

How to Achieve Good Discipline in Schools

Igbaji Clement, (Ph.D), Mustapha Salisu & Isyaku Muhammad Falali

Sa'adatu Rimi College of Education

Kumbotso Kano.

clementigbaji@gmail.com, mustaphasalisuhuzy@gmail.com,

isyakumuhd69@gmail.com

Abstract

We can hardly minimize the gravity of the problem of the problem of indiscipline in our educational institutions. In the secondary schools no amount of improvement and reconstruction in education will bear much fruit if the schools themselves are undermined by indiscipline failure to take effective steps at this stage can so aggravate the problem that it may shake the very foundations of our national life. This paper therefore examines how to achieve good discipline through; self-government, co-curricular activities, careful planning of the school work, the teacher, effective team work, rules/regulations and building up traditions and recommended that school discipline is conducive not only to the well-being of the student but for the whole nation so should, must be maintained at all times.

Keywords: *Achieve, Good discipline, School*

Introduction

Cooperation of the various individuals and agencies concerned with education, development and welfare of the children is essential to set the pace towards good discipline in a school. Discipline in the school is not the responsibility of any single individual or a few directly concerned individuals. It is as a matter of fact the business of the whole society. All the available personnel and resources have to be geared for achieving a good and lasting discipline. The role of the following individuals and items is being discussed in detail.

Concept of discipline

The word discipline has been defined and interpreted in a number of ways:

To quote T.P. Nunn, (2009), "Discipline consists in the submission of one's impulses and powers to regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste".

Discipline is derived from the Latin word 'discipulus' which means to learn. It is the same route from which the word discipline has been derived. Literally speaking, discipline is mode of life in accordance with certain rules and regulations.

The term also refers to a state of orderly conduct of an individual which is gained through training in self-control and in habits of obedience to socially approved standards of thought and action.

In the words of the University Education Commission, "It is important that good discipline be looked upon not as student conformity to arbitrary standards of conduct but rather as individual responsibility for behaviour".

R.W. Livingstone (2010) says, "Set a man free and you widen the range of his mind ... Restrict his freedom... you cramp his powers, discourage their use and stunt his growth".

Absolute freedom is, in fact, a myth; it does not exist, and cannot exist, either in the physical, social or moral world. In the social order, for instance, the freedom that is enjoyable by an individual should be consistent with the equal freedom of others.

S. Bala Krishna Joshi (200), to put it in a nut-shell, it is decent and decorous conduct which contributes to harmony, joy and success, and exalted sense of responsibility, respect for authority, love of orderliness, eagerness to discharge duties with regularity, promptitude and efficiency, a desire to be agreeable and helpful to others by exercising, if necessary, a wholesome check in the face of the most trying circumstance- these constitute discipline”.

1. Self Government

The best way to build up a positive and constructive discipline in a school, to teach that self control is real discipline, is through a system of self government. Pupils will learn self-control, not through hearing about it, but by practicing it. There can be no true discipline which is not self- discipline. (King Salyidian (2007).

Self government is considered to be a very effective way of securing the willing co-operation of the students. The students get opportunities to govern themselves; to make their own rules and to enforce them. They will learn that no society can function smoothly if the members do not obey its rules. By participating in various committees formed to frame rules, chalk out programmes, and carry activities they will share authority and responsibility with sympathetic and friendly teachers. It provides to them first-hand knowledge and practical training of democratic citizenship which is the self government in the broader sense. (Humayun Kabir, (2013).

2. Cocurricular activities

These activities make the children self-directing, give them experiences in cooperation, inculcate in them a sense of responsibility, foster respect for law and authority, train them in leadership, and finally develop in them a feeling of oneness with the school. P.C. Wien (2007). Besides, these activities appeal to tastes and temperaments of all and help them release their pent-up energies on the playground or in clubs instead of in the classrooms. They are helpful in sublimating their instincts and directing their energies towards healthy channels. P.C Wien (2007).

3. Careful planning of the school work

A careful plan of work keeps everybody profitably occupied. This plan should be drawn before the session starts. It should be a satisfying, colourful and challenging type of programme. There is no justification for confusion to prevail even on the opening day. The pupils should begin their work with purpose and enthusiasm. The new pupils should be oriented to the school situation and programme of work through a proper guidance programme. As the regular work makes progress, it is for the headmaster to see that the instructional programme is not interrupted or hindered due to any reason. A well prepared school calendar can very smoothly set the ball rolling, enhance effectiveness when the programme is in progress and can dipel all types of confusion and negligence say Bala K.J (2009).

4. The Headmaster

In view of his position, the entire responsibility of maintaining discipline in the school, falls on the shoulders of the headmaster. He must prepare himself through studies, discussions,

training and experience to shoulder this burden. R. W. Livingstones (2016). Indiscipline in his school will be direct reflection on his ability as an administrator. He must cultivate, possess and develop some philosophy of discipline and see that nobody disturbs the smooth functioning of the school. He must have some collection of good principles to guide him in his treatment of general discipline problems and to serve as the background. As successful administrator, he should give an adequate share to the pupils in the running of the school affairs. This will indirectly help him to secure cooperation in maintaining discipline (T.P. Nunn (2009)).

5. The Teachers

The teachers themselves are the fountain-head of discipline. With good teachers at the helm of affairs, many discipline problems will not arise at all. Every teacher should be a well-disciplined man and a good disciplinarian. In the overall disciplinary functions of the school staff, he should play an effective and influential role. He should develop keen insight, patience, love, sympathy, justice, impartiality and sociability. The teachers should establish personal and friendly relations with the students. (T.P. Nunn 2009).

6. Effective team work

Much of the work in a school is of a team type. The team consists of the headmaster, the teachers, the pupils and even the parents. A sense of unity, cooperation and fellow feeling shown by the entire school population can eliminate many problems of indiscipline. David L. (2002). Each individual or a group should understand its duties, and pool their ideas and efforts to create a sound base for discipline. The principal should coordinate the efforts of different individuals and groups in the interest of the school. He should not try to centralize the entire responsibility of school discipline in his own hands. He should delegate duties and responsibilities to various teachers and guide and help them to control the students without much dependence on him. He should not allow his entire time and effort to be consumed by petty discipline problems and administrative matters. The maintenance of discipline should be the common concern of the entire school population.

7. Methods of Teaching

The total school discipline will depend upon the type of discipline maintained inside the classrooms. This can be partly ensured by effective methods of teaching. Good teaching reduces problems of discipline. Learning by doing or activity methods or Dalton Plan or Heuristic approach are the devices which keep the students motivated and busy. The students are tempted to make mischief only when they are passive listeners. The best method of keeping the students disciplined is to fill their time with work and activity.

In order to put his classroom discipline on firm footing the teacher should (i) make sure that pupils start their work as soon as the period begins (ii) know each pupil by name (iii) note the conduct of individuals very carefully to locate the students who are immature in self-control (iv) not get upset, and never lose temper, (v) exercise right control over pupil's conduct in the early stages, so that the entire class will know what you are (vi) try to work out the problem with the individual pupil in the classroom, and (vii) if necessary, remove a pupil from the classroom for misconduct or punish him.

8. Atmosphere of the school

The atmosphere of the school should be conducive to honest and serious studies. William, Y. (2006). Schools that are overcrowded poorly ventilated, and without proper sanitary arrangements for healthy surroundings give cause for various complains on the part of the students. The students should feel satisfied that the school authorities are trying their best to create a suitable atmosphere for their physical, mental and educational growth. Every school should also provide adequate library and reading room facilities, should have special rooms for science, art or craft and should have spacious play grounds.

9. Rules and Regulations

The rules and regulations of the schools should be humane but clear and definite. Durojaiye, M.O.A (1976). There can be three types of such rules and regulations: (a) Departmental, (b) drawn by the principal and staff, and (c) rules evolved by the school council. The rules and regulations should be accepted as something sacred and nobody should form the tendency to avail every opportunity of breaking them. They are for the benefit and welfare of the entire school population and they need to be obeyed without any hesitation. The value of all types of rules should be explained and made clear to all who are expected to observe them. Everybody should be convinced about their necessity before being asked to obey. Everybody should be made to feel the necessity of sacrificing his individual whims and desires for the sake of the social good. The headmaster and teachers should never try to pose themselves as above the rules and regulations; they should rather set good examples of their observance. The rules should not be stressed unnecessarily. So long as the discipline is upon the mark, reference to rules should be avoided. The students should be given the responsibility to take care of several problems of their own conduct. We should not forget that when responsibility of maintaining discipline through the observance of rules is partly shifted to the students, the results will be far better. Pupil leaders should be trained who are sincere and strong enough to enforce the laws upon themselves as well as upon others.

10. Building up traditions

School discipline is a matter of tradition. Blair GM. Etal (1975). While it is comfortable and enjoyable to work in a school with traditions of good discipline, it is a heart-breaking and unpleasant job to discipline an unruly school. The schools with good traditions of discipline can withstand even the period of great unrest.

Conclusion

Discipline enables the individual to undertake and discharge his share of responsibilities worthily. It empowers him to meet the heavy odds and dangers that threaten his progress. It gives him confidence, determination, proper attitudes, and ability to use his potentialities effectively.

Discipline is needed to maintain good traditions (unwritten laws) of a school and to secure such orderly conditions which facilitate the process of teaching and learning. It helps the individual pupil to acquire knowledge, habits, ideals, interests and values discipline is conducive not only to the well-being of the individual but also to his class, school-fellows and society as a whole. It is needed for his behaviour not only in the school and hostel but also in the playing field, on the street, in bazar, in the home.

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