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DISCIPLINE IN NIGERIAN SCHOOLS: PSYCHOLOGICAL APPROACHES FOR ENHANCEMENT

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Abstract
Psychological approaches address school discipline, school wide, classroom, and individual student needs through adequate prevention, targeted intervention, and development of student's self-discipline. Schools often respond to disruptive students with psychological approaches that have limited value. This article explains strategies to improving school discipline practices and student behavior: reinforcement; shaping; token economy: and extinction. The paper discussed how social learning and operant conditioning theories of learning can be used to modify students' behavior. The paper posits concept of school discipline, types of disciplines, models of disciplines, theoretical approach and its impact on students' discipline. Positive reinforcement, token economy, extinction, teaching strategies and shaping were discussed as psychological approaches used to increase and maintain desirable behaviours among students. The paper recommended that, teachers should use principles of reinforcement to encourage well-disciplined students in the school, strategies such as reinforcement, skip time etc. should be used to correct students' negative behaviour.
Keywords: Discipline, Psychological, Approaches, Enhancement, Reinforcement

Introduction

The rate at which Nigerian students disobey schools' rules and regulations is at alarming rate and the schools' managements have not been doing well to improve the situation. Teachers' lateness and absenteeism, overcrowded classrooms, un-conducive school environment, harsh school rules and regulations, poor teaching by some teachers, poor leadership of some school administrators, among others could the causes of indiscipline in Nigerian schools. Psychological variables such as aggressiveness, temperament, broken home and many more can also be among the reason why students indulge in the act of indiscipline. The indiscriminate rate of indiscipline among the students calls for the need to map out strategies on how to bring an end to the happening so that it will not go out of control. The teachers and the school management need to devise means of disciplining their students so that the schools can produce students that will live a valuable life within any given community and contribute towards social, economic, and political development of the nation, the appropriate skills, values, attitudes, knowledge, and competencies

must be impacted into the students. In Nigeria, indiscipline has been a major and continuous administrative problem among the students. Denga (1999) in his study identified indiscipline problems such as stealing, truancy, sexual offence, vandalism and cheating as destructive practices. Different authors have defined discipline in various terms. Adesina (1980:108), says that discipline is to teach the students manners on how show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school mangers and teachers should enforce acceptable behaviour in their students. The word discipline has been defined by different authors. Egwunyenga (2005) defined discipline as the training that enables an individual to develop an orderly conduct and self-control as well as direction. Peretomode (1995) maintains that discipline involves the ability to have self-control, restraint, respect for self and respect for others. Abubakar (2000) sees discipline as the ability and willingness to do what one ought to do without external control. Therefore indiscipline is an action display by students which contravene the lay down rules and regulations of the school.

It has been realised that students' indiscipline in secondary schools in has become a cankerworm that has deeply eaten into the students' mind. Students in Nigeria schools have become disrespectful to school managements, teachers, parents, their seniors and to the society in general. These students display different types of indiscipline behaviours among which include deviant behaviours (abusive words, confronting, alcohol consumption, canning, lateness to school, lies telling, dishonesty, disobedient to teachers, and school administration), conduct behaviours (violence, vandalism and stabbing teachers in schools), Criminal behaviour (rapping insulting/assaulting and stealing) and vices (cultism, rioting and drug abuse). The extent to which students' indiscipline behaviours in school are correlated with are not known whether these influences emanate from the perspectives of their peer group, their parents' socioeconomic achievements, parent's attitude, teacher' attitude, school culture, climate and environment; and the magnitude of disorder it triggers in school and what strategies should be put in place to curb this deviant behaviour (Ngwokabuenui, 2015). All of these are equally contributed to the fact that student come from different family backgrounds, economic status, cultures and values. Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007;); resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government. Disciplines in schools are of different types which classroom teachers use to maintain law and orders. Preventive discipline: teachers with effective classroom management strategies establish expectations, guidelines and rules for

behavior during the first few days of class. Clearly explaining expectations is an essential component to preventative discipline. The goal of preventative discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behaviors are and are not appropriate. More so, supportive Discipline: Even the best laid preventative discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from punishment in that it provides a student with suggestions and options for correcting a behavior before a consequence is necessary. Lastly, corrective discipline: when a student has failed to redirect student's behavior after repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following infraction.

It is evident that most students' indiscipline and unrests are premeditated to cause maximum destruction. School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the school to which all students must conform, and the violation of which leads to punishment. It is seen as a process of training and learning that fosters growth and development Snowman and Brehler (2010). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. The doctrine of school discipline according to Winkielman, (2005) is based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control. In effect, teachers have the right to punish students who contravene school laws.

Discipline refers to a systematic instruction given to a disciple, a student. To discipline means to instruct a person to follow a particular code of conduct. Usually, the phrase "to discipline" carries a negative connotation. This is because enforcement of order, that is, ensuring that instructions are carried out is often regulated through punishment. Consequently, in the field of child development, discipline refers to methods of modelling character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure Rashida (2010). School discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. For this reason, the usage of school discipline sometimes means the administration of

punishment, rather than behaving within the school rules. Jones (1989), in his studies of time-off-task student behavior, found that inappropriate behaviors account for 45% to 55% of time spent in the average middle- and high-school classrooms.
Discipline in schools of learning plays a very important role towards the academic achievement of the students. School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the schools to which all students must conform, and the violation of which results to punishment.

In a school system, all students must be aware of the rules before disciplinary action can be administered (Achemu. 2008). According to Terzi, (2011), school discipline refers to regulation of children and the maintenance of order ("rules") in schools.

The models of disciplines explained by Thomas (2010) can be used to improve discipline in Nigerian schools as follows:

1. The Kounin Model: • Kounin's model focuses on preventive discipline -- techniques and strategies designed to prevent the occurrence of discipline problems in the first place. According to Kounin, good classroom management depends on effective lesson management. As classroom teachers, this model can be used to prevent unwanted behaviours from the students. Therefore, the use of this model will help to prevent emergence of any form of unwanted behaviour among the students.
2. The Neo-Skinnerian Model: Shaping Desired Behavior. Key Ideas: -The teacher shapes desired behavior. -The best results occur when the teacher provides reinforcement every time good behavior occurs, especially in the beginning stages of learning. -Behavior weakens if reinforcement is not provided. The use of this model will enhance good behavior among Nigerian students if properly used by the teachers. Teachers are expected to reinforce students with outstanding academic performance. On the other hand, good behavior dies off as a result of lack of reinforcement from teachers, school management as well as parents.
3. The Glasser Model: Good Behavior Comes from Good Choices. Glasser's recent work focuses on the class meeting as a means of developing class-wide discipline. Teacher can help pupils learn to make good choices, since good choices produce good behavior. Teachers and parents are counselors which their responsibilities include helping students to choose good choices that will encourage them to be disciplined in life. Indiscipline can come up as a result of wrong choices, a student who mistakenly chooses wrong choice may end up been frustrated and become nuisance to the society.
4. The Canter Model: Assertively Taking Charge and The Fred Jones Model: Marlene and Lee Canter have developed a discipline model based on

thousands of hours observing teachers in the classroom. What they have included in their model is based on what the successful teachers do. Assertive Discipline is a direct and positive approach to make it possible for the teacher to teach and the students to learn. Teachers are encourage to use assertive skills to restructure students' cognition as which always make them to keep track of good doing. Assertive skills are used to prevent unwanted behaviour among the students.

Theoretical Framework and students' behaviour Modification

Under this theoretical framework, the researcher reviewed existing theories that serves as a roadmap for developing the arguments in relation to how discipline can be improved among the students. The theories helped the researcher to explain phenomena, draw connections, and make predictions. There is a number of theories in connection with discipline and behaviour modification of students. These theories are as follows:

1. **Social Learning Theory**

Social learning theory, proposed by Bandura (1995), emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. According to this theory, indiscipline is a learned behaviour and cannot be inherited in any way. Students learn any form of act of indiscipline through imitation, coping and at the same time watching from their parents, school mates as well as their teachers.. The theory postulates that children learn new behaviours largely through modeling. Bandura (1995) argued that indiscipline is learned by watching students indulging in it. For example, a child who sees his parents arguing or fighting when they are angry is most likely to be violent in nature. Based on this theory, there is a conviction that the influence of significant others like biological parents, teachers, and peers can easily be emulated by the youth. In this regard with reference to this study, if peers, teachers, parents and other adults in the school and society indulge in unwanted activities that provide poor examples and guidance to the youth, then the children may likely copy from them. This theory is relevant to this study because any act of indiscipline is learned by the students and this learned behaviour especially if negative will definitely make students to violate the school rules and regulations. Since behaviour is learned, parents should endeavour to train children in such a way that will make them grow up with behaviour worthy of coping and imitating as this will make them disciplined. Teachers and school managements should correct any student who display any act of indiscipline with immediate effect to prevent other students from coping and this will a long way minimise the rate at which students go against rules and regulations of the school.

Operant Conditioning and Students' Discipline

Skinner's theory was based on two assumptions. First, the cause of human behavior is something in a person's environment. Second, the consequences of a behavior determine the possibility of it being repeated. Operant conditioning is a type of learning that happens when certain behaviors are rewarded or punished. Thus the student becomes conditioned to perform certain behaviors instead of others in the anticipation of punishment or reward. We can see operant conditioning examples in the classroom during lessons presentations. A teacher encourages students to conduct themselves in a good manner as it's important for character-building in the formative years. When students are disciplined, cheering and praising as positive reinforcement will help them to maintain their good behaviour. And also helps to prevent them from any act of indiscipline in the school. In operant conditioning, punishment is any change in a students' behaviour which, occurs after a given behavior or response, reduces the likelihood of that behavior occurring again in the future. As with reinforcement, it is the behavior, not the student that is punished to discourage any act of indiscipline which in turn promotes discipline among the students. In psychology, punishment is always effective in changing behavior, especially when the students are not disciplined.

Techniques to Correct Students' Negative Behaviors

The below methods help create teachable moments by providing opportunities for development, while making sure students feel safe and cared for. It is important to mirror these discipline techniques at school, and communicate often with teachers so that they can be equipped with reasonable techniques to deal with negative behaviour among the students. These techniques are:

1. Use positive reinforcement

Positive praise is encouraged whenever a student engages in good behavior, or in an act of kindness. Always focus on the positive things student is doing, so that he can be more apt to recreate those behaviors. Different kinds of reinforcers can be used to assist students to correct any form of negative behavior. Reinforcers such as praise can be used for student who displays any form of good behavior in the presence of his school mates as this will help to correct students with bad behavior through imitation.

2. Be simple and direct

Constructive criticisms are needed to correct students instead of using abusive words that can copy against them. Reasons and explanations should be given for rules, as best as teachers and parents can do. Teachers need not to be harsh to their students, they are encourage to be simple and direct so that their students will be free to move closer to them and at the same time, the teachers can make better use of the

opportunity to train them in such a way that will make them conforming to the rules and regulations of the school and society at large.

3. Use "No" sparingly

When a word is repeated over and over, it begins to lose meaning. There are better ways to discipline students than saying "no." Think about replaying the message in a different way to increase the chances of the students taking note. As teachers, the use of repeated statements makes students to be used to the statement and thereafter makes now meaning any more. Therefore, different meaning approaches should be used to correct students' with negative behavior. This mean of all the corrective methods we have, a teacher is expected to use them all if one fails to correct students' misbehavior.

Psychological Techniques Used in Maintaining Discipline among Students.

The following are strategies which can best be used to make students' discipline in the school.

1. **Token Economy:** Token economy represents a system in which expected behaviour is reinforced with tokens (primary rein forcers) and later exchanged for rewards (primary reinforcers). Token can be in the form of fake money, (dormy), stickers, symbols, etc. while rewards can be snacks, privilege and activities and so on. Nwankwo (2007) found that token economy as the technique which allows therapists to give conditioned reinforcers to individual students for being disciplined. Here, conditioned reinforcers may include giving points, use of metals, card/tickets, symbols. These are later exchanged for books, pencils, erasers, buckets, privileges and so on as may have been agreed on by the therapist and the client. Token economy "can be effective if the teacher rewards a truant pupil for being present for a whole week and promise that more rewards await him if he adjust by frequently coming to school.
2. **Reinforcement:** The application of reinforcement helps in preventing undesired behaviour among students. Winkielman (2005) sees reinforcement as a stimulus that strengthens behaviour and increases the frequency of its occurrence. It includes reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. There are different types of reinforcement; these are intrinsic reinforcement (that is when behaviour strengthens itself like eating and playing music), extrinsic reinforcement (this is when the behaviour is strengthened by external consequences), primary reinforcement (things that are important to life such as food, water) and secondary reinforcement (things like money and praise). Other strategies for behaviour modification include according to operant conditioning theories of learning are::

3. **Extinction:** This is a type technique commonly used in homes, schools and offices. It is a technique used to eliminate undesirable behaviour. This approach can be used to change students' negative behaviour to good behaviour. The use of extinction to decrease undesirable behaviour is gradual and tends to get worse initially before it begins to improve. Okeke (2002) stated that when extinction is initially used to decrease undesirable behaviour, that can be tolerated temporarily that is, behaviour whose stamping out will rather hurt the students or others. Using extinction to eliminate undesirable behaviour, there is needs to ensure that what is reinforcing particular undesirable behaviour can be withheld. Extinction is said to be in effect when the target behavior that used to be reinforced is emitted, but is no longer reinforced. Since the behavior is no longer getting reinforced, the frequency in which the behavior is emitted will decrease
4. **Teaching Strategies:** these are appropriate teaching methods the teacher adopts while teaching the students to correct unwanted behaviour. Nwankwo (2007), this can be done by using stories telling and role-playing methods to teach the students how to behave well in the school.
5. **Shaping:** shaping is a behaviour modification approach used to modify students' behaviour. The modifier or therapist does not wait until the students achieve the targeted desired behaviour before he/she is reinforced. But rather successive steps towards learning the desired behaviour are reinforced according to an increasingly rigorous criterion (Nwankwo, 2007). In a nutshell, shaping is a technique that allows teachers to keep reinforcing the responses/behaviors that resembles the target behavior even more closely.

Conclusion

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in Nigeria. In an effort to explain how teachers and school management can enhance discipline among students, this research sought to explain psychological approaches which can used for the enhancement of discipline in the school. Concept of discipline was extensively explained in order to fully understand what discipline in school is about. The approach taken by the teachers in disciplining students determines effectiveness of the discipline. Preventive, supportive and corrective are types of discipline which a classroom teacher can use to shape students' negative behaviour. The Kounin Model, the Neo-Skinnerian Model, the Glasser Model, the Dreikurs Model and the Canter Model were all types of model used to enhance discipline among the students. More so, strategies to be used by teachers in order to maintain discipline in the school were equally outlined and explained.

Recommendations

Base on the discussion of this study, the following recommendation were made:

1. Reinforcement is found to be used to correct negative behaviour; therefore, teachers should use this to encourage well-disciplined students as to strengthen his good behaviour and at the same time, this will encourage others who are not discipline to copy from him.
2. The aim of discipline is to help the individual students to be well adjusted, happy and useful to his society. Therefore, teachers should help their students using some psychological techniques such extinction, shaping, among others to address any form of indiscipline noticed among the students.

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