measures.

P8: Whenever a student did wrong, we flog them. Some will be asked to cut down trees, if it is high.

P9: We have the disciplinary committee consisting of the vice principal, school admin, the vice chancellor which handle punishment issue.

We have some students who serve as eyes of the school. Also we have class Prefect that put things in order in class.

P10: We make sure that those that commit offences and punishment in the presence of other students.

Also, we try to maintain a mutual contact with their parents so as to keep their parents posted with their behaviour.

Q5. Which of these strategies is most efficient in dealing with indiscipline?

P1: The one that is most efficient is correcting students by giving them by laying good examples for them. Also, the follow-up is important too.

P2: Canning is the most efficient of all.

P3: The most efficient is that of Counselling and inviting of parents at times.

P4: Counselling is the most efficient.

P5: I want to say the most efficient is giving them lashes of cane.

P6: Creating good rapport with students and seeing to their problem is most efficient

P7: Among all the modes mentioned, guidance and counselling as well as modelling are most effective

P8; The most efficient strategy is that of cutting of the field, whenever we assign students to cut the field, that one will instil fear in other students which will also be a shame on him.

P9: Mostly, we engage in consultation. We find out the truth in case students are lying. But we try to find the truth before we give punishment.

Also, we set up a panel for giving his defence for committing of an offence.

P10: The most efficient strategy is keeping parents abreast of their children behaviour.

Q6. How do you discipline learners when found guilty of misconduct in your school?

P1: My own way of discipline them is that, if I enter the class and a child is doing wrong, I'll ask the student to stand up till the end of the lesson.

P2: It depends on the nature of offence committed

The following are different ways of discipline learners found guilty in my school

1. Canning
2. sweeping
3. Picking of litters

4. suspension

5. cutting of grasses

6. kneeling down, etc

P3: Sometimes we ask them to bring their parents, some times we give them punishment, mild one.

P4: It depends on the teachers. The teacher in the class, some of them may ask the students to raise up their hands and so on.

P5: It will be referred to the disciplinary committee and they have to look into the gravity of the offence so as to know the kind of discipline they'll give.

P6: the major thing is that we ask them to pick or cut since the government said there should be no corporal punishment.

RP7: We usually invite their parent to intimate them to their children misconduct.

P8: If the gravity of the offence is high, the student will be invited to stand out on the assembly and his offence will be announced in the presence of other students and the students will be punished as well.

P8: there are different ways of discipline learners find guilty in my school

i. Minor Offences

Offences like notice making in class, students coming late to school, not writing note while in the class. The late comers are being punished by uprooting trees, the noise makers are asked to raise their hands in the class or possibly do some other things.

ii. Major Offences

Stealing or jumping the fence into the school premises. They're considered as major offences because when a student number over the fence, they can become thieves and robbers later in life. We therefore invite their parents and report what their children has done.

For Vandalizing school properties, We can ask to buy the damaged properties or repair it and such student will be shown on the assembly.

P10: In most cases, since the Corporal punishment has been abolished, we give them light punishment like picking up litters,

Q7. Does depriving student participation in extra-curricular activities (e.g drama, soccer, tennis, music, etc) serve as form of punishment which can assist in changing student's behaviour?

P1: Yes. It can be used. If a student is being deprived of participating in extracurricular activities, he'll learn lesson and be ready to change.

P2: Yes. Depriving student participation in extra-curricular activities is also a way of correcting and changing them.

P3: Of course Yes. As we know, students are young ones and they have interest in extracurricular activities. By depriving them of the chance of it, they'll feel reluctant and come back to their senses by changing their behaviour so that they'll not be exempted next time.

P4:Yes. It is right and if used, it can control the behaviour of the student.

P5: It shouldn't be used because if we say students should go for table tennis when they're guilty of an offence is not a proper way.

Giving them strokes of cane will be good.

P6: To a greater extent, I'll support that. When a student is deprived for taking part in extracurricular activities, he/she tends to change and not repeat the same next time.

P7: All these extracurricular activities you mentioned, they're areas of interest as far as our students are concerned. These measures are used to inculcate some sense of discipline in them in that all these areas serve as areas of interest. It might help them to turn over a new leaf when they are deprived of their rights.

P8: Yes. It can serve as a form of punishment but to some certain level.

P9: Of course it does. When you exempt a child, the child would want to have a change of heart. He won't like it to see his colleagues on the field while he's serving punishment.

P10: In my own school, I don't encourage that, because at times, it is in this extracurricular activities that we discover talents in them. So if we deprive a student in extracurricular activities, how're we going to find talents.

**Q8. Is hitting the student an effective way of maintaining discipline in schools?
Do you think it should be continued in our schools?**

P1: No, it is not good at all and it should not be continued.

P2: Hitting is not an effective way of maintaining discipline in school. No, it should not be continued.

P3: Hitting the students will not be effective. It'll only demoralise them.

P4: No, it is not and I'm not supporting that and it should be discontinued.

P5: It's part of it and it should be continued.

P6: To a greater extent I'll support that too. Bible Even support that, spare the rod and spoil the child. If the Bible could say that, who are we to object it.

P7: To be candid, No. It is not.

From our experience thus far, partially, it should be continued.

P8: I don't encourage hitting student because in exhibiting this type of punishment, it can cause temporary or permanent injury on the student.

I don't encourage it.

P9: Well, the psychology about canning students, hitting them can create bad relationship between the teachers and the students. To some levels, one will succumb to that but at the same time, it is not good. But going by government regulations, maybe over time, they'll learn to behave.

R10: There are ways of hitting students. When a student commits an offence and the teacher wants to hit, it should be in a refined form, light one. To me I don't think it should be effective. So far it is not effective, I don't support its continuity.

Q9. Do you think suspension and expulsion of the students found guilty of misconduct in school assist in changing their behaviour and maintain discipline in school?

P1: Yes. It will be very useful to the students.

P2: Suspension is good but Expulsion is bad.

P3: Yes and No sir. When we are talking of suspension, it can help a little but to expel them totally will demoralise the life of that very student.

Suspension can moralise the life of a student but Expulsion can lead the students astray.

P4: Yes, sir but only suspension will maintain it but not expulsion.

P5: I can say, at times, when we give suspension to students, we just want their parents to be aware of what the child has done that will make the parents to know what the child has done.

P6: Yes. Cases that warrant suspension or Expulsion can be given such punishment. And that we do In front of other students so that they'll not be influenced in such a bad act.

P7: You have put two things together, Suspension and Expulsion. Suspension will assist but not Expulsion. Suspension will bring them back to their senses but not expulsion. If they're expelled from school, they will influence the larger society negatively.

P8: yes, it can. I welcome this type of punishment. That one will teach others that the way of life is not good. If a student did something wrong, we can suspend the student for like a week or two. The School can also expel if the offence is high.

P9: That is relative. Some would change, some will become recalcitrant. But in essence, persuasion solves the problem, when you persuade them, show them the right way, telling the implication of their actions, this may change their behaviour an end to their irrational behaviour. In case this fails, suspension may be employed. Expulsion should not be employed. It does not change students' irrational behaviour in the sense that, if you expelled a student, it might make his life being miserable.

P10: Expulsion is no go area. If we expel student from school, we have contributed to moral decadences of the student. I see suspension as a very better means of changing students' behaviour, this will intimate the parents of their children misconduct.

Q10. Oyo State Government does not support the use of corporal punishment in schools, What does the government suggest as the ATCP in school to maintain or manage discipline?

P1: I heard that Oyo state Government said we should cancel the use of corporal punishment.

They suggested that we should be talking to students and also given them menial tasks to do.

P2: No, the government did not suggest any other alternatives. we only use discretion.

P3: What the government support is to find means of counselling them. Telling them what to do and what they should not do. also, giving them words of advice, organising moral talks and encouraging them. Using corporal punishment may damage their own lives.

P4: Counselling unit is the alternative inaugurated by the government.

P5: We need to call them to order. We encourage them with words of advice, that is, we counsel them so that they can change.

P6: At that time, I don't think we're given any directive as ATCP but we, out of our own discretion, we give them punishment, minor ones.

P7: Of course you're right. Oyo State has unequivocally not in support of corporal punishment. It has become the major responsibility of the school heads. What are these alternatives? The alternatives are not well spelt out and they should be properly maintained in such a way that the academic system and running will not be affected in any way. Going by the release of the Oyo state Government on the issue of discipline or indiscipline in our various schools, they only saddled the school heads with this responsibility. No alternative was suggested.

P8: Instead of inflicting pain on student, we should ask the students to go and wash toilet, or give them menial tasks to finish instead of hitting them.

P9: It is true the government does not support corporal punishment in school. This was because at a point in time, a student was beaten and because the child had cancer, he was slapped by a teacher and the child's face was swollen. Later they said they will need millions of Naira to a successful operation to be carried out. That's why it was stopped. The Government does not specify the alternative to the corporal punishment

The best thing is to counsel them other than hitting them.

P10: The government suggest light punishment like light canning, cleaning of the compound, cutting down grasses. At the same time, these ATCP should not deprive students of quality and sound education.

Q11. What is your opinion on ATCP?

P1: My own opinion is that, the ATCP is very good and useful.

P2: We can make use of minor punishment. Canning, picking up litters, give them mild job should be used .

P3: Actually, Concerning corporal punishment. It is not advisable to use it.

We should find an alternative like maybe moral talks, encourage them, telling them what to know, sending them to prison to see what the occupants are witnessing there. It will be better than the corporal punishment.

P4: My opinion is that, corporal punishment should be encouraged and continued.

P5: Of course, it will.

P6: Well, to me, I'll prefer that we inculcate the two into the system instead of only ATCP.

P7: My candid opinion as far as ATCP is concerned is that we should make use of guidance and counselling and modelling.

P8: When we compare the two, the use of corporal punishment is more effective than the ATCP. As a result it use should be continued.

P9: Well, we are bound to succumb. We read that in America that children should not be caned. Alternative are talking to students ok no the ethic of the society. Preaching to them, admonishing them and talking to them about the consequences of them actions. This will go a long way in reforming them.

P10: I don't support corporal punishment. I want to believe that ATCP are a better way of punishment students.

Should ATCP be embraced?

P1: My own opinion is that, the ATCP is very good and useful.

P2: The ideal of ATCP is good, it should be embraced.

P3: Actually, concerning corporal punishment. It is not advisable to use it. ATCP should be embraced.

P4: My opinion is that, corporal punishment should be encouraged and continued.

P5: I buy the idea of ATCP, this will help students a lot especially in their academics.

P6: Well, to me, I'll prefer that we inculcate the two into the system instead of only ATCP.

P7: ATCP is more corrective than corporal punishment. Therefore, I will like to support its use.

P8: When we compare the two, the use of corporal punishment is more effective than the ATCP. As a result it use should be continued.

P9: I strongly support the use of ATCP. This will go a long way in reforming the student.

P10: I don't support corporal punishment. I want to believe that ATCP are a better way of punishment students.

Q12. Are you adequately trained on the implementation of ATCP?

P1: No, we're not well trained though we attended some meetings and training. I have just little knowledge about it.

P2: No. There is no formal training.

P3: Yes, I am a school counsellor with that I have learnt and relearnt.

P4: No, there is no formal training for that only our discretion judge

P5: Yes. It is even one of the courses we took while we were in school.

P6: No, we're not trained.

P7: No, I am not trained, but I learnt that a day seminar took place a couple of months ago, and there was a circular, but most of our schools are still using this corporal punishment. The implication is that the alternatives are not well spelt. But I have not set my eyes on this circular.

P8: We were not trained. Oyo state government only sent circular to all schools regarding the abolishment of corporal punishment.

P9: Yes because I am a trained teacher. For somebody to have passed through training and retraining seminars organised by the government, one would be able to say that one is able to handle issues that relate to punishment.

P10: Yes.

Q13. If yes, for how long? If no, how did these ATCP come to your attention?

P1: No, It came to my attention during meetings.

P2: No. But from experience, we have been using personal discretion.

P3: Yes, for several years.

P4: No

P5: Yes, it should be around thirty or forty years.

P6: No

P7: No, it was just a day I seminar I attended, which took place for few hours.

P8: No, we were not trained.

P9: Yes, at least I've been on this for over Ten years and we have been trained and retraining is still going on.

P10: Yes, for like twenty years.

Q14. What do you suggest as the ATCP in school to maintain discipline?

P1: My suggestion is that, we should have proper counselling unit in the school. Though, we have a counsellor in the group but not effective.

P2: The alternatives that I can suggest are that we have to train these students, let them understand that Orderliness leads to godliness. They must obey the rules and regulations of the school.

P3: I suggest that the student should be counselled, inviting their parents, organising moral session with them. Corporal punishment will only send them away from school. We should allow them to see the pros and cons of what they're doing.

P4: My suggestion is maintaining the counselling unit and should be encouraged.

P5: Corporal punishment should not be given to them but lashes of cane can be used.

P6: Punish immediately and constantly but not frequently. Also, ignore behaviour that is not harmful. Also, we reward a student with good behaviour to serve as encouragement to others.

P7: Instead of corporal punishment, we should make use of guidance and counselling and modelling. It will help a lot.

P8: In my own suggestion, instead of using cane, we should allow them to go and cut on the field. By doing so, they'll ensure the school compound is kept clean and we will correct the bad behaviour.

P9: Since it is not a pleasant thing to expel student, what we observed as alternative is consultation, dialogue. When you dialogue with students and since they're teenagers they're bound to behave irrationally.

With the help of counsellors and teachers we have in the school, they'll prevent the youthful exuberance to inflict on them.

P10: They include light punishment for offenders, verbal reproach at some time.

Q15. What challenges do you have in implementing ATCP?

P1: One of the challenges in school is that, when a teacher uses ATCP, it deprives the student to participate in the class work.

P2: The challenges include lack of cooperation from parents.

P3: parents are one of the challenges. They're not cooperating with the school management.

P4: The students do not take ATCP serious.

P5: When students fail to yield to instructions, we give them punishment and also give them lashes of cane.

P6: The Major challenge is that Students don't take the punishment serious.

P7: Modelling for instance is time demanding and it is highly taxing.

P8: The main challenge is that, implementing ATCP is not as effective as the main corporal punishment because students don not take it serious.

P9: Students are taking it for granted.

P10: There really no challenge because ATCP doesn't attract outreach as corporal punishment in the sense that students are not care about it, they are not even moved with it.

16. What challenges and problems do you experience while administering corporal punishment to students in your school?

P1: The challenges are that, when students are much, the corporal punishment will be uneasy to use for all of them.

P2: Lack of cooperation from parents and students.

The students may also feel reluctant to be punished.

Also, we may have teachers that may not want to co-operate.

P3: Lack of cooperation from the parents. Some parents tends to fight the teacher.

P4: The parents of the students do not cooperating with the school and the management.

Unavailability of parents too is another challenge.

P5: In the olden days, we used it but now we have not been using it. Even some students will leave the school without coming to the school again.

P6: Lack of cooperation from parents. a student that is caught smoking Indian hemp and when expelled, the parents feel non cooperative.

P7: There are many challenges.

Parental confrontation, where parents come to school to fight with the teachers and the management.

Also, we have threats from the students for beating them.

P8: There are a lot of challenges that go together with administration of Corporal punishment in school, sometimes, some students may suffer from temporary injury.

Also, lack of cooperation from parents is also a challenge.

Also, most teachers always abuse the use of corporal punishment.

P9: Some of the challenges are, some students out. Of their laziness will still be complaining that their hands blister particularly those who jump or steal...and of course we give the some time to get over this.

But the parents have not been reacting against it since we've been using that and things have been a bit okay in terms of discipline in the school.

P10: The major challenges in this corporal punishment is that, some students given this corporal punishment, once escaped will no longer come to school also parents sometimes are not cooperating.

Q17. What are the various strategies of improving discipline in your school that you can suggest?

P1: We can ask them to wash toilet, we can ask them to cut grasses and also we can ask the student to stand up till the end of the class.

We also give counselling.

P2: They include: Giving punishment is good because it'll change students attitude.

Also, giving them minor punishment like canning them is good. We can even deprive them of their rights.

P3: Counselling is the principal strategy.

P4: Invitation of Parent and Counselling

P5: Giving them lashes of cane, asking them to pick litters, asking them to cut grasses and so on but the greatest of them is by giving them words of advice.

P6: For cases that is not serve, we ask them to sweep, but for severe offences, we invite the parents.

But the one we use is the sweeping of the suspension.

P7: We use guidance and counselling regularly because majority of the students populace are from broken homes and they need proper guidance and counselling.

P8: Invitation of parent

P9: Consultation is very necessary. Embarking on extracurricular activities will bring about discipline in the school.

When students are engaged, we give them some work to do, they take delight in it and when they do what is wrong and you deprive them of their rights, they tend to take to corrections. Position of responsibility will make them more responsible.

P10: This include leadership by example, it also includes counselling and modelling.

Q18. Can you outline your disciplinary policy in terms of the disciplinary measures you are using and for which offences?

P1: My policy is that, if I've corrected and failed for so many times, I can deprived the student from participating in my class, or ask him to stand up till the end of the class.

P2: We make use of both the minor and major discipline.

For minor offences, we may decide to ask the student to stand up for some time.

For major offences, we may ask the student to sweep.

P3: When a student offends the teacher, the next thing is to invite the student and letting him/her to know that he/she must change for the better. But at times, that disciplinary action, the teacher might not like it but we need to let the students know that what they're doing is wrong.

P4: It depends on different offences.

For instance, if a student is found stealing, such student will be made to return the stolen property and such parent of such student will be made to come to school.

For minor offences, the students can be giving mild punishment.

For improper dressing, we make use of corrective measures.

P5: Coming late to school, we take them around to pick litters.

When Offence is big, we can always refer them to the disciplinary committee.

P6: For act of misconduct that is very severe, we set up a committee and the outcome of the suggestion will be carried out.

P7: There are Offences and there disciplinary measures.

Offences include class skipping and the disciplinary action taken for that is grass cutting.

Truancy, We invite the parents also.

For General misconduct, we invite their parents

Lateness to school, they're to tied up the environment.

Indecent dressing, we make use of guidance and counselling.

Waywardness, We use modelling.

For class disturbance, we use personal attention.

P8: This is determined by the gravity of the offence. If a student did something which is not high, the student can be asked to go for some menial tasks.

But if the gravity is high, the student can be suspended for a while.

P9: Minor offences are pardonable. For instance, a noise maker is not sent out in the class but stand up and raise hands. But those students that are stubborn will face severe punishment so that they can feel ashamed and change for better.

P10: In my school, if a child comes late to school, he doesn't Join the assembly straight, sometimes the child is asked to pick round the school which prompt them to come earlier the next time.

Also, during exam if a child is caught with malpractice, the teacher can deduct marks from his score. The teacher can decide to cancel that paper.

Q19. Which disciplinary measures are yielding more positive results in terms of improvement in students' behaviour, teaching and learning?

P1: The one I'm using often is making the student to stand up till the end of the class and also counsel them.

The reason is because I've been using it and it has been yielding a positive result.

Also, the follow up is yielding more positive results.

P2: ATCP is yielding positive results.

Canning students is yielding a positive result.

P3: Talking to the students yield a better result. Sometimes, we invite their parents the behaviour of their children and take the student home to go and talk to the student.

P4: Corrective measures is yielding positive results.

P5: Giving them lashes of cane, giving them words of advice and wisdom.

P6: Punishing the students immediately after committing an offence yield positive results.

P7: We have motivation, we applaud as them for things they do right. Modelling is part of it, and also guidance and counselling.

P8: The cutting of the field is yielding more positive results.

P9: A student who does not write not add he's asked to write fee sentences on why he refused to write note. He's learning and at the same time forced to write notes.

The absentees that are being punished severely from their acts will try to adjust. In teaching activities, students who don't write note are bound to fail and since they don't want to fail,

P10: Counselling and leading by example has been yielding more positive results.

Q20. What recommendations can you make in terms of the improvement of disciplinary measures used in this school?

P1: My recommendations are, as school administrators or management, they should have proper counselling unit.

The parents also should be informed about their children's behaviour.

P2: Disciplinary measures should be continued in the school. All the teachers in the school must be in unity.

Before giving students punishment, they should be well counselled.

The students have to co-operate with the school rules and regulations.

P3: what I can recommend is that we should in one way or the other try to make sure that we talk to these students always. Make them realise why they're in school and that involving themselves in bad habit can destroy their future.

Also, we should let the parents know about what their wards don't know at home, so we should let the parents know what to do about their students so that they'll be able to achieve what they're here for.

P4: I want to recommend that the counselling unit of the school should be made functioning. There should be parent teacher meeting in the school.

There should be orientation of the old and the new students so as to follow the regulations of the school as expected.

P5: I want to recommend that all the class teachers should assist the authority in discipline theses students so that they will not have any hideouts and they'll change

for the better. Teachers should be talking to the students always on moral aspect of live.

P6: Based on my experience, I will recommend that both corporal punishment and ATCP should be used.

Cases that warrant suspension or expulsion should be used.

Also, Situation and act of indiscipline that warrant ATCP should be used.

P7: There should be regular Parent and Teachers Association Meeting, Cooperation on the part of school heads and teachers which we referred to as general consensus. We also play the part of a role model.

These are what we use in our school maintain discipline

P8: What I want to encourage is that, we should not totally remove corporal punishment in school but anytime we want to use it, we should use it with love.

Also, we should use the corporal punishment with care so as not to harm the students.

P9: If a student seems to be brilliant and his being rude, such student should be deprived of participating in extracurricular activities. This will make the students to adjust and become meek and lowly. In that, Thuggery has reduced as well as hooliganism. And these have helped to put the school in shape and the students are learning under a conducive environment. I want to recommend that other schools should imbibe extracurricular activities as that their students will perform well.

P10: I want to recommend that both corporal **punishment and ATCP should be together**

Note: **P** stands for head of school (Principal)

APPENDIX B: ETHICS CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/11/11

Ref: **2020/11/11/61707430/28/AM**

Name: Mr ET Adeyeye

Student No.: 61707430

Dear Mr ET Adeyeye

Decision: Ethics Approval from
2020/11/11 to 2025/11/11

Researcher(s): Name: Mr ET Adeyeye
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Supervisor(s): Name: Prof. VJ. Pitsoe
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Title of research:

MANAGING SCHOOL DISCIPLINE THROUGH ALTERNATIVES TO CORPORAL PUNISHMENT IN OGBOMOSO, NIGERIA.

Qualification: PhD Socio Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/11/11 to 2025/11/11.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/11/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2025/11/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/11/11/61707430/28/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



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APPENDIX C: LANGUAGE EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

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Pretoria

0008

27 April 2022

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited TE Adeyeye's thesis entitled, **"Managing School Discipline through Alternative to Corporal Punishment in Ogbomoso, Nigeria."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



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