

Non-Violent Discipline Strategy and Public Secondary School Students' Acceptable Behaviour in Akungba Akoko, Ondo State; Nigeria

استراتيجية التأديب اللاعنفي والسلوك المقبول لطلاب المدارس الثانوية العامة في أكونغبا أكوكو، ولاية أوندو، نيجيريا

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Abstract:

Objectives: The study investigated non-violent discipline strategy and public secondary school students' behaviour in Oroke High School, Akungba Akoko South-west, Ondo State, Nigeria.

Methods: Cross-sectional survey with a 3-stage sampling technique was used to select the respondents in the study area. Forty (40) students each were selected among the three (3) senior classes (SS1-SS3) and 120 students were finally selected for the study.

Results: The study concludes that non-violent strategies should be encouraged among public schools to enable quality teacher-student academic and mentoring relationships.

Conclusions: The study recommends that Government be responsive to enacting laws against any form of violent discipline in the school environment, while teachers should be re-oriented to be more responsible with positive approaches towards student discipline.

Keywords: Disciplinary measures; Students' attitudes; Responses; Self-esteem; Usage.

الملخص:

الأهداف: بحث الدراسة في استراتيجية التأديب اللاعنفي وسلوك طلاب المدارس الثانوية العامة في مدرسة أوروكي الثانوية، أكونغبا أكوكو، جنوب غرب ولاية أوندو، نيجيريا.

المنهجية: سخدمت دراسة استقصائية مقطعية، باستخدام أسلوب أخذ العينات من ثلاث مراحل، لاختيار المشاركين في منطقة الدراسة. اختير أربعون (40) طالباً من بين ثلاث (3) فصول دراسية متقدمة (SS1-SS3)، وفي النهاية، اختير 120 طالباً للدراسة.

النتائج: تخلص الورقة إلى أنه يجب تشجيع استراتيجية اللاعنفي في المدارس الحكومية لتمكين علاقات أكاديمية وتوجيهية جيدة بين المعلم والطالب.

الخلاصة: توصي الدراسة بأن تكون الحكومة متجاوبة في سنّ قوانين ضد أي شكل من أشكال التأديب العنيف في البيئة المدرسية، بينما ينبغي إعادة توجيه المعلمين ليكونوا أكثر مسؤولية واتباع نهج إيجابي تجاه تأديب الطلاب.

الكلمات المفتاحية: الإجراءات التأديبية؛ مواقف الطلاب؛ الاستجابات؛ تقدير الذات؛ الاستخدام.

Citation

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1 Introduction

School-discipline refers to a systematic set of instructions given to enable students acknowledge and observe acceptable morals and social principles in schools. School-discipline and control are vital and inseparable 'tools' used in the socialization, development, and transformation of most students, as they help in providing the students with refined knowledge, attitudes, skills, and competence (Nwosu, Amanse, Oladosu & Adewumi 2017; Ajibola, Lukman, Ali & Hamadi, 2014;). Gershoff, Sattler and Ansari, (2018); Ma and Grogan-Kaylor, (2017); Ekpenyong and Aniefiok (2013) noted that school-discipline enables students to respect school authority, observe school's laws/regulations, and maintain good behavioural standards in the form of self-sacrifice, diligence, co-operation, integrity, truthfulness, sympathy, and patriotism. Thus, teachers and other school-administrators are to consciously inculcate these acceptable morals into students non-violently since discipline is a pre-requisite to almost everything in a school. Violent discipline such as striking/flogging and other painful punishments on the other hand, is fast declining in most Nigerian Private Schools, a situation many attribute to the decadence among students these days (Nakpodia, 2012). Many Private School Proprietors believe that flogging students has no place in today's education system. To them, the advancement of technology had made it imperative for school-administrators and teachers to develop better ingenious ways of correcting students when they err instead of resorting to corporal or violent punishments.

Scholars such as Carvalho, Fernandes and Relva, (2018); Churakova, Burlaka and Parker (2017) Nwosuet.al (2017); Gershoff, (2017); Ajibolaet.al (2014), posited that violent discipline, such as corporal punishment, is tantamount to child-abuse due to the deliberate infliction of physical pain upon such a student in response to the child's unacceptable attitude and/or inappropriate behaviour. This, they said, causes disparities in the teacher-student relationship and may lead to hatred, gansterism, truancy, etc. which may further affect the behaviour and educational performance of the student. The authors maintained that if discipline is meant to curb or halt the students from offending, prevent re-offending, set example for others, mould students' attitudes and behaviour to be more consistent with the school's expectation etc. it must not be violent. Thus, the application of violent/corporal punishments that involves the infliction of physical pain, such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, or with the use of various objects, such as cane, belt etc, made it both dangerous and unacceptable.

Dupere, et.al (2018); Burlaka, Graham-Bermann and Delva, (2017); Burlaka, (2016); Ali, Dada, Isiaka and Salmon, (2014); Alhassan (2012); Nakpodia (2012) argument was that some reasons for students' misbehaviour may be as a result of ineffective teaching, inadequate facilities, inappropriate morals, poor learning-attitudes, harsh school-rules and regulations, insufficient home-training, insincerity, and dearth devotion to duty. These, authors argued that such attitude from the institutions and teachers as listed above may likely lead to student lateness, truancy, unrest, fighting, noise-making, mass disobedience, absenteeism, vandalism, examination-malpractices and violent demonstrations - destructive and preventing elements of progressive school-training for students' socialization.

This paper therefore wishes to fill the gap created thereon in existing literature by finding answers to the following questions: Are teachers aware of the implications of non-violent disciplinary measures towards student-behaviours? Can non-violent disciplinary measures guarantee students' acceptable behaviour? Can non-violent punishment guarantee better student academic performances among public secondary schools in Akunga Akoko, Ondo State, Nigeria?

2 Research Methods

Contemporary literature and theory towards the issues surrounding the non-violent discipline strategy and public secondary school students' acceptable behaviour data were gathered from reputable journal publication, published magazines, online articles, newspapers, textbooks etc. Quantitative method of research was employed to elicit information from the respondents who were randomly selected from Oroke High School in Akungba Akoko South-West Local Government Area of Ondo State, Nigeria. The selection of the area was predicated upon the fact that it is among the most populous, fast-developing and long established public school. Also because such study is yet to be conducted in the area. Respondents were equally selected among identified senior secondary school's students from (SS1-3) who are currently in school, well informed and willingly gave their informed consent etc.. The sample size of one hundred twenty (120) respondents were randomly selected and administered with copies of questionnaires. The data were tabulated using frequency and percentage distribution and the relationship between non-violent disciplinary measures and

students' acceptable behaviours was analysed by employing Chi-square. All analyses were performed at 0.05 level of significance using SPSS.

3 Literature Review: Administration of School Discipline

Teachers and other school administrators were expected to imbibe non-violent disciplinary measures toward preventing awkward and uncivilized behaviour often demonstrated by students, especially with the recent increase in the public school-enrolment. The commonest and widely 'tool' for students' discipline and control in most Nigerian public schools is violent or corporal punishment. However, Nwosu, *et.al* (2017); Gershoff, (2017) admonished that school disciplinary measures meant to change students' unwanted behaviours, should be reasonably administered according to the School Management Board regulations and laws in proportion to the offence and ability of the child's age, size, health etc., - and not excessive. The right and authority of a school-administrator and teacher to discipline students for offences that breach school-rules and -regulations are enhanced by Section 34, sub-section (1) of the 1999 Constitution of Federal Republic of Nigeria. Also, the Section equally specifies the student's right of personal liberty. It further gives instances in which a student who has not attained the age of eighteen years may be deprived of his/her right to personal liberty specifically for educative and welfare purposes.

A school, as an institution, is expected to redirect students towards acceptable attitudes and behaviours, within and outside the institution to secure a peaceful environment that guide both administrators and students' activities. According to Ekpenyong and Aniefiok (2013), school disciplinary control is necessary for effective management of students within the school-system, as it makes them well-adjusted, happy, and tenured towards the achievement of school-goals. Students' adequate socialization should be prioritised as a priceless and most essential assets in education. Students' misbehaviour, therefore, should attract, reasonable disciplinary measures to prevent repeated misbehaviors capable of threatening the success of teaching-learning process. However, such discipline should be non-violent as violent punishment is often perceived as sadistic, cruel, unacceptable abuse, and even excessive chastisement (Rigby, 2011).

3.1 Violent Punishment Consequences in Nigeria Public Schools

According to Nakpodia (2012), administration of violent punishment had led to the loss of lives and permanent injury or disfigurement of some students in Nigeria Public School. The results of such unreasonable brutal punishment has not only led to parent changing the children to private school, but has also led to legal suits by Parents/Guardians against the accused Teacher and the State Ministry of Education (Nakpodia, 2012; 2011). Most State Ministries of Education in Nigeria have therefore responded by restructuring the category of staff who can administer such punishments. According to Nakpodia (2012); Nakpodia, (2011) Imo State Education Edict of 1989 and Regulations made under the Education Law of Oyo State states the following:

- That all punishment shall be reasonable, taking into account the age and sex of the offender and the nature of the offence committed.
- That violent punishment shall be administered only by the school head,
- Violent punishment book shall be entered by the school head/authorized teacher with date of punishment, nature of offence, name of administrator and student.
- That no male teacher shall administer violent punishment on a female student (p.11).

Rivers State of Nigeria Ministry of Education in the Circular Letter of May 1984, referred to in the chapter, went further to dictate the maximum number of strokes (6) that may be administered and the offences that may attract such punishment. The dangers and fears of corporal punishment is becoming unbearable to most parents for instance in former Bendel State now Edo State Mr. Fadahunsi kokori a Parent sue Mr A.I Ukhure a Teacher and the then Benin Board of Education of 1977, because his son lost one of his eyes consequent upon the corporal punishment administer by his teacher in the classroom. The teacher was charged for tort liability and negligence. The teacher was found guilty as his action contravened the fundamental right of the student as entrenched in the 1999 Nigerian Constitution - the respect for dignity of the human person, freedom from any form of torture, or inhuman or degrading treatment and the right to life. The then Benin High Court compensated the student with N20,000.00 as damages caused (Nakpodia, 2012)

Despite the above evidence from corporal punishment and many more not recorded, hundreds of thousands of students are still subjected to violent punishment in most Nigeria public schools. Aside the infliction of pain and the physical injuries which often resulted from the used of violent punishment, also,

affects students' academic achievements and long-term well-being even after school. In spite of numerous obvious evidences that violent punishment is detrimental to a productive learning environment, the Federal Government of Nigeria through its legislative arms is yet to pronounce federal prohibition on the use of corporal punishment against children in public schools (Nakpodia (2012)

3.2 Punishment and Student Attitude/Behaviour

If violent punishment was implemented to properly socialize student attitude towards learning especially at school. It aims should be to prevent, correct, reform student towards the acceptable life style or pattern and ultimately set good example for others. However, teachers, educators, parents hit various parts of the student's body with a bare hand, canes, paddles, yardsticks, belts, or other objects expected to cause pain and panic thereby abusing the usage of corporal punishment. The use of violent punishment had led many students into developing unacceptable behaviours such as hatred towards the teachers, running truancy, absenting, lateness to school, thus, leading to poor academic performance (Alhassan, 2014). These negative attitudes emanating from violent punishment administrations are reasons why multi-national organizations such as (UNICEF, 2010) prohibit the usage of violent punishment in school and even at home, thus, any individuals caught in the act should be dealt with (Gershoff, 2017).

Scholars in recent times who have written more on violent punishment effects on students' academic performance and behavioural outcomes, had suggested that violent punishment is out of all proportion and thus condemned its usage (Ajibola. *et.al* 2014). Nwosu *et.al* (2017) also noted that various stakeholders in education have equally condemned school violent punishment, stressing the fact that students are becoming more hostile due to the psychological and physiological trauma from corporal punishment. The authors argued that if education means the act of leading, the act of unfolding and the act of developing then violent punishment could never be educative. They concluded that it will not only discourage student proper adjustment to learning environment but equally encourage student indiscipline, quarrelsome and other antisocial behaviour. Nakpodia, (2012) equally supported that school violent punishment is a harsh disciplinary measure that can only be adopted by authoritarian/totalitarian parents and teachers as such discipline most likely lead to anti-social behaviour, contribute to academic failure and social rejection.

Student School discipline measures should rather aid in the achievement of school goals, make students more responsible and reliable, impact their academic performance and other social related behaviour (Nwosu *et.al* (2017). Alhassan, (2014) also noted that school discipline measure should create a good image of the school and prepares students for the future. Thus, school discipline measures should both prevent and eliminate disruptive behaviour amongst students. While, implementation of effective discipline at school is a necessary key for the student journey to adulthood corporal punishment should not be part of the programme. The fact that governments and public-school administrators in Nigeria still continue with corporal punishment despite their awareness of its impending danger will leave most parents with no choice but to rather enrol their children in a private school with good discipline measure which often leads to better academic performances.

Nwosu *et.al* (2017); and Nakpodia (2012) also noted that the global concern for the danger that the administration of violent punishment poses to the right and wellbeing of student has long been established. For instance, In 2001, the Global Initiative to End All Corporal Punishment of Children (GITEACPOC) across the world was launched. The campaign was also aimed at ensuring that the recommended actions of the UN Committee on the Rights of the Child (UNCRC. 2006) and other human rights bodies are accepted and that governments should move speedily to implement such legal reform with public education programmes. The campaign was aimed at preventing all forms and manners of violence against student at schools globally. The campaign includes condemnation to school corporal punishment, sexual abuse, bullying, peer to peer violence, use of weapons and harassment in school and on the journey to and from school. The Global Initiative to End All Corporal Punishment of Children regularly submits briefings to the pre-session working groups of the UN human rights treaty monitoring bodies (Nwosu *et.al* 2017).

Thus, administration of corporal punishment on students breaches their fundamental human rights, respect for human dignity and physical integrity. Its legality in almost every public school - is in contrast to other forms of inter-personal violence- challenges the universal right to equal protection under the law. Despite the global campaign against corporal punishment, public secondary school students in Nigeria are still being victimized. The study of Nwosu *et.al* (2017); and Nakpodia (2012) reported that corporal punishment is still being administered for certain degree of offences in Nigeria public schools. Hence, the government and public-school administrators should consider the well-being of the student by putting in

place a better and effective disciplinary measure that will promote student academic performance and moral behaviour both at school and in the community at large.

3.3 Nonviolent Strategy and Social Action Theory

Social Action Theory by Max Weber (1968) as recently used by Olubunmi & Dada (2018), is adopted to explain non-violent discipline strategy and public secondary school students' acceptable behaviour in Akungba-Akoko South-west in Ondo State, Nigeria. The study employs action theory with a broad perspective of Scholars to better explain the study subject matter. The theory, in its general term provides a road map to understanding human action - non-violent discipline strategy - in line with actors - public secondary school students' acceptable behaviour -interpretation. The theory posited that human being generally define/interpret each other action before acting or reacting towards it. Thus, response towards any action is based on the meaning that is attached to it. Olubunmi & Dada (2018), further stated that human being have independent personality- the ability to observe an object or action from the setting and give it meaning as defined by him/her. Thus, student's response to any action is based on his/her interpretation/understanding towards such action. According to Weber, (1946), action play a central role in human interaction as it includes all human action, insofar as the actor attaches a subjective meaning to it. Meaning is the aim or expectation which the actor hope to derive from it which could be rational and irrational as the case maybe (Olubunmi & Dada 2018).

However, rational actors make important assumptions about situation before acting - this may not always be fulfilled. Thus, actors generally take into consideration assumptions like - the end result/outcome presents little or no problem; such action is necessary to attain the expected goal(s); employing and applying logical reason before acting; and, action is based on the knowledge and expectation (Olubunmi & Dada 2018). Teachers and public secondary school student attitude towards usage of nonviolent strategies in maintenance of discipline will be based on appropriate awareness and knowledge of the offence and evaluation of the punishment. The theory determine the tendency of an individual (teachers/students awareness and usage of non-violent strategies) towards any disciplinary measure base on their interpretation and expectation (Ekpenyong & Aniefiok 2013; Nakpodia, 2012; Nathan, 2012; Reyes, 2010) The theory was adopted in the study not only to examine non-violent strategies as preferable to violent/corporal punishment which is inhuman and abusive but also to understand it awareness and usage among public secondary school teachers towards students in Akoko South-west in Ondo State , Nigeria.

Thus, teachers' appropriate awareness and usage of non-violent strategies in public school may enable students to exhibit acceptable behaviour that promote better teacher/student relationship thereby eliminating/reducing the risk of physical and social abuse (Ekpenyong & Aniefiok 2013; Nakpodia, 2012). Olubunmi & Dada (2018); Ekpenyong & Aniefiok (2013); Nakpodia, (2012) Nathan, 2012; Reyes, (2010) noted that students' knowledge and understanding of the expected end result on their action/behaviour will informed their compliance to school order. Thus, the likelihood that a student will disobey the school rules and regulations for any punishment is influenced by the student first weighing the cost and the benefit of his/her action - this includes the student judging the risk involves in his/her action, the severity of the punishment for the proposed action towards affecting his/her physical, social and academic performance.

The action theory assumption was that people are largely rational in their thought and action, and may likely make the best decision by taking the necessary approach. For instance, every student who understands the effect of non-violent strategies on his/her person both academically, emotionally, physically and socially would rather embraced it in the maintenance of discipline compare to violent punishment.

4 Results

4.1 Demographic Characteristics of the Respondents

Table 1: Descriptive Statistics showing Bio Social Data of the Respondents

Characteristic	Total n = %		Male n = %		Female n = %		p
	120	100	45	37.5	75	62.5	
Age							
13-14 years	15	12.5	5	4.2	10	8.3	
15-16 years	37	30.8	13	10.8	24	20.0	
17-18 years	45	37.5	18	15.0	27	22.5	
19 years above	23	19.2	9	7.5	14	11.7	
Religion							
Christian	75	62.5	28	23.3	47	39.2	
Islam	45	37.5	17	14.2	28	23.3	
TAR	-	-	-	-	-	-	
Class							
SSS I	40	33.3	15	12.5	25	20.8	
SSS II	40	33.3	15	12.5	25	20.8	
SSS III	40	33.3	15	12.5	25	20.8	
Family Type							
Monogamy	85	70.8	38	31.7	63	52.5	
Polygyny	35	29.2	7	5.8	12	10	

Source: Field survey 2025.

Table 1 above shows the respondents' demographic data based on the one hundred and twenty questionnaires administered and retrieved for analysis. Majority 75(62.5%) of the respondents are females while 45(37.5%) are males. Respondents age ranges from 13-19 and above years, 45(37.5%) of the respondents were within the age group of 17-18 years, 37(30.8%) aged between 15-16 years, 23 (19.2%) of respondents aged between 19above while the lowest proportion of 15(12.5%) was between ages 13-14 years. The total mean age of respondents was 16.7 ± 4.9 years. Seventy- five 75(62.5%) were Christians, 45(37.5%) were Muslims while none of the respondents were from other religious background. 40(33.3%) of the respondents were equally selected randomly from SSSI-III, making each class was equally represented and lastly, 85(70.8%) were from monogamy family while 35(29.2%) came from polygamous family.

Table 2: Awareness and usage of Nonviolent Disciplinary Measures

Statements	Total n=%		Male n =%		Female= %		p
	120	100	45	37.5	75	62.5	
Teacher mostly apply physical punishment to misbehaving students							
No	105	87.5	40	33.3	65	54.2	
Yes	15	12.5	05	4.2	10	8.3	
You are aware of nonviolent disciplinary measures							
Yes	115	95.8	42	35.0	72	60.0	
No	05	4.2	03	2.5	03	2.5	
Teacher often advise students instead of punishment, when they misbehave.							
Yes	100	83.3	36	30.0	64	53.3	
No	20	16.7	09	7.5	11	9.2	
Teachers usually scream and shout at misbehaved students							
Yes	90	75.0	40	33.3	50	41.7	
No	30	25.0	05	4.2	25	20.8	
Teacher often send for students' parents							
Yes	110	91.7	42	30.0	68	56.7	
No	10	8.3	03	2.5	07	5.8	
Teachers often reports misbehave student to their parents							
Yes	115	95.8	43	35.8	72	60.0	
No	05	4.2	02	1.7	03	2.5	
Teachers often gives academic assignments as punishments to misbehave students							
Yes	100	83.3	39	32.5	61	50.8	
No	20	16.7	06	5.0	14	11.7	
Students prefer a non-violent discipline							
Yes	120	100	45	37.5	75	62.5	
No	-	-	-	-	-	-	
Students support a non-violent punishment encouragement in public school							
Yes	120	100	45	37.5	75	62.5	
No	-	-	-	-	-	-	

Source: Field survey 2025.

Table 2 above on the level of awareness and usage of non-violent measures in public schools as identified by the respondents' shows that majority of the respondents supported the itemized view. 105(87.5%) of the respondents affirmed that teachers mostly apply physical punishment to misbehaved students. 115(95.8) of the respondents are aware of non-violent disciplinary measures. 100(83.3) reaffirmed that teachers often advise misbehaved students instead of punishing them violently. 90 (75%) maintained that teachers usually screamed and shouted at misbehaved students. Similarly, 110 (91.7%) stated that teacher often sent for misbehaved students' parents, Also, 115(95.8%) asserted that teacher often report misbehaved student to their parents 100(83.3%) confirm that teacher often gave academic assignments as punishments to misbehaved students. Similarly, the entire respondents 120 (100%) both preferred a non-violent discipline and also supported a non-violent punishment encouragement in public school.

Table 3: Effects of Non-Violent Discipline on Students' Academic Performance

Statements	Total n=%		Male n = %		Female= %		p
	120	100	45	37.5	75	62.5	
Non-violent punishments encourage student punctuality.							
No	105	87.5	40	33.3	65	54.2	
Yes	15	12.5	05	4.2	10	8.3	
Non-violent punishments improve teacher/students relationship.							
Yes	110	91.7	42	35.0	68	56.7	
No	10	8.3	03	2.5	07	5.8	
Non-violent punishments improve student academic interest.							
Yes	100	83.3	36	30.0	64	53.3	
No	20	16.7	09	7.5	11	9.2	
Non-violent punishments encourage expected student behaviour							
Yes	115	95.8	45	37.5	70	58.3	
No	05	4.2	-	-	05	4.2	
Non-violent punishments increase students' class attendance.							
Yes	115	95.8	40	33.3	75	62.5	
No	05	4.2	05	4.2	-	-	
Non-violent punishments promote students' self-esteem							
Yes	110	91.7	42	35.0	68	56.7	
No	10	8.3	03	2.5	07	5.8	
Non-violent discipline reduce students' aggressive and bullying behaviour							
Yes	90	75	37	30.8	63	52.5	
No	30	25	08	6.7	12	10.0	
Students appreciate teacher using non-violent discipline							
Yes	120	100	5	37.5	75	62.5	
No	-	-	-	-	-	-	

Source: Field survey 2025.

Table 3 above on effect of nonviolent discipline shows diverse effect as acclaimed by the respondents. The data reveals that 105 (87.5%) of the respondents attested to the facts that Non-violent punishments encourage student punctuality, 110(91.7%) both stated that Non-violent punishments improve teacher/students relationship and promote students' self-esteem. 100(83.3) consented that Non-violent punishments improve student academic interest. Surprisingly, 115(95.8%) accepted that Non-violent punishments both encourage expected student behaviour and as well, increase students' class attendance. 90(75%) affirm that non-violent discipline reduce students' aggressive and bullying behaviour. Lastly, the entire respondents 120 (100%) consented that Students appreciate teacher who uses non-violent discipline.

Table 4: Students' Acceptable Behaviour Towards Nonviolent Discipline

Statements	Total n=%		Male n =%		Female= %		p
Student like being corporally punished.	120	100	45	37.5	75	62.5	
No	105	87.5	40	33.3	65	54.2	
Yes	15	12.5	05	4.2	10	8.3	
Non-violent discipline correct students misbehaviour.							
Yes	110	91.7	42	35.0	68	56.7	
No	10	8.3	03	2.5	07	5.8	
Non-violent discipline encourages students' future acceptable behaviour.							
Yes	110	91.7	36	30.0	64	53.3	
No	10	8.3	09	7.5	11	9.2	
Non-violent punishments discipline should be used for all students' offences							
Yes	115	95.8	45	37.5	70	58.3	
No	05	4.2	-	-	05	4.2	
Student's age should be considered before punishment-administration.							
Yes	115	95.8	40	33.3	75	62.5	
No	05	4.2	05	4.2	-	-	
Nonviolent discipline is a form of child-abuse							
Yes	30	25	42	35.0	68	56.7	
No	90	75	03	2.5	07	5.8	
Student prefer nonviolent punishment							
Yes	90	75	37	30.8	63	52.5	
No	30	25	08	6.7	12	10.0	
Nonviolent discipline is moderate and better							
Yes	120	100	45	37.5	75	62.5	
No	-	-	-	-	-	-	

Source: Field survey 2025.

Table 4 above shows results on students' behaviour towards nonviolent discipline in the study area. The data reveals that majority 105(87.5%) of the sampled respondents disliked corporal punishment and appreciated non-violent discipline strategies on all students' offences. Nonetheless, 110 (91.7%) of the respondents also consented that Non-violent discipline both correct students misbehaviour and as well as encourages students' future acceptable behaviour. Similarly, 115(95.8%) of the respondents agreed to the view that Non-violent punishments discipline should be used for all students' offences and student's age should also be considered before punishment-administration. 90(75%) opposes nonviolent discipline is a form of child-abuse and that student prefer nonviolent punishment. Lastly the entire 120(100%) sampled respondents reasserted non-violent discipline as moderate and better.

Chi-Square Summary on Nonviolent Discipline and Students' Acceptable Behaviour:

Responses	OF	EF	OF-EF	(OF-EF) ²	$\frac{(OF-EF)^2}{OF}$
Yes	110	60	50	2500	20.8333
No	10	60	-50	2500	20.8333
Total	120	120	0	5000	41.6666

Source: Field Survey, 2025.

Degree of freedom (DF) =1

Level of Significance = 0.05

Table Value = $\chi^2 \sqrt{41.6666} = 6.45497 = 6.45$

The results of Chi-square statistics test on the relationship between nonviolent discipline and students' acceptable behaviour show that there is statistically significant relationship between non-violent discipline and students' acceptable behaviour ($p > 0.05$). Therefore, there is significant relationship between nonviolent discipline and students' acceptable behaviour

5 Conclusion

What has been established from the foregoing is that public schools in Nigeria must begin to set good plans and better ways to discipline and manage teachers and student academic relationship. The awareness and

usage of non-violent discipline strategy will both aid adequate teaching and appropriate mentoring of students. Students need all forms of cares from the school authority and teachers to be more responsible and reliable academically, mentally and socially. To achieve a society devoid of crime, the student who would grow up into future leaders and elders must be given a proper, sound and quality academic foundation through proper teaching, counseling, mentoring and monitoring, adequate care and love, good teacher-student relation, qualitative education and proper discipline. Government must on its part begin to play a more responsive role towards enhancing the lives of public-school students through the provision of improved educational system, creation of employment opportunity, and enacting laws that guide student right and care in the family and school. Government must also ensure that public school teachers begin to enjoy better wages that can take care of their homes and reduce transfer of frustration and aggression towards students. They should also enact laws that encourage non-violent discipline in public schools to maintain good teacher-student relations in the class and school environment. Any teacher caught violating students right in public schools both physically and emotionally should be sanctioned adequately and swiftly with fine.

Finally, public school administrators, teachers and parents must equally contribute their role as the cornerstone of all human societies. They should be role models to the student, irrespective of the unfavorable economic situation in the country so that they can control and direct the students towards better academic and socially acceptable behaviour and thereby making them more responsible while also attending to their emotional needs.

5.1 Recommendations

Based on the findings the paper suggested the following recommendations to support non-violent discipline strategies to promote better public secondary school students' behaviour:

- Adequate students' socialization is both the duty and responsibility of parent and teachers who should endeavour to provide students with necessary advice and proper mentoring.
- Teachers should be aware of the positive impact of nonviolent discipline towards both students' academic and social life.
- Teachers should endeavour to impact positively student academic pursuits without any form of aggression and or bias towards them.
- All forms of violent discipline should not only be discouraged but, equally, prohibited in public schools to avoid any form of abuse or excessive usage.
- Adequate and accessible recreation centers' and model-schools should be established for public school student to have access, and used towards enhancing inter-generation interaction and cooperation.
- Religious leaders should endeavour to preach sermons that dwell on proper child/student care and mentoring while parents, teachers and public school authorities need to take adequate care of their children and students respectively because what goes round would definitely come round.
- Culture of re-engineering should be embarked upon in public schools to inculcate quality teacher-students' relationship in order to discourage abuse, humiliation, and hatred in the school system.
- These recommendations may likely shape the moral fabrics of the entire society by discouraging violent discipline, yet promoting quality teacher-student's relationships in all public schools.

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