School Corporal Punishment In Ghana And Nigeria As A Method Of Discipline: A Psychological Examination Of Policy And Practice

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Abstract

The paper examined the concepts of discipline, indiscipline and effective discipline. The use of the cane in behaviour modification was rampant in traditional African society. Teachers use the cane a lot in order to maintain discipline in schools and control antisocial behaviour of pupils and students. The paper further x-rayed the concept of corporal punishment, identified its three main divisions and the fourteen different forms of corporal punishment. It explained why teachers in Ghanaian and Nigerian public and private schools administer corporal punishment. The paper employed an analytical approach to x-ray the danger that corporal punishment poses to pupils and students in the schools of Ghana and Nigeria. International concern for the danger that the administration of corporal punishment poses to the right and well-being of pupils and students has long been established. In 2001, the Global Initiative to End All Corporal Punishment was launched. The campaign is about preventing all forms of violence against children in schools, including corporal punishment. The paper presented the position of professional associations in Western Europe and Africa. Finally, arising from the above, the paper generated implications for teachers and school administrators, proposed general guidelines that the school authorities may apply in responding to incidents of misbehaviour, examined mental hygiene perspective to discipline and offered alternative therapeutic strategies that can be used in Ghanaian and Nigerian primary and secondary schools.

Keywords: Discipline, Indiscipline, Effective Discipline, Corporal Punishment, Ghana, Nigeria.

1.   Introduction

Education at any level is expected to influence behaviour of those who experience it. This applies to primary and secondary school pupils. These pupils react to happenings around them. Such happenings emanates from the changing nature of the society and the prevailing circumstances.   These are physical, psychological, intellectual, emotional, educational, technological, economic, political and social changes all taking place at the same time.   Apart from societal pressures, parents, siblings, peers and teachers exert their own conflicting pressures. Besides, primary school pupils have certain needs which determine their behaviour. Ibrahim, (1984) in his study of pupils' indiscipline in secondary schools in Kano metropolitan area, Nigeria, confirmed this when he wrote that the violence and serious indiscipline in schools are frequently appearing in the print media, with reports of attacks on teachers, damage to school property and equipment, persistent absenteeism and truancy, smoking on school premises, intoxication among older children and defiance of school rules.   Similarly, Alhassan, (1985) stated that with each passing day, reports from social welfare officers, the courts and the mass media-electronic and print-have indicated that the number of juvenile delinquents has been rising steadily. Alhassan, (1993) reported that the general public and the government authorities have become increasingly concerned at the great increase in indiscipline in general among pupils in primary and secondary schools.

Deviant behaviour is evident in many children and there could be many reasons for this. There may be confusion in a child as to which social norms he should accept. This could arise when there are two conflicting cultures in proximity with each other, such as often found in some parts of Africa. A child may detect duplicity in a society, in his parents, elders, teachers, or members of the peer group. As Alhassan, (1985:16) puts it:

> The inconsistencies most troubling to children occur when they become aware that adults don't practice what they preach. A child may hear parents complain bitterly about the dishonesty of car mechanics or television repairmen. The parents disapproval of people who are out to cheat others and their concern about crumbling moral standards may convince the child that honesty is a good policy. A moment after the child comes to this conclusion, however, the parents may engage in an enthusiastic discussion of how they can falsify their income tax return. The child may then listen to the television only to encounter an analysis of corruption in school and government!.

In Nigeria, there is a tendency to emphasise success as an important and legitimate goal in life. But this emphasis is not matched by an equal emphasis on legitimate means of achieving it. Dishonesty, law breaking and violence are often rewarded by power, prestige and money. If wining the game becomes all-important and those who cheat are rewarded by material and financial gains, the rules are apt to go overboard; it is difficult to

instill standards when 'sin' is rewarded. In the light of the actualities, youth easily takes the attitude that anything goes (Alhassan 2000). The school is a microcosm of the society where high discipline is expected to be observed and maintained among its members especially the students or pupils. In this connection, Kilinci (2009) posited that schools are meant to be one of the safest places where students fulfill their educational aspirations. Umezinwa & Elendu (2012) noted that there has been high prevalence of indiscipline among learners in all levels of Nigerian educational system including primary schools.

In traditional African society, the use of the cane in behaviour modification was very rampant. Parents administer the cane on the children. This situation found expression in Miller (1987:16) who wondered that 'We don't yet know, above all, what the world might be like if children were to grow up without being subjected to humiliation, if parents would respect them and take them seriously as people'. Teachers use the cane a lot in order to maintain discipline in schools and control antisocial behaviour of pupils. They use the cane in the classroom during the process of instruction. Alhassan (2000) explained the concept of discipline to mean training that enables an individual to develop an orderly conduct and self control as well as self direction. According to Tudor-Hart, discipline is a human characteristic which has existed ever since man became human, and this would be at least 100,0000 years ago (Mundy-Castle 1976). Any community lacking discipline will surely disintegrate. Discipline serves to hold individuals together enabling them to work, live and interact with each other harmoniously, constructively and cooperatively. Discipline allows man to live with man so that all can survive and benefit from their association.

The modern world contrasted with the traditional, whether in Ghana, Nigeria or elsewhere is riddle with deep cleavages, showing flagrant extremes of wealth and poverty, ownership and lack of possessions, ethnic and class divisions which cause bitterness and harm. Parents in modern times are themselves prey to the conflicting social pressures around them, rendering them insecure and lacking in confidence in themselves and their beliefs. Their position is made worse by the fragmented context of modern living and working typified in metropolitan centres like Accra, Kumasi, Lagos, Kano and Onitsha, where crime, hooliganism and gangsterism are the order of the day, communications and essential services are unreliable, all against a backdrop of environmental and ecological desecration. The press, radio and television give spectacular expression to the extent of people's greed, brutality and lust for power. These observations whether direct or through the media, have a great impact on children, making very difficult, the task of parents and teachers trying to instill high social and moral values (Mundy-Castle, 1993). From the standpoint of the school system, discipline is a situation whereby pupils and students are taught to respect the school authorities to observe the school laws and regulations and to maintain established standard of behaviour (Adesina 1980; Reynolds 1987). Arising from this is respect for self and respect for others. As has been argued elsewhere (Alhassan 2000), effective discipline does not rely upon external application of consequences designed to elicit compliance; when desire drives activity, discipline comes from within; when good judgment is valued over blind obedience, the pupils and students develop a self-dedication that allows them to forgo short-term pleasure in the pursuit of loftier goals.

2.   What is Corporal Punishment (WCP)?

Corporal punishment is a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour and/or inappropriate language. Alhassan(1993,2012) identified sixty items of unacceptable behaviours which are categorised as **conduct problems**: vandalism, fighting, disregards of the rights of other students, verbal abuse, verbally threatens teachers, rudeness, disrespecting teachers, and damages class furniture; **personality problems**: stealing, cheating at examinations, mid-school truancy, lateness, impoliteness, failure to do homework, non-completion of homework, temper tantrum; **problems of emotional and social immaturity:** restlessness, hyperactive and having a short attention span. Truancy is a disciplinary problem. It is one of the delinquencies committed by adolescents in Nigeria that often leads to unacceptable behaviours such as maladjustment, poor academic performance, school drop-out and substance abuse (Alhassan 1992; Adeloye 2009).

Corporal punishment is the use of physical force with the intention of causing a child pain, but not injury, for the purpose of correction or control of the child's behaviour (Straus 2001). According to Wikipedia, the free encyclopedia, corporal punishment is a form of physical punishment that involves the deliberate infliction of pain on the student a given number of times in generally methodical and premeditated ceremony as retribution for an offence, or for the purpose of discipling or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable, whether in judicial, domestic, or educational settings (httl:en.m.wikipedia.org). Corporal punishment is defined by the United Nations Committee on the Rights of the Child (UNCRC) (2001) as 'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.' The punishment is usually administered either across the buttocks as stated in the Student/Parent

Information Guide and Code of Conduct, 2008 - 2009 or on the hands (Globe and Mail, Toronto, 1971) with an implement specifically 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 smacking the student in a deliberate manner on a specific part of the body with the open hand, especially at the elementary school level. The American College Dictionary(1953) defined corporal punishment as physical injury inflicted on the body of one convicted of a crime and including the death penalty, flogging, sentence to a term of year, and so on; while the Californian Education Code (1990), section 49001 defined it as the willful infliction of physical pain on a pupil. Alhassan's Concise Modern Dictionary of Educational Psychology (2011) defined corporal punishment as a method in which delinquent/maladjusted students are spanked or caned with objects as a means of curtailing the reoccurrence of their maladaptive behaviours such as lateness to school, truancy, fighting, inattention, lying, cheating and willful disobedience.

Corporal punishment of minors within domestic settings is lawful in all 50 of the United States and, according to a 2000 survey, is widely approved by parents (Reaves 2000). It has been officially outlawed in 32 countries (Global Initiative to End All Corporal Punishment Of Children (GITEACOPOC). Corporal punishment in school has been outlawed in Canada, Kenya, Korea, New Zealand and nearly all of Europe. It remains legal in some parts of the world, including France where it is lawful in the home and is not explicitly banned in schools, but it is unlawful there however, as a sentence for criminal punishment (France State Report, GITEACPOC). In the United States, it is legal in both public and private schools in 19 states. It is explicitly unlawful in the U.S. states of New Jersey and Iowa (http://www.endcorporpunishment.org/pages).

In Zimbabwe, school corporal punishment is lawful and normal (www.corpun.com/vidzws1.html). Corporal punishment in schools is unlawful in South Africa, according to the South African Schools Act (1996, articles 10) which banned it, yet research reveals that this form of penalty is still prevalent within many schools. (www.endcorporalpunishment.org|.../reports/south-africa.html). 1 in 5 children experience corporal punishment at school (www.unicef.org/southafrica/media-1038.html). It is for this reason that the South African Human Rights Commission (SAHRC) expresses immense concern at the rise in incidents of corporal punishment in schools across the country (allafrica.com/stories/201307100232.html). In Zambia, corporal punishment is unlawful.

2.1   Types of CP

Corporal punishment which is a kind of physical punishment that involves a deliberate infliction of pain as retribution for an offence may be divided into three (3) main types:

- **Parental or domestic corporal punishment**: This involves that inflicted by parents/guardians on their ward because most parents believed nothing else has worked except corporal punishment. It encompasses all forms of corporal punishment administered at home by parents or guardians;
- **Judicial Corporal Punishment**: This is part of a criminal sentence ordered by a court of law, closely related to, it is prison corporal punishment ordered either by the prison authorities or by a visiting court;
- **School Corporal Punishment:** This is corporal punishment administered within schools, when pupils'/students are punished by teachers or school administrators for wrong done against rules and regulations, or, in the past, apprentices by master craftsmen.

2.2   Different forms of CP

Umezinwa & Elendu (2012) listed the following forms of corporal punishment:

i.   Scolding and verbal assault to the pupil.
ii.   Making the pupil to stay back after school.
iii.   The pupil cutting of grasses.
iv.   The pupil fetching of water.
v.   The pupil scrubbing the floor of the class.
vi.   The pupil sweeping the whole class.
vii. The pupil washing the whole toilets.
viii. Sending the pupil out of the class.
ix.   The pupil kneeling down or standing for a long time.
x.   Flogging the pupil with stick or cane.
xi.   Giving the pupil knock on the head.
xii. Slapping or beating the pupil with hands.
xiii. Kicking and pushing the pupil with legs.
xiv. Pulling the pupil's ear or hair.

Other forms of corporal punishment that finds expression in implementation at the global level include belting, birching, caning, cat o'nine tails, flagellation, foot whipping, knout, paddle, slippering, spanking, strapping, switch and tawse in Afghanistan, Malaysia, Singapore and Taiwan (httl://en.m.wikipedia.org).

Although there are ministerial directives discouraging it, corporal punishment is lawful in Ghanaian schools, and anecdotal evidence suggests it is in widespread use (Ghana News Agency 2011). Action Aid, Ghana, conducted a survey which revealed that seven out of eights boys are of the view that corporal punishment such as caning, kneeling, pulling one's ear, weeding and digging pits are necessary for the training of the child but girls resent corporal punishment. More than a quarter of the girls interviewed said they would absent themselve from school because of the fear of the corporal punishment (www.corpun.com).

A survey conducted in four districts of Ghana by the Campaign for Female Education (CAMFED), a Non Governmental Organization (NGO) indicates that 94 per cent of Ghanaian parents endorse corporal punishment as a means of correcting misbehaving students. The survey which sampled 2,314 parents, students and graduates also revealed that 92 percent of student support corporal punishment while 89 per cent of female graduates endorse it. Sixty-four per cent of teachers say corporal punishment must be tolerated (Ghana News Agency (GNA) 2012).

In Nigeria, teachers argue that their hands are tied in effective disciplining of school children because parents resist the use of old methods, including corporal punishment. But the use of corporal punishment in maintaining discipline in schools is frowned upon by majority of Nigerian teachers. The use of persuasion is advocated by the progressives; while traditionalists insist on the use of the cane whenever the situation demands it but they argue that only the school head should administer corporal punishment whenever the need arises. In addition, school Heads complain that teachers are no longer amendable to discipline since the new trend in state take-over of schools, which has resulted in the establishment of State School Management Boards (SSMBs) and Teachers Service Commissions(TSCs) which handle the appointment, promotion, discipline and teacher's conditions of service(Okeke 2001). Corporal punishment is most frequently used in the secondary schools of Delta State (Egwunyega 2009).

3.   Why Do Teachers Administer CP (WDTACP)?

Alhassan, Aboagye and Kankan,(2000a), found that corporal punishment is administered in most Ghanaian Schools and that majority of the teachers, 147(73.5%) comprising sixty-five(65) males and eighty two(82) females were in favour of it and want to continue to use it because they believe that it makes 'children change their bad behaviour' 45(30.7%) (30 males and 15 females); 'this is the only language they understand' 20(13.7%) (5 males and 15 females); 'parents flog their children constantly at home 50% (34.1%) (20 males and 30 females); and 'parents demanded that I punish them' 27(18.5%) 10 males and 17 females. 53(26.6%) teachers were not in favour of corporal punishment in schools.

Teaching in schools goes beyond gathering students for learning. It is all encompassing and discipline forms an integral part of it. For Africans, particularly in Nigeria and Ghana, not sparing the rod is one essential aspect of discipline. School administrators and teachers have power and authority to administer a school disciplinary programme. This power to control and discipline students for infractions is traceable to the age doctrine of in-loco-parentis (in place of parents). This position of principals and teachers with regards to disciplinary control of students, especially in imposing corporal punishment is well explained in the Corpus Julis Secundum(79CJS:493 cited in Nakpodia 2012). The court in democratic societies all over the world has also viewed school officials as standing in loco-parentis, allowing them to regulate the students in any manner subject only to the standards and restraints that the parents would use in supervising the welfare of the child (Nakpodia, 2011). This is appropriate and relevant because every great person was once a child. World Corporal Punishment Research, (http.//www.coe.int/t/dg3/children/corporal) reported that in the United Kingdom (UK) and generally in the English-speaking world, the use by schools of corporal punishment has historically been convened by the (same) common law doctrine of in loco parentis, whereby a school has the same rights over minors as their parents. In most places nowadays where it is allowed, corporal punishment in public schools is governed by official regulations laid down by governments or local education authorities.

4.   Administration of Corporal Punishment (ACP)

In 2012, a teacher, Mrs Njideka Imoka, flogged her pupil, Chidinma Ukachukwu, to death. The girl was a pupil of St. John of God Secondary School Awka, Anambra State. Her offence: She refused to do her assignment. In Osun State, Joshua Ajayi, a pupil of Geometry International Group of Schools was beaten to death by his teacher over a case of truancy.

The killer teacher is still facing trial. In port Harcourt, Rivers State a 13-year-old student of Shiloh Hills Remedial and Advanced College was flogged till he slumped and died by his Principal, Mr. Chudi Nwoko.

Omotunde Azeez, the 12-year-old pupil of a primary school in Eti Osa LGA and Kabiru Lawal of the same school, were both sad examples of the psychological trauma corporal punishment can inflict on children. In spite of several campaigns, Acts of Parliament and treaties against the administration of corporal punishment, the situation unfortunately persists in public and private schools in Nigeria. Public schools across Nigeria are still like police stations where out-of-control teachers apply the severe form of corporal punishment on hapless pupils. The result is that more pupils are dropping out of school out of fear (http.//www.punchng.com).

It is to be noted that the prevalence of corporal punishment in Nigeria's schools today is contrary to the United Nations Convention on the Rights of Child (UNCRC) which Nigeria, as a member nation, ratified and signed in 1990. Article 19 of the UNCRC says State parties shall take all legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s) or any other person who has the care of the child. Importantly, in 2011, the Lagos State House of Assembly assented to a bill banning all forms of corporal punishment in public schools in the State. Yet, many teachers continue to flout the rule banning the administration of corporal punishment.

5. Justification For The Study (JFTS)

International concern for the danger that the administration of corporal punishment poses to the right and well-being of pupils has long been established. In 2001, the Global Initiative to End All Corporal Punishment of Children (GITEACPOC) across the world was launched. The campaign is also aimed at ensuring that the recommended actions of the UN Committee on the Rights of the Child (UNCRC) and other human rights bodies are accepted and that governments move speedily to implement legal reform and public education programmes. The campaign is about preventing all forms of violence against children in schools across the world, including corporal punishment, sexual abuse, bullying, peer to peer violence, use of weapons and harassment in school and on the journey to and from school. The Global Initiative to End All Corporal Punishment of Children regularly submits briefings to the pre-sessional working groups of the UN human rights treaty monitoring bodies.

The administration of corporal punishment on pupils breaches their fundamental human rights to respect for human dignity and physical integrity. Its legality in almost every State worldwide-in contrast to other forms of inter-personal violence-challenges the universal right to equal protection under the law. Two out of three school-going children in Nigeria are victims of some form of corporal punishment and majority of the punishment takes place in public schools. Alhassan et al. (2000a) reported that corporal punishment is allowed for certain degree of offences in schools of Ghana and Nigeria.

6. Problems With Punishment (PWP)

Any kind of punishment should be considered very seriously. Punishment backfires.
1. For one thing, strong punishment produces aggression in the recipient.
2. Next, punishment does not on and of itself establish a new, acceptable behaviour.
3. Third, children imitate adults, and may consider this aggression something they can do.
4. Punishment should be used carefully and appropriately because it can result in a pupil who is very afraid of many things, not just the problem area; it can create a pupil who begins to feel so inadequate that he or she desires punishment to try to reduce continuous feelings of guilt (Martin & Pear 2003).

Physical punishment over time has a very deceptive advantage: it tends to snowball. The administrators of the punishment become more aggressive and those receiving the punishment develop many problems such as dependency, anger, and resentment. 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. Opponents believe that other disciplinary methods are equally or more effective. Some regard it as tantamount to violence or abuse. Violence breeds brutality, particularly when it is used as a form of retribution (paying someone back). One author examined 70 different psychology studies on punishment. All of the experiments in the studies concluded that physical punishment is not a desirable method of handling problems (Mauer 2004).

Other studies have linked corporal punishment to adverse physical, psychological and educational outcome including, increased aggressive and destructive behaviour, increased disruptive classroom behaviour, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, low self-esteem, anxiety, somatic compaints, depression, suicide and retaliation against teacher (Alhassan 1993a; Alhassan 1999d; Reynolds 1999; Poole et al. 2008). The academic success, health and fitness of a punished pupil may be affected as he or she may loose interest and withdraw from the teacher and school activities including sports due to the psycho-social effects associated with punishment. Newell (1972:9) assumes that perhaps the

most influential writer on corporal punishment was the English philosopher John Locke, whose **Some Thoughts Concerning Education** explicitly criticised the central role of corporal punishment in education. Locke's work was highly influential, and may have helped influence Polish legislators to ban corporal punishment from Poland's schools in 1783, the first country in the world to do so. It is now relevant to reflect on what professional associations have to say on school corporal punishment.

7.   The Position of Professional Associations (TPPAs)

Medical, Pediatric or Psychological Societies opposing school corporal punishments include: the American Medical Association (The Centre for Effective Discipline), the American Academy of Pediatrics (Stein and Perrin (1998), the society for Adolescent Medicine (1992), the American Psychological Association, the Royal College of Psychiatrists and the Australian Psychological Society. School corporal punishment is also opposed by the (United States) National Association of Secondary School Principals (2009). Corporal punishment in schools is an ineffective, dangerous and unacceptable method of discipline (United States 2010).

The German Psychologist Richard Von Krafft – Ebing (1892, 1978) suggested that a tendency to sadism and masochism may develop out of the experience of children receiving corporal punishment at school. But this was disputed by Sigmund Freud (1919), who found that, where there was a sexual interest in beating or being beaten, it developed in early childhood, and rarely related to actual experiences or punishment.

There are still states which permit corporal punishment in their schools. Most leading professional associations oppose corporal punishment in all forms (privateschool.about.com/cs/forteachers/a/beating.htm).

The American School Counselor Association disapprove corporal punishment and encourage legislation prohibiting the continued use of corporal punishment (www.schoolcounselor.org /files/Ps-CorporaPunishment.pdf). The Nigerian Coalition of Educators Against Corporal Punishment in Nigerian Schools endorsed the statement by 31 non-governmental and professional associations (www.endcorporalpunishment/org/pages /reform/campaigns.html). As part of their efforts at eradicating corporal punishment in schools the Brikama College Gambia Family Association recently held a presentation on harmfulness of corporal punishment (allafrica.com.stories.201307051100.html).

8.   Implications For Practice (IFP)

Teachers in primary and secondary schools administer corporal punishment to impose their will and authority on pupils. Corporal punishment is obviously a negative motive and is based on fear of failure, fear of losing prestige, fear of insult or rejection, fear of physical pain and so on. Personality development based on fear and punishment is inimical to democratic living which we in Nigeria (particularly) and Ghana are striving to build. Corporal punishment and insulting experiences kill initiative, resourcefulness, leadership and the spirit of free thinking and adventurous living, the very qualities we seek to cultivate in our pupils. Pupils work, not because they want to learn, but because otherwise they may fail and be rejected. Such negative motives lead to a variety of negative and maladjusted activities, such as cramming, copying, stealing, quarrelling, even bribery and so on. In extreme cases, corporal punishment meted to pupils recoil on society itself. Pupils may grow into undesirable citizens. But punishment, such as a failure or a reprimand, no doubt negative in character, has certain advantages. These motivate children to work on desired lines so that they can avoid the experience of pain associated with corporal punishment. Boredom, monotonous and repetitive tasks constitute an invitation to mind-wandering and trouble- making. One of the ways to overcome this is setting goals that can be reached by the pupils.

As has been argued elsewhere (Alhassan 2011:39), corporal punishment, as a tool of classroom management, often fails to address a long-term problem. While it can suppress a given inappropriate behaviour, it does nothing to model an appropriate replacement. Hence, it is often the case that the bad behaviour suppressed by the corporal punishment may be replaced by a different behaviour that is equally objectionable as the one that result in the punishment. The position of most educational psychologists (Mukherjee 1978; Travers 1986; Straus 2003; and Alhassan 2006) is that, if a teacher must punish, then that teacher should:
1.   Provide alternative – make sure that students know what to do as well as what not to do and that they can get at least as much reinforcement from the desirable behaviour as from the undesirable.
2.   Punish immediately every time with minor punishment rather than later or occasionally with something severe. The pupil must not escape the punishment by lying or using alibis – an important point because otherwise they may learn that lying is good.

3.   Punish only behaviour you personally see. If you rely on someone's report, you cannot punish immediately and you may punish unjustly.

4.   Use only consequences you would like your student to use too. If you don't want pupils to yell at others, you should not yell at them.

Discipline in schools should be total in all its ramification. Classroom discipline is a condition where pupils are using their time in educationally desirable ways. The teacher who cannot establish this condition cannot teach. The test of discipline is whether or not the behaviour of the group permits everyone to work effectively. Both the pupils/students and teachers must exhibit a high standard of discipline. Parents and guardians must care for their children's education. This has to be so because as Robin Cook puts it, 'education is more than a luxury, it is the responsibility that the society owes itself' (quoted in Olaiya 2013:41). Greater awareness must be created as far as discipline is concerned. It is imperative that this is so because the issue of discipline at all levels should not be compromised because a society which lacks good ethics and values is doomed.

Alhassan (2000:46) wrote that if the physiological and safety needs of pupils are met, the need for love, affection, and belongingness emerges. The individual begins to look to others for satisfaction, both to give and to receive. The educational implications of this need seem obvious: Pupils must feel wanted and experience a sense of affection toward and from the teacher. It is to be noted that pupils need and want discipline as much as they require love and affection. The school, with its teachers and counsellors, is in an enviable position to help pupils to acquire a positive self-concept that will serve as an enduring shock absorber for the buffets of life. The pupil attains ideas, attitudes, opinions and values by learning, either by a conscious commitment or by a form of conditioning, the school can therefore, aid the pupil in his self evaluation by encouraging healthy perceptions of his environment. This is done by providing experiences that lead to success and pleasure, thus inspiring him to see his environment as friendly, and not hostile.

For creating proper disciplining situations in the school where the pupil will be enabled to acquire self-discipline, it is essential that the teacher is well read. He has to know his subject thoroughly to create interest and inspire the pupils who will begin to take the class work seriously and will find purpose in their academic pursuits. In addition, the methods of teaching have to be such as afford individualized instruction and individual attention so that the pupil is not lost in the crowd and is able to find his interest and to work according to his capacity. Also, although rewards and punishment under ideal conditions of training are not essential as human beings are not merely hedonistic to be motivated only to avoid pain and to gain pleasure, yet judicious use of praise and blame or reward and punishment goes a long way in making a pupil see the reason underlying his behaviour and to feel confident in his achievements. It is to be noted that children will acquire self control over themselves for self-discipline through opportunities for extra-curricular work. Self control is developed by social participation in play games, dramatics, debates, and such like co-curricular activities: self confidence, initiative, self-respect and consequently respect for others are all fostered among children by self-government in schools. Children should have a say in the management of their own activities and in fact they should be encouraged to organise their own school activities or functions. The sense of responsibility, worthiness and cooperativeness will be fostered when the children are assigned responsible roles as they will feel that they count and that they have their own place in the school community.

9.   **Managing Misbehaviour In School (MMIS)**

Having identified the most common unacceptable behaviours among pupils/students, and having outlined different forms of corporal punishment, how may we manage misbehaviour in our schools given our crisis ridden societies? For purposes of remediation, this article shall propose general guidelines that the school authorities may apply in responding to incidents of misbehaviour.

1. **Respect the student's dignity**
    Secondary school students are at an age when they are trying to establish their own identities. They tend to react negatively when they sense an adult is not treating them in a respectful manner. Effort to correct a misbehaviour that undermine the basic dignity of the offender may cause more problems than they solve. Principals and teachers need to communicate their displeasure with the offending student as a human being. Ridiculing or embarrassing a secondary school student often invites a power struggle between the student and the teacher. This does little to resolve a long-term behaviour problem, and it can seriously undermine the principal's and teacher's efforts to establish a positive climate for living.

2. **Private correction is better than public correction**
    One way to avoid humiliating offending students is to correct them privately rather than publicly. There are several important advantages to this approach. For one thing, when a teacher speaks quietly to a

misbehaving student outside of the hearing range of others, in the class, the student saves face. He/she has little incentive to engage in a power struggle with the teacher, because there is no audience to impress. Additionally, private correction allows the teacher to work for a close, personal relationship with the student. The teacher can communicate his/her concern for the student as a person. This may lead the student to conclude that the teacher is willing to listen to seek solutions to a problem rather than simply imposing a heavy-handed authoritarian decision.

3. **Misbehaviours' causes, not their symptoms should be addressed**

A firm response to a misbehaviour may solve a problem in the short run. However, many misbehaviours are symptoms of more fundamental difficulties. Principals and teachers need to probe for possible underlying causes of misbehaviour. This kind of investigation is always easy. For example, it might reveal that some actions of the teacher are causing the problem. Lessons could be poorly planned or delivered. Unknowingly, the teacher may have being doing something to undermine the self-esteem of an offending student. By no means are all causes likely to be teacher-oriented. For example, some students may be working long hours and simply be in an ill humour because of lack of sleep. Others may come from homes where there is a great deal of stress. Still others may be a reaction of medication. Sensitive teachers consider a wide range of possibilities as they seek to understand causes of students misbehaviour. When such causes can be identified, teachers sometimes are able to help students overcome difficulties that result in unproductive patterns of class behaviour.

4. **Principal responses should be consistent and fair**

In working with students who are misbehaving, principals and teachers need to be consistent and fair. Students need to know that there will be a consequence when they misbehave. The teacher's response to a given incident of in appropriate behaviour should not be dependent upon his/her mood at the time it occurs. If something was a rule violation on Monday and certain sanctions were imposed on an offending student, the same behaviour occurring on Wednesday should also result in similar sactions for another misbehaving individual.

Sometimes teachers find it particularly difficult to treat misbehaving 'D' or 'F' students. 'Good' students who misbehave are every bit as much in need of correction that will lead them to a more responsible behaviour patterns as are 'not-so-good' students. The temptation to hold one set of students to a different set standards must be resisted. Students will perceive a teacher who treat some students differently than others as unfair, increasing the incidence of misbehaviour problem. Some principals may be familiar with instances of their teachers complain that their students are always 'testing the boundaries' of acceptable behaviour. Often this pattern develops because students are not sure what the boundaries are.

9.1 Rewarding Good Behaviour

Reward is necessary in establishing internalisation-that is, self-regulated behaviour. One method of using reward in this way is to offer the pupil a desired object if a certain task is completed and then leave the youngster alone. Once the adult is gone, the pupil models his or her behaviour after the adult and in the process internalises the adult norms of behaviour (Bandura and Perloff 2006). Studies to date indicate that rewards are a very beneficial method for changing behaviour or encouraging a pupil to continue to do something (Alhassan 2013).

10. Mental Hygiene Perspective to Discipline (MHPD)

The World Health Organisation (WHO) 1951 cited in Alhassan 2011:110 defines mental health as the capacity in an individual to form harmonious relations with others and to participate in or contribute to changes in his social and physical environment. It implies his ability to achieve a harmonious and balanced satisfaction of his own potentially conflicting instinctive drives. The old discipline was definitely of the authoritarian type. It was synonymous with good order in the classroom.   The teacher's word was law and failure to conform was punishable. As Bermard (1952) succinctly puts it:

> Even inability to learn the tasks required was thought to be evidence of innate stubbornness and was punishable by caning, in order that such perverseness might be driven out of the developing individual. Whispering, talking out of turn, leaving one's seat or the room, without permission were acts of insubordination (quoted in Kuppuswamy 2002:408).

The modern concept of discipline which incorporates mental hygiene principles assures that order which results from compulsion is not necessarily good discipline. Conversely, good discipline is the hearty performance of duties, as well as freely chosen activities. This performance is to be in an orderly manner and with such an understanding that due regard is given to the rights and privileges of others. In addition, such discipline is to encourage the development of each individual's unique personality. It is tantamount to self-direction- a personal direction of actions that are purposeful and self determined. This view found expression in Alhassan (2013) when he states that the ultimate purpose of discipline is the emergence of a mature adult who is capable of

functioning with a minimum of external control, and who has the qualities of self reliance, and social sensitivity that are characteristics of mature persons.

The mental hygiene view of the goal of discipline requires an understanding of the various factors which influence a pupil's behaviour. These factors could be the environmental conditions, the teacher's personality and his attitude towards children, the nature of the instructional programme and the group forces which arise in the classroom.   From the perspective of mental hygiene, the teacher-direction has its place in effective discipline but it is not to be authoritarian in any way. Wholesome discipline requires that sarcasm and ridicule should be avoided and their place should be taken by courtesy and kindness. Pupils should be kept busy with interesting tasks because busy and interested pupils will keep themselves away from objectionable and annoying behaviour. Other means of discipline which are approved by the mental hygienists such as Abraham Maslow, Bernard Henry and Richard Fenton are the rewards which are inherent in the work on hand, the recognition of group mores, teacher's confidence in pupils and the ability to exercise a positive authority and enjoyable classroom atmosphere. Firmness is necessary in the classroom. Firmness however does not mean strictness, nor does it mean domination. In addition, discipline should be appropriate and consistent. Appropriate discipline always takes into account the individual, the time and the total situation. Setting a good adult example, the use of reasoning, and the provision of substitute activities are other means of establishing discipline which conform to the mental hygiene values.

11.   Alternative Therapeutic Strategies For Behaviour Modification (ATSBM)

Given the development of behavioural psychotherapy and the synthesis of many treatment strategies, the use of the cane as behaviour modification strategy in schools has been jettisoned. Alternative therapeutic strategies that can be used in Ghanaian and Nigerian primary and secondary schools include:

i.   **Modelling**:   Modelling is a behaviour change strategy that develop from social learning principle. Social learning occurs through modelling one person displays (models) the behaviour to be learned and another acquires the behaviour through observation. Thus, the major concept of the social learning principle is that human behaviour is powerfully influenced by that which he observes, hears, feels, perceives, conceives and creates or participates in (Akinboye 1992; and Alhassan 2011).   The contextual implication of this strategy is that parents, guardians, teachers and significant others in the larger society should serve as proper role models to their children. This will go a long way to modify pupils or children's anti-social behaviours.

ii.   **Extinction**:   Many behaviour 'excesses' common to primary school pupils can be eliminated by cessation of reinforcement. Extinction essentially describes a disconnection of a prior link between a behaviour and its consequence. If pupils are properly briefed about the possibility of their losing reinforcers for manifesting 'excess' behaviour a gradual reduction in the frequency of excess behaviour may be observed.

iii.   **Differential Reinforcement of an incompatible alternative strategy**: Instead of caning, anti-social behaviour of primary school children can further be eliminated by the teacher through the initiation of a procedure which will make it possible for him to reinforce an incompatible alternative behaviour.

iv.   **Communication Strategy**: a line of communication should be opened between the teacher and the primary school pupil on the need to do away with anti-social behaviours in schools. Consequences of such behaviours should be spelt out to them.

v.   **Provision of Facilities**: Rather than the cane for the management of even minor behaviour problem of primary school pupils, the school should ensure the provision of conducive facilities for learning. Proper instructional methodology, well ventilated classroom, proper psychological support are necessary variables for effective management of behaviour problems in schools.

12.   Conclusion

The paper has attempted to explain the concepts of discipline, indiscipline and effective discipline and pointed out that the use of the cane in behaviour modification was rampant in traditional African society; just as teachers use the cane a lot in order to maintain discipline in schools and control antisocial behaviour of pupils and students. The modern concept of discipline which incorporates mental hygiene principles assures that order which results from compulsion is not necessarily good discipline. Good discipline is the hearty performance of duties, as well as freely chosen activities. Discipline in schools should be total in all ramification. Greater awareness must be created at all levels as far as discipline is concerned. The teacher-direction has its place in effective discipline but it is not to be authoritarian in any way.

 Corporal punishment is a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour and/or inappropriate language. Corporal punishment is mainly

divided into three: parental/domestic corporal punishment, judicial corporal punishment, and school corporal punishment. Fourteen different forms of corporal punishment and thirteen different forms of corporal punishment finds expression Ghanaian and Nigerian schools and at the global level, respectively. In spite of several campaigns, Acts of Parliament and treaties against the administration of corporal punishment, the situation unfortunately persists. The result is that more pupils are dropping out of school out of fear.

International concern for the danger that the administration of corporal punishment poses to the right and well-being of pupils and students has long been established in 2001 when the Global Initiative to End All Corporal Punishment of children across the world was launched. The campaign is about preventing all forms of violence against children in schools across the world, including corporal punishment, sexual abuse, bullying, peer to peer violence, use of weapons and harassment in school and on the journey to and from school. The problems with punishment, the position of professional associations, implications for practice, general guidelines that the school authorities may apply in responding to incidents of misbehaviour, and the mental hygiene perspective to discipline, including strategies such as modelling, extinction, differential reinforcement of an incompatible alternative strategy, communication strategy, and provision of facilities were highlighted. If a teacher must punish, then that teacher should: provide alternative; punish immediately every time with minor punishment rather severe; punish only behaviour you personally see; and use only consequences you would like your student to use too. The paper proposed general guidelines that the school authorities may apply in responding to incidents of misbehaviour: respect the student's dignity; correct privately rather than publicly; address misbehaviour causes, not their symptoms; and principals and teachers need to be consistent and fair. Teachers and parents should always remember that reward is necessary in establishing internalisation-that is, self-regulated behaviour. Finally, alternative therapeutic strategies that can be used in Ghanaian and Nigerian primary and secondary schools were on offer.

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