

POSITIVE DISCIPLINE AS AN ALTERNATIVE TO CORPORAL PUNISHMENT IN SENIOR SECONDARY SCHOOLS IN GOMBE STATE: IMPLICATIONS FOR VALUE REORIENTATION

Habiba ISAH, PhD

*Department of Educational Foundations, Faculty of Education,
Gombe State University.
Tel.: 08033072041
Email: habibaisah@rocketmail.com*

Yusuf G. SABO,

*FCE (T) Demonstration Secondary School,
Federal College of Education (Technical) Gombe, Gombe State.
Tel.: 08038882915*

&

Aishatu M. HAMMA

*Department of Educational Foundations,
Faculty of Education, Gombe State University.
Tel: 07030752831*

Abstract

This paper highlights positive discipline as an alternative to corporal punishment in Senior Secondary Schools in Gombe State. The paper discussed the concept of positive discipline, types and effects as well as the concept of corporal punishment, types, and its effects. Theories of discipline were also presented and discussed. The paper reviewed that positive discipline such as social praise, positive reinforcement and other forms of positive discipline are far more preferable and effective in correcting the bad behavior of a child than corporal punishment. It was therefore suggested that the senior secondary schools' administrators should endeavor to educate teachers, other school support disciplinarians, schools' prefects and parents on the effectiveness of positive discipline and the need to practice and consider it as an alternative to corporal punishment when correcting undesirable behaviour of a students in a school.

Keywords: Positive Discipline, Reinforcement, Alternative, Corporal Punishment, Secondary School.

Introduction

Positive The goal of positive discipline in the classroom is to manage students' behaviour by fostering solutions for respectful relationships between all parties. Positive discipline includes the use of gentle but firm direction by teachers to promote a cooperative and problem-solving environment. Understanding the causes of a student's behaviour and assisting them in creating

acceptable and constructive behaviours constitute positive discipline.

Instructors may foster an inclusive learning environment and preserve a positive attitude by implementing positive discipline strategies. Teachers should collaborate to create a successful positive disciplinary plan when dealing with students. Helping students acquire new behaviours that fulfill standards in the classroom, at home, and elsewhere is one of the most important aspects of constructive discipline (Ellop, 2021).

Schools that use this strategy encourage positive student behaviour while discouraging undesirable and dangerous behaviours of the students. According to James (2022), students look to their teachers to watch out for them at school. If their teachers did not show them affection and support, they may experience depression and struggle academically. Teachers and parents still face difficulties in modifying behaviour which sometimes result to possibility of losing hope when a child consistently exhibits inappropriate behaviour. Sometimes an adult believes that giving a child a cane will help them become more responsible adults.

In addition to helping students learn and make better decisions, positive discipline strategies can assist the teachers in overcoming the many obstacles that arise in the classroom. To improve academic achievement, implementing constructive discipline in the classroom has numerous other advantages than the corporal punishment (Muhsin, 2021).

According to Hupps (2018), positive discipline is a technique used by parents to explain to their children what behaviours are acceptable and unacceptable as well as the consequences of misbehavior and the incentives for good behaviour. Positive discipline, according to Nelsen (2020), is a proven approach that emphasizes problem-solving and encouragement. Furthermore, he said that harsh punishments like scolding or spanking are not used in positive discipline. Experts deem it valuable since it inspires and works for children, but according to Rodgers (2018), positive discipline is a technique that, when applied correctly, has numerous advantages for an organization. When a positive discipline model is applied, employees experience a number of benefits. Yusuf (2021) claims that positive discipline is a kind of mild discipline that a lot of parents use with their children.

The Trio Process: Preventive discipline which refers to an action used to keep pupils interested and prevent misbehavior, Supportive discipline is the use of techniques to help pupils regain control over their behaviour by getting them back on track, while Corrective discipline refers to the actions done when students disobey regulations in the classroom or at school (Arjun, 2021).

According to Nelsen (2020), methodical way to control Childrens' behaviour includes techniques that support parents in being sympathetic and empathetic while assisting children in making wise decisions and eventually developing into independent. Positive discipline is distinct from many other child management techniques since it helps in prevention and fosters self-worth, accountability, and resourcefulness. Unlike the old, authoritarian notion that adults must punish children in order to enforce norms, the underlying premise of these methods is that adults should set limits with children.

A positive discipline method aids in instruction that emphasizes pupils' social, emotional, and behavioural development, claims Yussif (2021). Managing a classroom full of students with varying personalities, learning styles, and skill levels may be challenging for both new and seasoned teachers. By allowing students to make choices while maintaining accountability for their conduct, positive discipline aids in the management of these differences. Conclude the introductory section very well by stating what this paper is about.

Types of Positive Discipline

The process of creating a polite, collaborative learning atmosphere in the classroom where positive discipline plays a big part is called positive classroom management, and it's lively and interesting. According to Kelly (2021), types of positive discipline include the following:

Social Praise: This is an act of appreciating and acknowledging someone's achievement. One of the easiest and most effective ways to get students interested and motivated is through social praise. Praise can help overcome behavioural issues and change their attitudes towards learning when it is applied correctly. Students who learn and think differently frequently receive unfavorable comments. This emphasizes the need of giving genuine and appropriate praise even more. The impact that social praise can have on students may seem apparent at first. Positive social reinforcement works when applied, regular users of social praise have better ties with their students than less frequent users. There are fewer behavioral problems and lost instructional time as a result. Be aware that some forms of social validation work better than others before diving right in. To be clear, here are a few types of compliments: individual praise, effort-based praise, and praise based on certain behaviours (Duke, 2014).

Behaviour - Specific Praise: This kind of praise informs students of their accomplishments. This evidence-based approach to classroom management centers on giving detailed feedback that expresses your satisfaction with the behaviour of the students. Giving students behavior-specific praise involves outlining for them just what they did right. Saying something like, "Nice work getting your homework out of your homework submitted first thing this morning," helps a student who struggles with school homework. Praise that is both behaviour- and effort-specific helps to authentically recognize the work and accomplishments of your students. Students are more inclined to work hard and seek out practical solutions to problems when they perceive that teachers are genuinely appraising them and highlighting their accomplishments (Kelly, 2021).

Effort-Based Praise: This type of praise emphasizes what students can control. The student who likely worked hard to learn the difficult keys in Poetry. The time spent and the strategies used are within the student's control. That's why effort-based praise, such as "I am very impressed at how hard you worked to achieve this" is more empowering than "You have such a beautiful singing voice (Abdul, Umar, & Jonathan, 2019).

How to Offer Valuable Commendation

It is not enough to just congratulate students; teachers also need to know when and for what reasons to do so. Teachers can provide praise when and how it's appropriate by following the principles below as postulated by Ben, (2019):

Be Precise: When you praise something, it eliminates the element of uncertainty. In addition to knowing the good behaviour you want them to repeat, students should be able to pinpoint exactly what they did well. "You did well" is not as excellent as "Great, you did well".

Be Explicit About the Standards: Students must understand the expectations for praise to be effective. Clearly define the standards by which you will judge an assignment or the conduct you anticipate. Next, give students encouraging feedback that they can immediately compare to the standards. Saying something like, "Wow, you have done it correctly in an appropriate time," might be used if you want students to complete their classroom tasks correctly and in time. Learners with distinct cognitive styles may find it difficult to finish a job or project. Students might need to try multiple times to complete it. When they are putting in a lot of effort and their work still seems inadequate, students may become disheartened. By complimenting kids on specific behaviours and their progress while they work, you may encourage them and reassure them that they are headed in the right direction. To help pupils realize that their hard work is paying off, use language like "you've put so much effort into writing your first draft" to highlight little victories (Hassan, 2021).

Make Sure to Be Sincere and Avoid Over praising: Students can tell when you're not being upfront and honest. Being dishonest with them could harm your rapport and credibility. Students may question whether you can see their abilities. It can also be interpreted as being dishonest to compliment students excessively or for insignificant reasons. Although it might have unintended consequences, the tendency to shower praise on others is well-meaning. Studies indicate that certain educators tend to give undue credit to particular student groups, such as pupils from racialized backgrounds.

Additionally, praise must to be tailored to each student individually. Exercise sensitivity and cultural sensitivity. Praising their peers in front of the class might be quite beneficial to some children. Despite having a valid reason, other students could feel awkward being singled out. In the same way, the specifics of your praise should suit the student's cultural background. It is possible for some types of "praise" to perpetuate prejudices against people based on their race, ethnicity, or handicap. Take educators who tell Black students they are articulate, for instance. The professors may have meant their remark as praise, but it seems clear that they did not think their Black students are articulate. Because of this damaging stereotype, pupils may start to doubt the presumptions and expectations of their teachers. Understanding cultural differences and getting to know the students is very important to the teacher (Ben, 2019).

A motivating or reinforcing stimulus is given to the individual after the desired behaviour is demonstrated, according to Kelley (2021), which increases the likelihood that the behaviour will occur again. A few instances of constructive reinforcement are: A parent praises her son for doing

his homework (behaviour) a reinforcing stimulus. Every A on the boy's report card (behaviour) wins him chocolate (reinforcing stimulus). In exchange for tidying up toys (behaviour), a parent rewards his daughter with candy.

According to Skinner (1996), positive reinforcement involves praising positive behaviour whenever it occurs. According to children who receive praise for good behaviour such as sharing a toy or according to rules are more likely to repeat the desired behaviour. Praise the individual instance of good behaviour while applying positive reinforcement, as opposed to the child's personality or character. Identify the good things your child accomplished, like asking their friend if they are okay if they seem upset or showing care for someone who might be wounded. Make sure you highlight how grateful the person receiving your compassion was for your kindness. Compared to praise and in-built incentives for excellent behaviour, this could seem more effective (Hassan, 2021).

It's crucial for teachers to consistently provide positive reinforcement to their students when they are developing a new behaviour or ability. If you were only infrequently paid, how often would you go to work? You may eventually conclude that your efforts are in vain and give up. Regarding your students, the same is true. Their behaviour is not likely to alter if you just occasionally catch them acting well or if you only give them praise at random. This does not imply that each time your students did well you have to give them a gift. But the more often a child's positive behaviour is acknowledged, the better, especially for younger ones (Muhsin, 2021).

The Impact of Positive Discipline in Secondary Education

Both positive and negative outcomes can result from using positive discipline to modify a child's behaviour in school. In using the positive discipline, Arjun (2021) opined that the following are essential:

1. Since it promotes pro-social behaviours like sharing and obeying instructions, positive discipline is one of the most successful behaviour change strategies. Furthermore, it can be used to stop bad behaviour like beating and breaking the law.
2. The application of positive discipline has a beneficial impact on students' behaviour because it motivates and encourages them to be responsible, do their homework without arguing, get along with their siblings, and perform their chores.
3. Good discipline and reinforcement cause many students to respond more favorably.
4. Teachers facing numerous obstacles in the classroom can find relief from them by implementing positive discipline strategies, which also assist students in learning and future decision-making. In actuality, implementing positive discipline in the classroom has other advantages beyond just improving academic performance, such as Students respecting the teacher; Students being focused and attentive; Fewer disciplinary actions are required; Fewer expulsions and suspensions; and Rules being seen favourably by students, Attendance gains momentum.
5. Positive discipline can also boost creativity and production while lowering the fear of punishment, encouraging students to take their tasks very serious and improve in many aspects. They may be ineffective in their roles and won't take chances if they are not afraid

of facing negative discipline.

6. Because it aids in students' and teachers' achievement of their objectives, positive discipline strengthens all other types of discipline.

The Concept of Corporal Punishment

Physical punishment, or corporal punishment, is meant to cause bodily discomfort to a person, according to the American Academy of Child and Adolescent Psychiatry (2014). Its techniques, when applied to children, can involve spanking or paddling, particularly in the home and at school. In addition to adults, it can also affect slaves and inmates.

From ancient times, most societies have used corporal or physical punishments, such as brandings, mutilations, and floggings, for crimes or injuries. The United Nations Committee on the Rights of the Child (2013) defines corporal punishment is an intentional way of discipline that involves the use of physical force meant to inflict harm, pain or suffering on an individual (James, 2022). Still, it can also include other acts such as kicking, shaking, or tossing children, as well as pricking, pulling hair, canning, making them stay in uncomfortable positions, burning, scalding, or forcing ingestion.

Classes of Corporal Punishments

There are two types of corporal punishment: direct and indirect. Using a cane, iron, or other object as a weapon, or subjecting the misbehaving student(s) to a harsh physical drill in which they must do frogs jump, crawl, hang, or do other activities with the express purpose of causing them pain, are examples of the direct physical form of discipline. The following are examples of Gilles's (2022) direct physical method of corporal punishment:

- ◆ **Slapping:** In a slap, the victim's body is directly and forcefully touched by the punisher's hand. Any area of the body can be used, although the face is the most frequently used.
- ◆ **Paddling:** Paddling is the application of a flat surface (typically metal, stone, or wood) to strike the victim's back or rear. A wooden paddle is typically used.
- ◆ **Pinching:** Pinching is the act of applying pressure to a specific area of the victim's body, usually with the fingers but sometimes with other tools as well. The victim may sustain body indentations as a result of this.

According to Hupps (2022), further forms of direct physical corporal punishment include the follows:

- ◆ **Flogging:** Sometimes referred to as caning or whipping. This is giving someone a thrashing with a whip or rod, usually striking them in the back.
- ◆ A limb or other portion of the misbehaving student's body being destroyed, removed, or seriously damaged is referred to as mutilation.
- ◆ **Yelling:** is making a loud noise, a sharp sound, or both in response to a student acting inappropriately.
- ◆ **Scolding:** This is when a teacher chastises or reprimands a student for acting inappropriately.

- ◆ **Parading:** is the practice of publicly matching up disobedient students (typically on school property) to humiliate and embarrass them for their transgressions.
- ◆ **F-word:** This refers to a teacher hurling offensive remarks at a student or students who are misbehaving.
- ◆ **Castigating:** is the practice of a teacher repeatedly rebuking, scolding and berating a wayward student or students.

Effects of Corporal Punishment in Secondary Schools:

Physical punishment has both beneficial and harmful effects. Since the publication aims to advocate for the use of positive discipline, this study will concentrate on the negative consequence. According to Ellop (2021), effects of corporal punishment include the following:

1. Students bullying other students may increase as a result of corporal punishment. The rationale for their actions is that since educators and other authoritative persons employ physical punishment to address deviant behaviour, they ought to have the same authority.
2. A higher percentage of school dropouts among youngsters may result from corporal punishment. Youngsters do not want to be in a hazardous setting, and parents in particular do not want their children to suffer harm.
3. Physical punishment has long-lasting consequences on the bodies even after the offence has been committed. There may be even longer-lasting consequences of physical punishment on students' psychological well-being. Children will always feel horrible about themselves if they are in bodily discomfort all the time.
4. The victim of corporal punishment may have bodily discomfort for a long time. Among the many detrimental effects of corporal punishment is low self-esteem. A sharp decline in self-esteem is one of the main consequences of physical punishment.

Theories of Reinforcement

The work of behavioural psychologist BF Skinner served as the basis for the behaviour modification paradigm known as the Skinnerian model. The transfer of clinical behaviour approaches to classroom settings can be attributed in large part to Skinner (Duke, 2014).

Justification The Skinnerian model is based on behaviour. It begins with the observation that rewarded behaviour is more likely to be repeated, but unrewarded behaviour is more likely to be stopped. Discipline is typically upheld by rewarding good behaviour and penalising poor behaviour (Skinner, in Ben, 2019).

According to Skinner, an individual's behaviour is shaped by the consequences of their actions, or what occurs to them after they carry out an action. His strategy was centered on reward and reinforcement. Similar to rewards, reinforcements can change a person's conduct in the desired direction when used consistently. Terms like operant behaviour, positive and negative reinforcements, sequential approximations, schedule of reinforcement, and reinforcing stimuli were used by Skinner (Kelly, 2021).

The fundamental ideas that underpin the Skinnerian model Operant conduct refer to deliberate, voluntary actions. Rewarding stimuli are those that an individual encounters immediately following the performance of a behaviour that is proper. When learners receive rewards, it makes them feel good and encourages them to repeat positive behaviour patterns in the hopes of earning additional rewards. When reinforcement is created continuously, schedules of reinforcements take place. The process of giving a reward that the students prefer is known as positive reinforcement; hence, all prizes may be thought of as forms of reinforcement. Depriving students of something they enjoy is known as negative reinforcement (Hassan, 2021).

According to this theory, an educator who uses it choose whether or not to reward a student's behaviour with a positive experience known as a reinforcer, hence controlling the behavior's impact. Reinforcement is contingent upon the occurrence of appropriate behaviour. Teachers can act as contingency managers in the classroom by choosing providing or withholding reinforcement based on the behaviour of their students. One can use main or secondary reinforcers. Food and safety are examples of primary reinforcers, and students don't always have to appreciate them. On the other hand, secondary reinforcers are those that pupils have grown to really enjoy. They include praise, money, and the opportunity to perform (Skinner in Muhsin, 2021).

Assertive Discipline Theory

Lee and Marlene Canter created the obedience-based disciplinary strategy known as assertive discipline theory. There is a lot of instructor control involved in the classroom. It's also known as the "take-control" method of teaching since the instructor maintains firm yet encouraging control over the classroom. According to the theory, teachers must create guidelines that precisely outline what constitutes acceptable and unacceptable students behaviour, teach these guidelines to students, and request support from parents and/or administrators as needed to deal with students' behaviour (Hupps, 2018). The fundamental objective of assertive discipline is to give teachers the freedom to include students in the learning process without being hindered by misbehaviour.

Teachers that practise assertive discipline are trained to reward proper behaviour provide persistent follow-through and set clear behavioural limits and consequences for children. Creating a clear classroom discipline plan that includes rules that students must obey at all times, praise for obeying the rules, and repercussions for breaking the rules is one aspect of this strategy.

Conclusion/Implications for Value Reorientation

In conclusion, teachers can rehabilitate and assist kids instead of punishing them by using a variety of alternatives to corporal punishment. In addition to being a means of correcting misbehavior, positive discipline emphasizes the importance of preventing misbehavior by creating a pleasant classroom environment from the start. While corporal punishment includes slapping, paddling, pinching, flogging, and mutilation which entails the act or instance of destroying, removing, or severely damaging a limb or other part of the body of the misbehaving student. Some of the forms of positive discipline includes social praise, effort-based praise, and behaviour specific praise.

Suggestions

1. Secondary school administrators should make an effort to train teachers, other school support personnel, and prefects about the benefits of positive discipline and the necessity of using it rather than physical punishment to correct misbehavior among students in schools.
2. All authorities in charge of schools should work together to end the use of corporal punishment as the most effective means of reinforcing students' behaviour.
3. The educational rules that apply to secondary schools should be reexamined, with particular attention paid to the provision concerning the discipline of students. In order to comply with worldwide best practices, the review should promote positive discipline and expressly oppose corporal punishment.
4. There should be a lot more educational lobbying to dissuade parents and school teachers.
5. In secondary schools, progressive management meetings should frequently emphasize the importance of implementing constructive discipline in the classroom.

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