

CATHOLIC SCHOOLS' DISCIPLINE AND ITS CHALLENGES FOR TODAY'S PARENTS

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Abstract

Discipline is one of the core things that differentiates Catholic schools from other schools. Although many students and parents find it challenging to cope with the Catholic schools' strict rules and regulations, it remains one of the main attractions. There is also something unique in the lives of those who pass through Catholic schools. They generally lead disciplined lives even in their adulthood. The current paper investigates the level of discipline in Catholic schools and what makes Catholic schools stand out among others. It will consider modern-day parents and how they generally react to disciplinary measures for their children. Additionally, it will examine the Catholic schools' stand regarding Catholic teachings in the face of current challenges. The paper concludes with some recommendations.

Keywords: Catholic schools, Discipline, Parents, Modern society, Students.

Introduction

Before writing this article, I asked some parents why they prefer to send their wards or children to Catholic schools despite the exorbitant fees in these schools. Over two hundred and fifty out of two hundred and eighty parents affirmed that they could not find the training their children receive in Catholic schools in areas of morals and academic excellence in other government schools. Parents desire the best for their children and provide whatever they need. This is because children are unique to their parents. Every single or married parent is responsible for training and providing for the child. By introducing this child at home, the parents lay a foundation for the school to build when the child reaches school age. A child that receives proper discipline at home stands out among others, and so do students who attend schools that uphold discipline (discipline as to what to do and what not to do. When do, when not to do. What to say, what not to say as well as the right time to say it). When the school or families provide students with everything and lack proper conduct, the essential need of the child is not met because laying a good foundation determines the child's success in adulthood and may lose the whole human person. Discipline is the bedrock of the human person. The existence of the entire human person depends on how disciplined the person is in their dealings with people.

The word "discipline" has two meanings. First, a field of study or a branch of knowledge one measures, and secondly, the practice of teaching people to follow a set of rules or a code of behavior or training to fix incorrect behavior and create better skills using punishment/corrective measures. According to Webster's dictionary, to be disciplined means to be controlled and well-ordered in behavior, to obey rules and orders without looking for excuses, and to do things one should do. Discipline requires self-regulation and faithfulness to duty; therefore, the primary role of schools should be to teach students how to be

disciplined and, most importantly, to teach them self-discipline in a way that they can take hold of their own lives and attain control over their behavior and be responsible for their actions. (Shea and Baur, 2012). Once a young person has been taught the right way to go, they, as an adult, can be called to account for their conduct and actions. Without a solid foundation, both from family and school, the totality of an individual may be in jeopardy.

Unfortunately, indiscipline has eaten so deep into the main streams of our society today that many detest discipline. People look for an easy way in all things. Bad things are becoming routine, and most people are beginning to see it as a way of life. The current situation is such that some people no longer see evil practices as evil. An Igbo adage will address it thus, “*Aru gbaaafo, oburuomenala*,” which means that when a bad thing becomes consistent, it may be regarded as a tradition or custom. Parents are opposed to disciplining their children; instead, they support or encourage bad behavior and challenge the teachers and school management to take disciplinary measures against their children. On the part of the trained ones, they perceive discipline as wickedness and control, and some could hate their teachers or the individual that has disciplined them and plan evil against them.

Our society has gotten to an era where parents see hard work and rigorous study as stress in their children and bribe the teachers to help their children pass internal and external examinations to relieve them of stress. However, should schools give into this? If yes, what are the goals of education and the function of the school? Rokeach and Denver (2006) assert that discipline must be a learning experience that helps the students to improve their behavior and stay in school, knowing they are wanted in a school and that the school cares about them. In other words, the school should stand firm in what it represents and not allow the parents to contradict issues for schools. To instill discipline, there must be a joint effort between the school and the child's parent. Some parents no longer recognize the actual training to give their children and have no time to train them. Without the support of the parents, the school cannot do this alone. The Catholic Church went into the school system to ensure that the education of the young receives every attention, to make education more accessible to people, and most importantly, to form the youth by teaching those morals.

In other words, the Catholic Church's aim is fundamentally to fill in the gap lacking in society, especially in forming a complete human person for the good of humanity. Itunam (2021) asserts that catholic schools emphasize character formation and strive to train children that are found worthy in character and learning. Unfortunately, this is an era where even the Catholic schools that should uphold discipline shy away from condemning indiscipline sometimes because of the condemnation and the attack from the members of the society. Some Catholic schools have been sued in the past, sophisticated, and some others have been rubbished on the internet and accused of many things, including social harassment. It is a case of the church stepping in to salvage a situation or respond to the needs of society and being hated and taunted for helping the community in the training of the ‘future hopes’ of the same organization.

The establishment of Catholic Schools is part of the mission of the Church as documented in the Second Vatican Council and declared on 28 October 1965 by Pope Paul VI in a document called *Gravissimum* education which became the Declaration on Christian Education. The paper considered the education of the youth and continuing education of the adult extensively

as they become more conscious of their dignity and responsibility and ever to be active in society's social, scientific, and political roles. Catholic schools exist for the human formation of young people, and it is the unique function of the Catholic School to develop an atmosphere animated by a spirit of liberty and charity based on the gospel. It enables young people while creating their personality, to grow at the same time in that new life which has been given to them in baptism. Catholic schools prepare students to contribute effectively to the welfare of others and to work for the extension of God's kingdom so that they can be a saving leaven in the community by living an exemplary and apostolic life. Therefore, this paper aims to investigate the level of discipline in Catholic Schools, how parents react to disciplinary measures, corrections, and punishment, how students view discipline and punishment, and finally, the Catholic Schools' stand on the field regarding Catholic teachings and training.

Catholic Schools and Discipline

To fulfill Her divine founder's mandate to announce the mystery of salvation to all men and to renew all things in Christ, the Holy Mother the Church is obliged to promote the welfare of man's entire life, including his life in this world insofar as it relates to his heavenly vocation. Due to the weight given to psychological, pedagogical, and intellectual scientific advances, children and young people should be helped to harmonize their physical, moral, and intellectual qualities. Proper education is geared toward the formation of the human person for the benefit of the society to which he belongs and the duties in which he will participate as an adult. They should be trained to gradually acquire a perfect sense of responsibility in the proper development of their lives by constant effort and pursuing liberty, overcoming obstacles with unwavering courage and perseverance. (Vatican II GE 643). According to Bartuff (1993), the primary step that leads to achieving a goal in life is improving self-image and developing self-discipline. To buttress this further, Pope Pius XI, in his encyclical, *Syllabus Magistri*, defined Catholic Education as a sacred task of forming a child's character and aiding them to attain the purpose of existence.

The Catholic doctrine emphasizes more the totality of the human person. Therefore, her focus is not simply on the intellectual part but the moral aspect of life as well. Her main interest or target is for this individual who has been groomed in education and morals to be able to give back to society the sound formation she has received through Catholic education. It is evident that Catholic schools devote more time to academic and character formation and focus more on fostering self-discipline. Their apparent success in doing suggests that schools that focus on discipline are capable of inculcating, developing, and strengthening it over time. Disciplined children will take their good manners into society and make the world a better place as adults. The likely problem is that because the governments do not readily support the Mission Schools in terms of funding, the less privileged ones are not opportune to gain from the Catholic schools the discipline and morals they inculcate in the young people, and neither is the Church in Nigeria that buoyant to give all the less-privileged children free education. However, I am aware that they assist as much as possible. Well, the issue of government funding and scholarship for the less-privileges is not part of the focus of this paper.

Permit me to say that the discipline in Catholic schools is not limited to only students; teachers and parents have to share the field, and that is why not even every parent wants to send aid to a Catholic school. It takes a disciplined parent to appreciate the level of discipline in

Catholic schools and long to send their children there. Parents can break the rules in other schools and display particular idiosyncrasies, but Catholic schools have a different story. To be a parent and exist in a Catholic school, you must follow the principles and accept the *modus operandi*. A non-disciplined teacher cannot also cope in a Catholic school, and this is because you cannot give what you do not have. Teachers in Catholic schools are disciplinarians of the highest order, which is why they can train the students. I believe that Catholic discipline is general for everyone, including visitors.

In 2011, Michael Gottfried, an Associate professor, and Dr. Jacob Kirksey researched the socio-emotional-development social-behavior of children who attended Public Schools and those who attended non-public schools; they compared children who attended Catholic Schools and others, and these were there three significant findings:

- (1) Students in Catholic Schools are more likely to act out more disruptive than those in other private or public schools. Children in Catholic Schools exhibited fewer “externalized behaviors”-that is, they demonstrated more self-discipline than discipline than matched peers in other private schools.
- (2) Students in Catholic schools have better self-control than students in other private or public schools. They were much more likely to control their temper, accept their classmates’ ideas, respect others’ property, and deal with peer pressure.
- (3) Regardless of demographics, students in Catholic schools exhibit more self-discipline than students in other private schools.

Prior research suggests that Catholic schools do an excellent job of boosting the achievement of low-income and minority students. Consequently, Gottfried and Kirksey tested for differences in the relationship between Catholic school attendance and externalizing behaviors and self-control based on individual characteristics, including race, gender, socioeconomic status, family immigrant status, and initial behavior. Interestingly, students in Catholic schools exhibit more self-discipline regardless of their characteristics or backgrounds than those in other private or public schools. Thus, there is at least evidence that attending Catholic school may benefit all sorts of children, at least when it comes to reducing the frequency of externalizing behaviors and fostering greater self-control.

Based on this study and many more, Catholic education stands out because it allows young people to be deeply rooted, grounded in all aspects, and confident in themselves. It does not stop at that. (Steinberg 1981) has suggested that Catholic schools have promoted ethnic and religious purposes by serving as repositories of Irish, Italian, Polish, and other subcultures. To some extent, the enduring popularity of parochial schools can be attributed to factors other than religion per se (Serow C, S. 1983). The moral upbringing of the young minds makes mission schools, especially Catholic ones, stand out. In his illuminating analysis of a comprehensive approach to character development, Itaman (2014), addressing educators on character formation, emphasized that Christian doctrine must be compulsory in every Catholic School, stressing that it is the identity of the Catholic schools and one of the ways of forming the character of the students in the Catholic and Christian spirit.

Schools must see the overwhelming importance of their role as educators of our children, both in terms of their intellectual and moral formation, and challenge themselves to dedicate total commitment to this task. Character development in Catholic schools must be Gospel-centered,

environmentally conscious, and non-negotiable. All school teachers must articulate Gospel values in word and deeds and fully commit to using every teachable opportunity to model, instruct, and encourage students. (Itaman 2014). Educators should make discipline appealing and administer discipline in a way that the students will not perceive it as meanness but as activities that will add value to their dignity. The most effective way to manage students' behavior is to base it on a value system that respects the dignity of every child as an individual (Curwin, Mendler & Mendler, 2008). It means that every aspect of discipline should add value to the person receiving it, the person instilling it, and the society at large. Discipline is synonymous with education. It gives the child insight, vision, and consideration of other people's rights, privileges, and opinions and the ability to appreciate the work of others (Jutta, 1930). With the presence of all these in an individual, the person's totality has been formed. Therefore, Catholic Schools should stand out in terms of building the whole human person through cultivating values and treating each child as a unique individual with a special endowment. They should stand out in their characteristics and stand firm amid a world of indiscipline where moral values have been sent to the isle concerning each child. As the scripture tells us, "Train a child in the way he will go, and when he is old, he will not depart from it" (Prov.22:6). Whatever virtues and morals children are exposed to at their tender age to a more significant extent fortifies them against external influence as adults.

Modern Day Parents and Discipline

The problem of lapses in our society today is undoubtedly coming from a crack in the foundation; by that, I mean the child's initial training. Indeed, not all parents lay a good foundation for their children or live exemplary lives today. Not many still struggle to influence their children positively or show them the right way to go and the right things to do. Indeed, not all bored children deserve the name "parents" (Devaraj,2013). Modern-day society is flooded with too many distractions, and everyone is distracted. There are distractions in our homes, streets, villages, and towns.

Moreover, we take those distractions to the Church, schools, marketplaces, etc. In a PTA meeting some years back, I asked the parents a question they could not answer: "Both fathers and mothers are hustling for money. After gathering wealth and the children lack basic home training and manners, what benefit is this wealth when a parent faces the disgrace of an untrained child?"

Indulgent parenting seems to have taken deep root in several families, so parents cannot instill a strict sense of discipline in their children. "If we want our children to learn self-discipline, we must first and foremost be men and women of integrity, unyielding in self-control. Tough parenting may be a tough call to take, but it has the potential to create a win-win situation for both parents and children" (Devaraj, 2013). We must realize that many parents take the option of Catholic schools because they believe that discipline is of a high standard and not contradicted. Still, they should remember that there are some essential pieces of training a child should receive from home before coming to school, and there are significant habits parents should inculcate in their children before taking them out of their sights in the name of schooling. I keep wondering what parenting will be like in the next 20 years when those we know as children that lack the basic home training now eventually become parents.

The exciting thing is that the school welcomes and accommodates everyone, including those whose parents failed in their responsibilities. Every child is essential and has the right to quality education, yet continues to encounter obstacles with the same parents. Strangely, they failed in their roles yet interfered with the disciplinary steps that the school takes. Such parents are ready to fight the school authority and criticize every disciplinary action. They do not know the need for discipline because they are not disciplined. The truth is that we cannot give what we do not have. On the other note, there are still parents who have stubbornly refused to be affected by this societal trend and still uphold discipline. Students from such homes stand out in good manners and academic excellence. They make good use of their time and excel in all they do. They are usually brilliant, and because they want no distractions in their studies, they keep all the rules and have no time for punishment. Every parent wants the child to win a prize at the end of the school year but not all work hard to see that their children are disciplined enough to study hard and earn marks for good behavior.

Home Discipline

Discipline in the home is not negotiable, and the most vital part of the family tree is in jeopardy when it is lacking. In what we call character formation, upbringing should be a joint effort. The father has a role, the mother has her position, and neither should shy away from it. Continuity matters here, so all hands must be on the deck to raise the children correctly. Although discipline can be complex, it eventually pays dividends. The dividend pays in our homes is what the children become to the family and society tomorrow. Not only does discipline pay dividends, but it also does a lack of discipline. One is the dividend we enjoy, and the other is one we do not want (Joyce Meyer, 2013). "Family is the first school of the child. Education gets underway at birth. Its atmosphere and the pattern of behavior that each child learns and follows are in the hands of the parents. Parents teach their children mainly through their conduct. They should be in a position to know their awesome power and responsibility in realizing that their influence on their children is spontaneous" (Wanda, 2012). Creating a sense of discipline in our children when they are still tender is a significant investment and achievement, and even the book of Proverbs says, "Teach a child the way he should go, and when he grows up, he will never depart from it." Every parent has dreams for their children, even before they age, to reason and create plans for themselves. These dreams cannot just happen if solid foundations are not laid down. David K. Hatch opined, 'Without discipline, the noble purposes we create in our minds are no more than hollow daydreams.' If parents do not inculcate the supposed discipline in their children, those noble purposes will become hollow daydreams.

Many families gave their maids the proper training while thinking they were maltreating them because they were not their children. By doing so, they spare their children in the quote and give them few responsibilities. The results have always been that the maids make it in life more than the biological children who were spared and pampered. Today, many parents know what they should do and should not. However, because of their impatience or impertinence, their negligence or reluctance, or plain indifference cannot but confess their inability to bring up their children properly. Many parents fall into the trap of despair after failing miserably on all fronts in their effort to positively impact their children's lives. Let us look at other factors of home discipline, like over-pampering a child.

As I mentioned earlier, some parents spoil their children and train their maids. In most cases, the house helps, and babysitters are successful while their children become liabilities. That famous adage “spare the rod and spoil the child” cannot be overlooked in this paragraph. This phrase is related to the Book of Proverbs 13:24 - “those who spare the rod of discipline hate their children. Those who love their children care enough to discipline them.” The intent is to discipline the children, correct them, and teach them wrong from right, and on your part as a parent, try to show good examples or show what you teach by your attitude. Some parents over-pamper their children and seldom punish them. For such parents, they see discipline as punishment or an act of wickedness, but it is about positive influence. Discipline helps the children to develop self-discipline and become emotionally and socially mature, and practical discipline is self-enhancing to the recipient.

Parents instill in their children a sense of discipline

This is where our exemplary lives work. The children copy a lot, and the parent's attitude will do better than scolding and punishment. They observe what we do and copy them. Our lectures or anger may not be the solution here. You can instead focus on showing good examples to the young ones. When children go contrary to what is right, parents should correct them and keep observing their behavior. If a parent smokes before a child, the tendency that this child will grow up thinking that smoking is the best way to live is there. In their little mind, she will see it as a way of life. Some parents quarrel or even fight the school management or teachers in their children's presence and grow up violent, insulting their teachers and everyone. Some parents watch horrible films before their children and grow up believing it is the best type to scan. To influence a child positively, parents have a lot of sacrifices and self-denials to make. Parents should carefully monitor themselves and not do certain things before their children. That a child is not disciplined is the fault of the parents. At that foundational level, like kindergarten and elementary school, children spend a more significant part of their time with parents than with teachers.

Moreover, apart from school, the larger society plays a role in the child's life. At the Secondary school level, they spend much of their time with peers out of their parent's sight. At this stage, having been well groomed in morals will be formidable towards lousy peer influence. In adulthood, both the family, the school, the church, and larger society must have played a vital role and contributed to the upbringing of this child, and that is why discipline and training of the child can never be one person's affair and should never be neglected by anyone or group. Parents must consider the master-servant relationship between them and their children. Parents who build relationships like friendships with their children have a more significant advantage. They are quick to find out what is going on in their children's lives because they talk and are confined to each other as friends. They not only become their parents but their friends and confidants. Building trust and friendship between parents and their children is essential. There will be openness and transparency, which will help the parent know when the child falls into trouble.

Corporal Punishment

According to Wikipedia, school corporal punishment is the intentional infliction of physical and emotional pain or discomfort on students in response to undesirable behavior. It often entails striking the students across the buttocks or palms of their hands with a tool such as a wooden paddle or stick, a rattan cane, slipper, or leather strap. Also, it can include spanking

or smacking the student with an open hand, particularly at the primary and junior secondary levels. The use of corporal punishment by schools in the English-speaking world has historically been justified by the common-law doctrine in *loco parentis*, which states that teachers are considered authority figures with the same rights to punish children in their care as parents who do not follow set rules. Advocates of school corporal punishment claim that, unlike suspension, it provides an immediate response to indiscipline and quickly returns the child to the classroom to learn. Opponents argue that physical punishment is ineffective in the long run, interferes with learning, leads to various forms of mental distress and antisocial behavior, and disproportionately affects students of color. Hence, it is a form of violence that violates children's rights. Poland was the first country in 1783 to outlaw corporal punishment. Today, no European country allows school corporal punishment. As of 2016, an estimated 128 countries, including all of Europe and the majority of South America and East Asia, had banned corporal punishment in schools. Sixty-nine countries approximately still allow for corporal punishment in schools, including parts of the United States, some Australian states, Caribbean states, and several countries in Africa and Asia. In China, school corporal punishment was banned entirely under Article 29 of the Compulsory Education Act of the People's Republic of China. However, beating by school teachers is still common, especially in rural areas.

Historically, corporal punishment was the most common means of maintaining discipline in schools. A teacher was expected to act as a substitute parent. They had many options for parental discipline or rewards open to them. As such, students were usually punished as a result of this. Thus, the Bible says, "Do not hesitate to discipline a child. A good spanking will not kill him. it may save his life" (Prov. 23:12). Again, the Bible says, "if you do not punish your son, you do not love him. If you do love him, correct him" (Prov. 13:24). If punished in love and understanding, the erring child is likely to change his ways and get onto the track of honest and disciplined living (Devaraj, 2013). In those days, corporal punishment was more or less accepted, even an encouraging way of disciplining a child. As a result, no child would be tempted to do wrong at home or school. Any parent would tell his son's teacher, "Sir, please look upon my son as your own. Give him any amount of punishment- I will not question you at all because I want my son to study well, get a good name and become acceptable to both God and society". Some will go as far as giving the teacher a whip to use specifically on his child. We all were flogged in school and at home, and those hot whips helped us grow and become valuable men and women. However, looking at it critically, those whips put fear in us as children but did not form our natural personalities.

Moreover, that is why society is flooded with hatred, anger, resentment, and so on. While corporal punishment no longer exists in developed countries, In Nigeria right today, the idea of discipline without physical punishment is equally gaining ground. Most schools in Abuja and Lagos and some other states in Nigeria have completely abolished corporal punishment. As a one-time School Administrator, the school experimented with the absence of a cane and no flogging for two years. Its detailed effect cannot be discussed here, but over fourteen months, the school noticed fewer misbehaviors from students and an exhibition of matured behavior that was not envisaged. In the basic sense, punishing a child when there is a need for punishment is not bad, but modern research has shown that what children learn from harsh discipline is harsh and aggressive behavior (Greenspan, 2013). Correcting young people in love is essential to avoid flooding the world with aggressive adults in the future. Discipline

is terrible when it is harshly done. It could psychologically damage the receiver. Shea & Bauer (2012) explains that when the receiver of a punishment identifies it more with the giver and not with the inordinate behavior, it should be of great concern to the giver. No proper training or correction can take place in an environment where children have been made to feel that they are being oppressed. Educators must never be perceived as oppressors; else it leads to emotional problems. Thus, there is a need to create a balance, and that is to correct or discipline in love.

Theoretical Framework: Behavioral theory

The behavioral theory was adopted during this study. Behaviorism is a learning perspective that focuses on changes in people's observable behaviors or changes in what they say or do. Behaviorists, particularly Skinner, proposed the reinforcement theory as a powerful behavioral approach for managing and controlling classroom outcomes. According to this theory, an educator who applies it owns the effect of a student's behavior by choosing whether or not to follow that behavior with a positive experience named a reinforcer. Reinforcement depends on whether or not appropriate behavior occurs. In the classroom, the educators can be contingency managers by giving or withholding support selectively, guided by the student's behavior. The two purposes of this model are to help students meet their needs through responsible behavior and to develop long-term life skills. To be on the same side in establishing good discipline, teachers and students treat discipline as a joint responsibility. Therefore, this work believes that students and teachers in Catholic schools should be disciplined and that the parents should key into these disciplinary moves to get the best out of the students. Behaviorist theory is Social Constructivism or socio-cultural theory to support the leading theory of this research.

An early proponent of this viewpoint was American psychologist Jerome Bruner, who believed that if students were given appropriate guidance, they could usually learn more than was traditionally expected. He described such support as instructional scaffolding, a temporal framework like the one they use in building constructions that allow a much stronger structure to be made within it. Guidance in this regard can come from the management, the staff, or the parents, and this guidance is essential to avoid detrimental mistakes. Discipline is, therefore, what is most importantly needed in the upbringing of children and is a joint affair between the management, the staff, and the parents so that they will be responsible adults in the future.

Conclusion

Disciplining children in school creates a safe and happy learning environment. It usually requires knowledge, self-confidence, skill, and sensitivity. Like other art, it is something that is acquired through training and experience. Discipline can also positively impact the individual and the school environment. Using disciplinary actions can provide an opportunity to reflect on and learn about consequences, encourage acceptable behavior, and instill collective values. Recognizing the diversity of values within communities can also help to increase understanding and tolerance of various disciplinary techniques. Promoting positive behavior correction within the classroom dynamic, rather than out-of-class punishments like detention, suspension, or expulsion, can help to learn and discourage future misbehavior. Accepting responsibility for one's bad behavior can also help promote growth

in social-emotional learning. Parents need to know that discipline is a set of actions determined by the school district to remedy actions a student deemed inappropriate.

Some scholars believe that students misbehave due to a lack of engagement and stimulation in typical school settings, a lack of attention and love in a student's personal life, and a rigid definition of acceptable behavior. Academics in the United States have begun investigating alternative explanations for why students are disciplined, particularly the disproportionate discipline rate towards African-American and minority students. However, that is not our focus here. Discipline is essential to build a just and decent society, irrespective of race, color, or religion. No community can be good without disciplined and responsible citizens. Catholic education can never relent or contradict itself in character formation, and the child's moral upbringing since educating the total human being has been its goal from day one. As I am obviously to conclude from the inquiry, Catholic schools should not relentlessly fight against indiscipline and promote discipline and morals. Parents, on their part, should join forces with the school management to bring out the best in their children instead of shielding them and supporting them when they go wrong. Parents should be mindful of their utterances against the teachers and those training their children in the presence of their children, especially when it is evident that a teacher or the school management is taking disciplinary measures. Also noteworthy is that home discipline should be taken seriously since the school can only build upon the foundation already laid by the parents.

Recommendations

1. Parents must learn to discipline themselves because it is inappropriate for their actions to contradict their words since children observe more than they listen.
2. Teachers should not get involved in irresponsible behaviors like quarreling, fighting, bribery, or malpractice, irrespective of the pressure from parents.
3. Catholic schools should ignore the world of indiscipline and maintain the standard they are known for, no matter the push. In today's world, discipline is dying out, and parents can only find something contrary to that public opinion in Catholic schools. Therefore, the standard must be maintained to raise men and women who are disciplined, God-fearing, and law-abiding.
4. Moral Instructions should be taught in all schools, especially in places where morality has become a thing of the past. In addition, Catholic schools should organize seminars for parents once every term on topics like "good parenting skills" or "Proper home discipline".

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