

Abstract

The purpose of this study was to investigate the effectiveness of punishment in suppressing deviant behaviour among pupils in selected high schools of Kabwe District. This topic was derived from one of the objectives in my dissertation and the findings that underlie the same.

The study used descriptive survey as a research design to effectively collect both qualitative and quantitative data from the respondents.

The total sample size was 144 solicited from the four high schools. Outlined as follows; 100 pupils, 40 teachers and 4 Head teachers. **Mukobeko, Kabwe, Kalonga and Bwacha high schools** were purposely selected. The study revealed that the social control systems that were used in most schools to control pupils behaviour contributed to the increase of deviant acts among pupils. Teachers used punishment, forced transfers and suspensions as the only recourse in dealing with deviant pupils. These were punitively applied and so no greater changes were seen in pupils behaviours. Following the *Education Act of 1966 which stipulated that corporal punishment as it applied to the beating of children was permissible but could only be applied by the head of a school or one designated to do so*. Many teachers over used this mandate as social control system and so it raised a lot of tension and a host of legal, political and ethical concerns. *However, in 1998 the Government of Zambia in an Act of Parliament abolished the use of corporal punishment in all schools. This has since been ratified by the new Education Act of 2002 which says that corporal punishment has been abolished*. As a result of these teachers have been left without any obvious alternative to the traditional punishment that they were accustomed to. How this study endeavored to show how punishment could be applied justly without leaving any punitive traits and hence produces lasting behavioural change.

Recommendations:

The following recommendations were made based on the findings;

1. School administrators must ensure that they seek pupils' involvement in the formulation of school rules and regulations.
2. School administrators must ensure that they specify the consequences that offenders are likely to face following the infraction of any particular rule and that they must administer them fairly.

CHAPTER ONE

INTRODUCTION

Background

In the past four decades deviant behaviour among pupils had been a source of concern in the Ministry of education among educational administrators and teachers in Zambia. There has been greater erosion of social mores in society including the school community due to the fallen standards of discipline. The school system had been grappling with a number of deviant behaviour patterns among pupils, including; vandalism, crime, class boycott, high levels of pupil incorrigibility teen-age pregnancies, abortions and many other vices perpetrated by pupils. Since pupils spend much of their time in school, schools had been expected to assume much broader approach to character development than what they had done in the past. Following the abolishment of corporal punishment in schools in 1998 there has been a steady increase of pupils' misbehaviour in schools. However, it is quite absurd to note that the, the legislation that provides for the abolition of corporal punishment does not offer alternatives to punishment. This has largely been left to the teachers and school administrators to decide. This development has incapacitated the school authorities in that there are a lot of restraints in as far as total control over the pupils is concerned. Human rights activists and Government policy makers have come on board and they emphasize on securing and protecting the welfare of the pupils than the teachers and school administrators. The school disciplinary board has in some way been out stripped of their relegated authority to deal with disciplinary matters. Instead pupils are told to report any form of teacher-pupil seemingly harassment or any form of physical punishment straight away to law enforcers. The Ministry of education has made it mandatory for all teachers to have few minutes before their lesson session to look at cross cutting issues that largely emphasise on forms of child abuse including corporal punishment. Faith based organizations and NGOs seem to have taken over the responsibilities of ensuring pupils safety hence creating big contrasts and conflicts in the running of the schools. There fore the teacher's authority and control over pupils has been greatly undermined.

The term discipline is usually reserved for those things a teacher can do to make her students comply with the rules of the classroom, where as punishment is used as a punitive consequence to suppress pupils deviant behaviours. However, a common characteristic shared by classrooms is that a number of formal rules are imposed to manage behavior and far too much emphasis has been used on punishment. The teacher's reliance upon punishment for elimination of behaviour is, in many respects, 'Mother Nature's way of teaching'. Relying upon punishment to eliminate behaviour is in many respects effective.(Dollar 1972:9)How ever, it is believed that mother nature 's teaching methods can be improved.

This study aimed at finding the best way of applying punishment in schools there by making an improvement in the existing disciplinary codes. The paper will endeavor to look at the most common social control systems that are applied in the four Kabwe District High Schools that were selected for study. These are Mukobeko, Kabwe, Kalonga and Bwacha.

There has been an out growing outcry by the members of the community over the use of punishment by teachers to suppress pupils' behaviours. The forms of punishment that were applied in schools differed in their nature going by the news paper reports. Mugala,S.(2008) in a post news paper article entitled " Disciplinary cases prevent 14 pupils from writing Grade 12 exams, says report, Post News paper Education supplement 08th November,p.2 –in a case that involved 13 boys from Mpika Boys and one from Kasama-states that;

"...it was resolved that 14 pupils will not sit for the Examination Council of Zambia Exams because they were facing disciplinary cases, said Provincial Education Officer,Selishio Chanda." " He said although it was a difficult decision to make, it was the only way of discouraging riotous bahaviour in schools. He further said, they needed to curb the increasing number of riotous behaviour by pupils in schools so that there is stability in schools and pupils concentrate in learning. Regarding the 21 Grade 11 Mungwi Technical High pupils who were suspended for allegedly assaulting grade 10 pupils at the school, the PEO said the pupils' had been given forced transfers and were made to repeat grade 11 where ever they went.

Statement of the problem

Disciplinary matters have raised a lot of thorny issues in most schools in the recent times. The school administrators and teachers have always emphasised on law and order in the school. To help attain this, the schools have put in place rules and regulations that the pupils are supposed to follow without question. However, most pupils in many quarters have argued out that most of the schools rules are just imposed on the pupils and as a result there are a lot of inappropriate rules that easily beset the pupils hence there is an increased number of pupils that infract these rules. On the other hand the recent move by the Ministry of Education to abolish corporal punishment in 1998 which was later ratified by the enactment of parliament of the 2002 act has also left a lot things to be desired in as far as alternatives to punishment by teachers is concerned. It was observed by Mbozi (2009) that the very legislation that abolished corporal punishment has not provided an alternative to punishment. Most of the teachers have no effective obvious measures for the same for fear of victimization by the law enforcers to whom the pupils have been strictly instructed by human rights activists and policy makers to report direct to when ever they are given any form of seemingly corporal punishment. This trend by the pupils has brought a lot of exaggerations among pupils who in most instances dramatise and augment any form of punishment or reprimands that are applied to them by the teachers. This matter has greatly undermined the authority of teachers as a number of them have been incarcerated owing to the same policies I place. What kind of society then are we heading to which will not accept any form of correction. To strike a balance and resuscitate the seemingly weakened authority of teachers on pupils, this study endeavored to investigate the nature of the social control systems that existed in most schools, how they were applied and how they could be improved so as to reduce tensions and restraints on the pupils when ever they were applied.

The purpose of the study

The purpose of the study was to find out the effectiveness of punishments in suppressing deviant behaviour among pupils in selected high schools of Kabwe District.

Materials and Methods

Objectives of the study

1. To find out the nature of social control systems that are present in the schools and how they were applied.
2. To find out how effective the present forms of punishment were in suppressing deviant behaviours among pupils.
3. To find out the leading cause of increased pupil incorrigibility and there by derive measures of curbing the growing trend.

Research Questions

1. What is the nature of the social control systems present in schools and how are they applied.
2. How effective are the present forms of punishment in suppressing deviant behaviour among pupils.
3. What is the leading cause of increased pupil incorrigibility and what measures can be derived to curb the growing trend.

Significance of the study

It is expected that the findings of this study may be useful in finding lasting solutions to the problem of deviance among pupils in high schools. Educational practitioners such as top MOE officials, School Administrators, Teachers and other stake holders will find this information useful in so far as the administering of appropriate and acceptable punishments to pupils is concerned despite the abolition of corporal punishment in 1998 which left no alternative for other appropriate forms of punishment. The research endeavored to out line the best use of

punishment to make pupils comply with schools rules and regulations without any restraints as opposed to the previous punitive ways of applying punishments that brought tensions among pupils, teachers and parents.

Methodology

The study used descriptive survey as a research design to effectively collect both qualitative and quantitative data from the respondents.

Data Collection Instruments

The research instruments used consisted of questionnaires, focused group discussions with both teachers and pupils and scheduled interviews for administrators as instruments for data collection.

Data analysis All numeric data was analyzed quantitatively using computer Statistical Package for Social Sciences (SPSS) version 16.0 to obtain frequency tables and charts.

Results and Discussion.

The study revealed that there were numerous factors that led to the ineffectiveness of punishments in suppressing deviant behaviours among the pupils. Most teachers applied punishment to pupils in a punitive way. Perry (2009) in his web article notes that when a student misbehaves, a natural reaction is to want that younger person to experience punishment and other students to see the consequences of misbehaving. He explained that one hope is that public awareness of consequences will deter subsequent problems. As a result, the primary intervention focus in schools usually is on discipline some times embedded in the broader concept of class room management. More broadly how ever, interventions for misbehaviour can be conceived in terms of;

A.Efforts to prevent and anticipate behaviour.

B.Actions to be taken during misbehaviour.

C.Steps to be taken afterwards.

It is recognized that the application of consequences in an insufficient step preventing future misbehaviour. It is a broadly known factor that there has been a controversy over the use of corporal punishment, suspension, and exclusion from school. Clearly, such practices, as well as other value-laden interventions, raise a host of political, legal and ethical concerns. Unfortunately; too many school personnel see punishment as the only recourse in dealing with students' behaviour. They use the most potent negative consequences available to them in a desperate effort to control an individual and to make it clear to others that acting in such a fashion is not tolerated. Essentially, short of suspending the individual from school such punishment takes the form of a decision to do something to the student that he or she does not want. In addition, a demand for future compliance usually is made along with threats of harsher punishment if compliance is not forth coming. The discipline may be administered in ways that suggest the student is seen as an undesirable person.

It against such backdrops that in Zambia today the abolition of corporal punishment has been effected. Corporal punishment as a form of disciplining pupils has been under attack from numerous stake holders not ruling out the media. Kanayi, R. (2009) in his article entitled, ZCEA begin campaign against corporal punishment, says report, Post News paper 18th December, 2009, p. xiv. Education supplement. stated that,

Zambia Civic Education Association (ZCEA) is undertaking a project to advocate for an end to corporal punishment meted on children in Zambia. This is in line with its mission of promoting and advocating for children's rights through civic education.

The coalition on the abolishment of corporal punishment in Zambia comprises different non-governmental organizations (NGOs), the media and individuals that have interest in the rights of the child.

ZCEA EXECUTIVE director Judith Mulenga said the institution developed an advocacy strategy to come up with ways on how the coalition could advocate for total prohibition of corporal punishment.

“Apparently corporal punishment is frequently seen or portrayed as an effective means of discipline, a deterrent and an act meted out in the best interest of the child. As a result, it has become an accepted and widely used form of discipline,” said Mulenga. “The possible solution is to strengthen families, communities and those in positions of care for children to encourage the use of positive discipline and the promotion of non-violent communication as alternative dispute resolution measures within the home, community and nation.”

ZCEA Child Rights Club magazine issue 2: Term 3 2009, p.6, States that;

ZCEA attends regional and global conferences on ending corporal punishment. As you know ZCEA is advocating for a total prohibition of corporal punishment of you children as a form of discipline even in your homes. As child rights advocates we feel very strongly that you children should be protected from all forms of violent discipline just like adults are protected. We admit that you should be disciplined but not in a violent manner...If you are given corporal punishment as a form of discipline in your school, kindly write to us informing us of when it happened, and by whom and how. We would like to know the extent of corporal punishment in your school –especially the whole class type of corporal punishment.

The report above rightly states that, ‘the possible solution is to strengthen families, communities and those in positions of care for children. I suppose teachers are also in positions of care. Pupils cannot be divorced from the teacher and you expect them to flourish so well in academics. Teachers are indeed in important positions of authority, now if they are alienated from the pupils upon whom their authority is vested how you expect them to work. The best thing indeed is to discourage arbitrary punishment(punishing just for the sake of).Now if these organizations in the coalition on the abolishment of corporal punishment will forsake the input of a teacher and stripe

him off his/her authority then it is as good as saying they have taken the reins of the school in their hands. So they should as well withdraw the pupils from schools and leave teachers alone. Internal conflicts are not a solution. The best is to seek for harmony among all stakeholders. Teachers cannot just be exercising indiscriminate violence against the children who look at them as their model. In fact in their pedagogy they are trained to treat and love each pupil fairly. Organisations are hereby asked desist from disturbing these noble institutions. Teachers are answerable to their superordinates who are vested with power to monitor their professional dispensations as enshrined in the Teaching Service Regulations and General orders. Incarcerating them under civic education organization is not fair. Such acts are just meant to perpetrate confusion in schools and will eventually demoralize the teachers even reducing their already downgraded status further down.

Millman, L.H (1980) Argues that;

Teachers as change agents are a potentially powerful but largely untapped...positive change can be achieved by teachers with the help of recent advances in effective strategies. Often the first to detect a child's behavior problems, a teacher is in a unique position to alter that behavior immediately in a natural environment of the classroom. Teachers are facing more active parent involvement. Parents not only want to know how their child is doing in school, but they also seek advice from, and sometimes assistance to, teachers. But there is often a lack of rapport between parent and teacher that must be overcome if constructive communication is to occur.

Millman further explains that, recognizing the importance of parent-teacher interactions, many authors (Kroth and Simpson, 1977; Losen and Diamant, 1978; Rutherford, 1979) have presented strategies for increasing cooperative efforts between teachers and parents, such as parent-teacher conferences that result in specific plans of action agreed upon by all parties. Most teachers are very skeptical and overwhelmed on the programmes and activities that non-governmental organizations and civic associations that are storming schools without any restraint.

These are actually a threat to the teachers who by nature are supposed to be the pupils' confidants, counselors, local parentis name it. The seemingly tug of war between these organizations and the school authorities is an indirect usurping of powers that be in schools. The teacher's authority is completely undermined. What will schools become of if pupils are reporting to civic organizations other the legitimate administrative structure where a pupil with a complaint is supposed to channel it to a class monitor, prefect, and teacher on duty, grade teacher, HoD, Deputy Head and finally Head Teacher? The advocacy by this organization is at odd with what the Bible admonishes in Proverbs that spare the rod and spoil the child.

Houteff (1944) stated that,

Rather than making their schooling a preparation for life, most students make it a vacation from life...it is a tested fact that during their schooling, students enjoy sponging, a thing that has become a vice. And the longer they go to school the stronger this vice become. And that it is why employers no longer assert Dr. Henry C .Link, the psychologist, "fall each other in their haste to employ college graduates. More over in making their selections, they are often more influenced by a student's extra-curricular activities and his achievement in dealing with his fellow students, than by his success with his professors.

Such advocacy for more enhanced child rights than responsibilities are more likely to produce pupils who would be as asserted above. Such are the ones that become constant liabilities instead of assets to the society. This conspicuous indirect relinquish of authoritative powers that teachers used to exert over the pupils is what made Shana (1971) express his concerns on discipline matters in schools. He particularly questioned the attitude of mind which sets the pupil above his parents, Head teachers and even the ministry. An attitude which in matters of discipline a child should be allowed to lay down his conditions of obedience and query the 'right' of the Head to demand certain standards of conduct. He mentions such incidences as in pupil discipline cases

where a teacher is called to the office of the Head only to face cross examination at the hands of pupils. The attitude, he says, must be checked before absolute disaster follows. "I cannot offer any specific cures for these attitudes except to recommend that we should continue with fair and steady firmness in our disciplinary approaches.

I too join the battle in solidarity with Shana to question these attitudes before the absolute disaster which he predicted and now is in our midst crushes us finishes. Teachers are already facing a lot of cross examinations this time not at the Head teacher's but at the local policy station or local court as may be determined by ZCEA. Such developments are adding to the depleting of the once hailed status of a teacher. This factor is amongst the leading cause of deviance among pupils.

This advocacy is being perpetuated through various media. For example Chingala, A. (2008) ZCEA Slams Call for Corporal Punishment, says report, Post News Paper 10th November, p.13.

A decent Christian society should aim at teaching and not and inflicting body pain on children and its future leaders, Zambia Civic Education Association(ZCEA)executive director Judith Mulenga has said. Reacting to Zambia United Christian Action (ZUCA) president John Jere who called for the re-introduction of corporal punishment in schools to return the lost respect for teachers by pupils, Mulenga said that it was a pity that a man of God should be preaching violence.

"Jesus Christ condemned violence in all his teachings and we are not saying children should not be disciplined," She said, "they should be disciplined and be made to realize that for every action, there is a consequence."Mulenga said corporal punishment was not synonymous with discipline. " Discipline comes from a Latin word 'discipline' which 'means to teach' and the 'corporal' comes from a Latin word 'corpus' which means 'body' and the word 'punishment' comes from the Latin word 'punire' which means 'pain.' Mulenga said corporal punishment resulted in immediate compliance by the person who was being punished but did not result in life change in attitudes and values because research had shown that a person who received corporal punishment repeated the behavior but one who was taught the consequences of bad behavior changed their

attitude for better. She said there were non-violent means of disciplining children that were more effective than corporal punishment. "All corporal punishment teaches a child is that it's ok when you are bigger or in position of power to use violence on persons that disagree with you. 'She said. "In any case, why should children be less protected from violence just because they are younger and more vulnerable?" Mulenga wondered what kind of society refused to protect children from violence and yet accorded adults all the protection they needed against violence.

Well, this debate seems to be entertaining to the public when it is brought on an open gallery like media as it were. One very important fact that must be appreciated among the debaters' is that children are delicate products from God and they must be harnessed in the best possible way. It is a known fact that most of the non- teaching staff suffer from the Black box of what actually happens and takes place in a classroom as asserted by the small scale theorists. For Samuel Becker's concern with the labeling theory was the process by which people come to be known as deviants, delinquents or criminals. He disputed the theories that were determinants of crime. He instead looked at the process. He argued that there was certain group of people that considers others as outsiders or on the other side .He came to conclude that it is society that makes people deviant. He further argued that it is people who make rules others break rules and are defined as deviants by the rule makers. You may break the rules and you are not caught hence cannot be called deviant. It is the process itself that creates deviance, not the act and not the people. How does this happen;

1. One commits an unacceptable act (offence.)
2. Society punishes such and because he is punished he comes back and commits another offence. He is given stiffer punishment.
3. He commits another offence and punishment is meted out. He goes on committing offences in reaction to punishment and becomes hard core criminal. It is a way of accepting that it how society looks at me. So he becomes a secondary deviant (One

whose life is surrounded by acts of deviance) Primary deviance is where one is doing bad things not as habitual things but rather first offenders.

Therefore it is very important that the advocates of certain behavioral policies consider this process as outlined by Becker. What one does, not but how he does it is what matters. Teachers are professionals and they know too well their pedagogical skills. It is true indeed that a Christian society must aim teaching and not inflicting pain. This should not be administered willfully and for its own sake. But rather should be administered rightly. Jesus Himself the author Christianity at one time lambasted people that were playing gambling in the temple with a sharp whip and He is not out rightly condemned by the whole Christendom. Instead the act is used as one of the object lessons that people should throw away rod-as it has happened in schools- if there is to be total sanity in the society. Teachers knew how corporal punishment was to be administered. The act was done with the full witness of the Head teacher and Deputy Head teacher and the one administering was asked to sign in the punished book. Unless otherwise a teacher refuses to administer then the Head teacher would take it up making sure a full description of what has happened was written in the punishment book. Today this has been lost sight of. Most the teachers do not even know what a punishment book is and what it looks like. See the statistics in the tables below.

The study revealed that that teachers are stripped of their authority. Today pupils can bump into a teacher without any apology. They can argue with the teachers without any reservations. It was also observed from the responses of the Head teachers in the oral interview that many of the following items that are supposed to be displayed or stocked by the school as demanded by MOE, were not in place in all the schools that were sampled. These are;

It was further revealed in the oral interview with Head teachers most of the following programmes are not followed to the letter as demanded by MOE. These are;

(1)Follow up on the deviant behavior such as drug abuse, abortions, bullying, fighting and other immoral conduct.

(2)Pupil teacher problems.

- (3) Availability of qualified teacher counselor.
- (4) Follow ups on pupils affected by the trauma caused by the death of a parent or parents due to HIV/AIDS related diseases.
- (5) Stock of pupils cards with photographs of pupils.
- (6) Stock of the files containing the academic performances of each pupil accurately entered on the card.
- (7) Availability of a record of individual or group counseling.
- (8) Accurately recorded, dated and signed records of special behavioral observations.
- (9) Evidence of record of guidance and counseling services offered in the term.

The study also revealed in the oral interview with Head teachers that certain forms of punishment if well implemented by teachers would help curb deviance but they were completely ignored. The head teachers assented to the fact that only the following punishments were effective;

- a. Letter to summon the parents to come to school and discuss the problem.
- b. Send offender to the Head teacher.

The following forms of punishments are either not known by the teachers or were completely discouraged due to the evolvement of child rights. These are;

Detention., Loss of privileges, Criticisms, Ignoring or withholding recognition, A look of disapproval, A frown (Facial expression) The study recommends that teachers may use any of the later forms of punishment so long they use good sense of judgment when applying them.

Conclusion:

Most teachers have a narrow view of the major intent of punishment. They see the application of punishment in a punitive manner as the best recourse in ensuring pupils compliance to school

rules. However, as with many emergency procedures the benefits of using punishment may be off-set by many negative consequences. These include negative attitudes towards school personnel which often lead to behaviour problems, anti-social acts, and various mental problems. This has resulted into the reviewing of the *Education Act of 1966 which stipulated that corporal punishment as it applied to the beating of children was permissible but could only be applied by the head of a school or one designated to do so. However, in 1998 the Government of Zambia in an Act of Parliament abolished the use of corporal punishment in all schools. This has since been ratified by the new Education Act of 2002 which says that corporal punishment has been abolished.*

The effects of physical punishment are probably complex and highly dependent upon the intensity of the punishment and the manner in which it is administered. A parent who attempts to modify his child's behaviour by inflicting severe physical punishments is providing an aggressive model from whom the child may learn aggressive means of responding in interpersonal situations. Although, because of fear of retaliation, the child may not counteraggress in his parent's presence, he may nevertheless model his behaviour after that of his parent when he himself wishes to cope with or control the behaviour of others. Indeed, Hoffman (1960) found that mothers who forced compliance with their demands through the use of power-assertive disciplinary techniques, which included verbal and physical aggression, had children who exhibited aggressive power-assertiveness in controlling the behaviour of peers and resisted the influence attempts of both teachers and peers. In contrast, one aspect of the use of reasoning as a disciplinary technique may be that the parent provides an example of how to respond nonaggressively in frustrating social interactions.

Chrost (1962) has recently reported significant positive relationships between the overt aggression of adolescent boys, measures of which were obtained from teachers' ratings, and the extent to which their parents employed authoritarian methods of control. The parent behaviour was assessed by means of the Parent Attitude Research Instrument (Schaefer and Bell 1957), in Bandura and Walters (1963) which defines authoritarianism in terms of a number of interrelated variables and presents the authoritarian who harshly suppresses aggression. Chrost interprets his findings as reflecting parental modeling of hostile aggressive behaviour and his results may consequently be regarded as consistent with those reported by previous investigations. Reasoning may also involve explanation of possible motives for placing of restraints on the child's behaviour may be in itself sufficient to deter the child from acting in disapproved way. Reasoning may also involve explanation of possible motives for placing of restraints on the child's behaviour by parents or others, thus forestalling resentment and intense attempts to modify or neutralize the behaviour of the controlling agent. Moreover, it sometimes includes symbolic modeling in the form of presenting examples or detailed instructions of alternative prosocial modes of response that the

child can adopt when a similar situation arises at a future time. While focusing on consequences may serve primarily to inhibit behaviour that the parent desires to forestall, examples of prosocial behaviour and explicit instructions of how to behave in a prosocial manner provide standards by means of which a child can guide and evaluate his actions. The latter effect is demonstrated in experiments by Sroufe (1963 b; Aronfreed, Cutlick, and Fagan, 1963), in which children who were provided with explicit instructions concerning how they should behave that they had fallen short of the standards that had been presented, than did children for whom the expected pattern of behaviour was relatively unspecified.

Many teachers have no alternative to punishment and so most teachers overload the office of the head teachers with all sorts of pupils offences which they could otherwise handle very ably had they understood the essence of punishment. Dollar (1972:13) notes that; 'In many indirect ways the teacher when he is an agent of punishment automatically becomes the target of punishment as well' and that when teacher... 'is an agent of reward, automatically becomes a target or recipient of reward as well.' The tendency of applying punishment punitively simply models punitive techniques among pupils. As Dollar (1972) puts it, that aggression teaches aggression through modeling. This is overt in many behavioural tendencies which most pupils are portraying in schools today. Laboratory and clinical investigations of the effects of punishment upon infrahuman and human response conclude that the punished response will be, at best, temporarily suppressed as long as the agent of punishment is present. For example for a pupil who realizes that running in the school corridors is prohibited, and deliberately comes running and only slows down when he reaches the head teacher's office. Most teachers only interact with their pupils only after they have misbehaved. The end result is the child's perception of these people as agents of punishment. It is sad to note that too many teachers and parents attempt to teach by imposing the idea of threat and punishment. Under these conditions, the child learns new responses; how to be aggressive, or how to live with fear, ulcers, and anxiety.

It is very important to note that teachers need to specify clearly to the pupils appropriate classroom behaviour. Most of the teachers that were interviewed responded that they have never effected any form of class room rules in their classes. The teacher is expected to detail the expected behaviour for the class in general in addition to individual responsibilities. The rules must tell the student how to perform. A negatively stated rule, like punishment, fails to communicate appropriate behaviour. Negative statements specify behaviour that is wrong but fails to provide clues to correct behaviour. In classrooms there may be little ambiguity about the

rules; unfortunately the same often cannot be said ‘logical penalties’. Even when the consequences for a particular rule infraction has been specified ahead of time, its logic may be more in the mind of the teacher than in the eyes of the pupil. It is very important for teachers to note that in the recipient’s view any act of discipline may be experienced as punitive, unreasonable, or unfair. Basically consequences involve depriving pupils of things they want and/or making them experience something they do not want. Consequences take the form of, removal/deprivation for example, loss of privileges, and removal from an activity. Reprimands, for example public censure. Reparations, for example to compensate for losses caused by misbehaviour and recantations, for example apologies, plans for avoiding future problems. Moreover it is well to recognize the difficulty of administering consequences in way that minimizes the negative impact on a student’s perception of self. For discipline to be perceived as logical sequence, steps must be taken to convey that the response is not a personally motivated act of power, (for example an authoritarian action) and indeed is a rational and socially agreed upon reaction.

Perry notes further that as students get older, suspension increasingly come into play. He says suspension remains one of the most common disciplinary responses for the transgressions of secondary students. As with many emergency procedures the benefits of using punishment may be offset by many negative consequences. These include negative attitudes toward school and school personnel which often lead to behaviour problems, anti-social acts, and various mental problems.

Knoff (1987) offers three definitions of disciplines as applied in schools: “(a)...Punitive intervention (b)...a means of suppressing or eliminating inappropriate behaviour, of teaching or reinforcing appropriate behaviour and of redirecting potentially inappropriate behaviours towards acceptable ends, and (c)...a process of self-control whereby the (potentially) misbehaving student applies techniques that interrupt inappropriate behaviour and that replace it with acceptable behaviour.

Intervention Focus in Dealing with misbehaviour.

Preventing Misbehaviour.

A. Expand Social Programmes.

Increase economic opportunity for low income groups.

Extend quality day care and early education.

B. Improve schooling.

Personalise classroom instruction (e.g. accommodate a wide range of motivational and developmental differences)

Provide status opportunity for non-popular students (e.g. special roles as assistants and tutors)

Follow up all occurrences of misbehavior.

During Misbehaviour.

Try to base responses on understanding of underlying motivation (If uncertain start with assumption the misbehavior is unintentional)

Re-establish a calm and safe atmosphere.

Use the understanding of the student's underlying motivation for misbehaving to clarify what occurred (if feasible involve participants in the discussion of the event.)

Validate each participant's perspective and feelings.

Indicate how the matter will be resolved emphasizing the use of previously agreed upon logical consequences that have been personalized in keeping with the understanding of underlying motivation.

If the misbehavior continues, revert to a firm but non authoritarian statement indicating it must stop or else the student will have to be suspended.

After Misbehaviour.

Implement discipline using logical sequences and punishment.

Objectives in using consequences.

(a) Deprive the student of something she/he wants.

Make the student experience something she/he does not want.

Forms of consequences.

(a) Removal (deprivation (loss of privileges, removal from activity)

Reprimands (public censure)

Reparations (e.g. of damaged or stolen properties.)

Recantation e.g. apologies, plan for avoiding future problems.

Discuss the problem with parents. Explain how they can avoid exacerbating

Work toward prevention of further occurrence.

Schools must teach self discipline to students.

The majority of these classroom rules, like the rules which govern our society, are designed for the common good. In order for large groups of people to live within a limited area, each individual must be socialized to certain rules of conduct or behaviour. The teacher's source of control is directly dependent upon her ability to make rules and enforce the students compliance with the rules. (Dollar 1972:5)

It is very sad to note that most of the pupils' deviant acts were perpetrated by what may be termed as school structured violence. This implies that a lot of rules that pupils infract are as a result of lack of adequate orientation or thorough interpretation by the on the part of the administration and the teachers. For example some pupils who were asked in the focused group discussion explained they were led into certain deviant acts because of lack of patience on the part of the teachers. For instance, those who were punished for late coming explained that teachers did not bother to find out what led to their late coming all they did was to implement rules. So most pupils knowing that it was impossible to be heard by the teachers on duty when ever they came late opted to stay out side the school fence till break time. They also explained that there were instances were well to do pupils who are driven to school reach the school when

the gates are closed after 07:30 hours to their surprise they see the gate man opening the gates and allowing the car in there by allowing these pupils escape the late coming punishment.

The other aspect that came out in the study conducted in the high schools under study was that most teachers did not have class room rules and so they always applied the general school rules which were in most cases not tailored for the class room situation. As a result there were a lot of resultant contrasts. Class room rules are important in that teachers find them easy to implement and that the pupils who infract them are easily counseled. One important aspect which is usually ignored on the formulation of rules and regulations by the school is the involvements of pupils. The exercise of formulating class rule along side with the pupils act as a blue print that can help the pupils appreciate what they generate. Any infraction of such rules that they have participated in their formation may make such pupils have a deep feeling of remorse and betrayal to the rest of the class and so see the greater need of adhering to the rules they helped formulate.

Recommendations;

1. School must review the school rules and regulations regularly with the involvement of pupils.
2. Government needs to review certain policies to ascertain their effectiveness.
3. School based social workers and itineray psychiatrists must be employed to help pupils with genetic behavioural problems.
4. Schools must attach specific consequences that offenders are likely to face following the infraction of particular school rules.
5. Teachers must endeavour to explain vividly to the pupils the logic behind each school rule.
6. School administrators must seek full involvement of the pupils in the formulation of school rules if these are to be appreciated by the same pupils.

7. Teachers must learn to give good rewards to pupils who portray exemplary behaviour other resorting to punitive punishment to the offenders.

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