PERCEPTION AND ATTITUDE OF PARENTS, TEACHERS AND STUDENTS CONCERNING CORPORAL PUNISHMENT IN SECONDARY SCHOOLS IN IBADAN NORTH-EAST LOCAL GOVERNMENT AREA, NIGERIA

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DEDICATION

To my mother Chief Matron MODUPE O. OLAKITAN for the opportunity she gave me to be educated and for nursing me back to health.

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ABSTRACT

Corporal Punishment (CP) is one of the ways of disciplining students when they misbehave in many Nigerian schools. However, its application could lead to adverse physical consequences in students. In Nigeria, there are few documented studies relating to the perception and attitude of parents, teachers and students concerning CP in Secondary Schools (SS). This study was aimed therefore at assessing perception and attitude of parents, teachers and students towards CP in SS within Ibadan North-East Local Government Area (IBNELGA).

This cross-sectional survey with a 3-stage sampling technique was used to select IBNELGA, eleven public and eight private SS and 344 teachers. A similar 3-stage sampling was also used to select IBNELGA, six wards and 215 consenting parents. Ten Focus Group Discussions (FGDs) (two each in public and private different SS among consenting teachers, three each among consenting public and private SS students) were conducted. Quantitative data were collected using a pre-tested questionnaire for teachers and parents respectively. The instrument included a 22-point perception and an 18-point attitudinal scales developed from WHO and UNICEF standards on CP with a score of $\leq$11 as wrong and >11 as right perception while a score of $\leq$9 as positive and >9 as negative attitude. Qualitative data were analysed using thematic approach while descriptive statistics, Chi-square test and logistic regression were used to analyse the quantitative data at 5% level of significance.

Mean ages of teachers and parents were 38.1$\pm$8.1 and 40.6$\pm$7.2 years respectively. Mean years of service was 11.0$\pm$7.2 for teachers. There were more male respondents (58.4%) for teachers and more female respondents (69.8%) for parents. Major forms of CP identified included flogging 84.7% by parents and teachers 83.7% with kneeling down 82.3% by parents and teachers 67.4%. Majority of the teachers (79.4%) and parents (78.6%) wrongly perceived that CP was the best way to discipline students. Majority of the teachers (73.8%) and parents (61.9%) had positive attitude towards use of CP. Perceived dangers associated with CP included physical injury 72.6% for parents and teachers 78.2% and emotional distress 72.6% for parents and teachers 67.7%. Alternatives to CP suggested by parents included conversing with the students (17.7%), counseling (14.9%), while teachers' suggestions include counseling (25.0%) and giving

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academic assignments (18.3%). Significantly, private schools teachers were more inclined towards kneeling down (74.2%) than public schools (63.4%). Male parents were more likely to support CP than female (OR=3.02, CI=1.41-6.47). The FGD participants (teachers) unanimously agreed that CP should be administered in schools but with caution. However, students collectively preferred to be corrected without CP.

Despite perceived dangers associated with corporal punishment, majority of the respondents were still in support of its use in schools. Therefore, it is suggested that corporal punishment should be used in non-injurious ways such as isolation from peers, encouragement, counseling, coaching, monitoring, dialogues or withdrawal of privileges to promote discipline in students.

Keywords: Discipline, Attitude, Corporal punishment, Physical injury

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CERTIFICATION

I certify that this work was carried out by Miss. Olakitan Tolulope Success in the Department of Health Promotion and Education, Faculty of Public Health, College of Medicine, University of Ibadan, Ibadan, Nigeria.

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UNIVERSITY OF IBADAN

TABLE OF CONTENT

Title **Page**

Dedication……ii
Abstract……iii
Acknowledgements……iv
Certification……vi
List of Figures……x
List of Tables……xi
List of Abbreviations……xii

CHAPTER ONE: INTRODUCTION

1.1 Background to the study……1
1.2 Problem Statement ……5
1.3 Justification of the study……6
1.4 Research questions……7
1.5 Broad Objective of the study……7
1.6 Specific Objectives of the study……8
1.7 Research Hypotheses……8
1.8 Key concepts and working definitions……8

CHAPTER TWO: LITERATURE REVIEW

2.1 Rights of the Nigerian Child……11
2.2 Discipline In School Children……12
2.3 Discipline Expected in School Children……13
2.4 Indiscipline in School Children……13
2.5 Causes of Indiscipline In School Children……14
2.6 Corporal Punishment in Schools……16
2.7 International Findings on Corporal Punishment……17
2.8 African and Nigerian Findings on Corporal Punishment……19

UNIVERSITY OF IBADAN

2.9 Legality of Corporal Punishment in Nigeria ……..……..……....…..20
2.10 Alternatives to Corporal Punishment…….21
2.11 School Stakeholders……..……...…….…....27
2.12 Perception towards Corporal Punishment Administration……28
2.13 Attitudes towards Corporal Punishment Administration……..31
2.14 Conceptual framework……..……..…….....33
2.15 Observed gaps in reviewed studies……..……...36

CHAPTER THREE: METHODOLOGY

3.1 Study design…….……..…….37
3.2 Description of study area…….…….....37
3.3 Study sites…….…….…….…39
3.4 Study population……..…….……..39
3.5 Inclusion criteria…….……..…….....39
3.6 Exclusion criteria…….……..…….……39
3.7 Sample size determination……...…….…39
3.8 Sampling procedure……..….....40
3.9 Instrument for data collection…….……..……...47
3.10 Method of data collection…….…….……47
3.11 Validity and Reliability of the instrument…….…...……48
3.12 Data Analysis…….……50
3.13 Data management…….……..51
3.14 Ethical consideration…….……51
3.15 Limitations of the study and how they were controlled…….……51

CHAPTER FOUR: RESULT OF ANALYSES

4.1 Socio-demographic characteristics of respondents……..……...….52
4.2 List of corporal punishment administered in schools as identified by respondents……...….58
4.3 Perception of respondents towards corporal punishment…….……...……..……..66
4.4 Attitude of respondents corporal punishment …….……...…72
4.5 Perceived dangers associated with corporal punishment identified by respondents……...86

UNIVERSITY OF IBADAN

4.6 Other acceptable, alternative means of discipline students in schools…..……..…….....115
4.7 Test of hypotheses……...……..124

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Socio-demographic characteristics of respondents…….……...141
5.2 Forms of corporal punishment administered……...……141
5.3 Perception of respondents towards corporal punishment……..……..143
5.4 Attitude of respondents towards corporal punishment..……144
5.5 Perceived dangers associated with corporal punishment administration..…….……145
5.6 Other alternatives means of discipline students in schools……..…….……147
5.8 Implications for health promotion and education……...……..148
5.9 Recommendations……...……..…..…149
5.10 Summary and Conclusion……..……..……151

REFERENCES.....152

APPENDICES

APPENDIX 1: Focus Group Discussion Guide…..……..……..…..166
APPENDIX 2: Questionnaire for data collection ……..…..…168
APPENDIX 3: Letter of Ethical Approval……..…..183

UNIVERSITY OF IBADAN

LIST OF FIGURES

FIGURE 2.1: The theory of reasoned action framework illustrating the relationship between the various constructs……..…….....33

UNIVERSITY OF IBADAN

LIST OF TABLES

TABLE 2.1: Example of TRA model as applied to CP in schools……34

TABLE 3.1: Wards within the local government area…….....38

TABLE 3.2: Wards within the local government area that have schools……...42

TABLE 3.3: Wards within the local government area that have schools with their numbers of senior class teachers…….....43

TABLE 3.4: Wards within the local government for the selection of parents……..…….45

TABLE 3.5: Wards within the local government randomly selected with specific areas……..46

TABLE 4.1: Socio-demographic characteristics of the teachers…..……...……..….53

TABLE 4.2: Socio-demographic characteristics of the parents…….56

TABLE 4.3: List of corporal punishment administered in schools by teachers……...……..59

TABLE 4.4: List of corporal punishment administered in schools by parents……...62

TABLE 4.5: Comparison of corporal punishment between public and private schools……65

TABLE 4.6: Teachers' perception towards corporal punishment……..……67

TABLE 4.7: Parents' perception towards corporal punishment…….……70

TABLE 4.8: Teachers' attitude towards corporal punishment……...73

TABLE 4.9: Parents' attitude towards corporal punishment……..…76

TABLE 4.9.1: Level of perception of teachers on corporal punishment administration in secondary schools ……..…….....79

TABLE 4.9.2: Level of perception of parents on corporal punishment administration in secondary schools ……...…...…….....81

TABLE 4.9.3: Level of attitude of teachers on corporal punishment administration in secondary schools ……...…..……..……83

TABLE 4.9.4: Level of attitude of parents on corporal punishment administration in secondary schools ……...……85

TABLE 4.10: Perceived Dangers as identified by teachers……..87

TABLE 4.11: Perceived Dangers as identified by parents……102

TABLE 4.12: Factors to be considered before students are disciplined in schools as identified by teachers……...…117

UNIVERSITY OF IBADAN

TABLE 4.13: Factors to be considered before students are disciplined in schools as identified by parents……...…….119
TABLE 4.14: Other alternatives to corporal punishment as listed by teachers……..121
TABLE 4.15: Other alternatives to corporal punishment as listed by parents……...123
TABLE 4.16: Relationship between type of school and perception of teachers' respondent towards CP administration…….…..125
TABLE 4.17: Relationship between type of school and attitude of teachers' respondent towards CP administration …….……...126
TABLE 4.18: Relationship between socio-demographic variables and perceptions of teachers' respondent towards CP administration…….……...…129
TABLE 4.19: Relationship between socio-demographic variables and perceptions of parents' respondent towards CP administration...……..……..…….134
TABLE 4.20: Logistic regression on socio-demographic factors and perceptions of respondents towards CP administration …….……..137
TABLE 4.21: Logistic regression on socio-demographic factors and attitude of respondents towards CP administration……..……..139

LIST OF ABBREVIATIONS

UNIVERSITY OF IBADAN

ACPF	African Child Policy Forum
ACRWC	African Charter on the Rights and Welfare of the Child
CRA	Child Right Act
CAT	Committee Against Torture
CP	Corporal Punishment
CRC	Committee on the Rights of the Child
FGD	Focus Group Discussion
FMOH	Federal Ministry of Education
LGA	Local Government Area
MOE	Ministry Of Education
NSHP	National School Health Policy
NSHP	National School Health Programme
PTA	Parents Teachers Association
SSC	Senior Secondary Classes
TRA	Theory of Reasoned Action
UN	United Nations
UNICEF	United Nations Children Fund
UNHRC	United Nations Human Rights Commission
UNVAC	United Nations Violence Against Children
USA	United States of America
WHO	World Health Organization

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CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Discipline is part of training that enables an individual develop an orderly conduct and self-control as well as self-direction. One of the key responsibilities of parents and teachers is to promote desired behaviours in children and to handle misbehaviours when they occur (Lansford, Tapanya and Oburu, 2011). In the case of discipline, guidance is needed by students in their behaviour especially to do what is right and good because deliberate violation of school rules and regulations creates an undisciplined atmosphere whose major symptoms generally include unrest, mass disobedience, truancy, absenteeism, bullying, delinquency, examination malpractice, fighting, noise making, vandalization, and violent demonstrations (Egwunyenga, 2009).

According to Nevine (2011), corporal punishment and other forms of cruel and degrading punishment have been widely favoured methods of managing discipline both at home and school. Kubeka's (2004) study on disciplinary measures in a primary school in South Africa found that teachers opined that discipline cannot be maintained without corporal punishment and children would be disrespectful to the teachers and fail to develop the discipline to work hard. The same study also found that the teachers favoured the use of corporal punishment in managing discipline in school since it was quick and easy to administer compared to other discipline management methods which in their view require time, patience and skill which educators often lack.

Teaching in schools goes beyond gathering students for learning. It is all encompassing and discipline forms a major part of it. For Africans, especially in Nigeria, not sparing the rod is one essential aspect of discipline (Nakpodia, 2012). In Nigeria, especially during the era of the colonial masters, the missionaries had a solid grip and were in full control of the running of the schools and discipline was in its highest realm. No student then wanted to be found guilty of any crime so they comported themselves inside and outside the walls of the schools due to the high esteem and regard for their teachers but now the reverse is the trend. It is no news anymore nowadays to see a student abusing his teacher, it has even gone to the extent of a gang of

UNIVERSITY OF IBADAN

students going to their teacher's house to beat him up or even kill him. Methods of discipline between the era of the colonial masters and now are quite different (Ehijiene, 1995).

Corporal punishment is the occurrence of physical force used by someone in a position of authority against someone in his or her care with the intention of causing some degree of pain or discomfort (Plan, 2008). The term often specifically refers to hitting the person receiving punishment repeatedly with an instrument, such as a cane, wooden paddle, slipper, leather strap or a wooden yardstick. Less commonly, it could also include spanking or smacking the student in a deliberate manner on a specific part of the body with the open hand, especially at the elementary school level. It also applies more generally to any kind of pain infliction as a punishment (Nakpodia, 2012).

In a study conducted in Kenya, it was revealed that corporal punishment is sometimes used by parents against their children, by teachers and school administrators against students who misbehave, and in many parts of the world, by the judicial system as an additional deterrent to criminals. Despite the frequency with which this method of punishment is used, it remains a controversial topic, with detractors claiming that causing pain is not an effective way to rehabilitate wrongdoers. Most countries have outlawed the practice of inflicting pain to modify child behaviour in the classroom (Kimani, Kara and Ogetange 2011).

Proponents of this punishment method like Baumrind (1996), and Larzelere (1996) cited by Straus (2003) emphasized that it is a valid means of discipline, claiming that schools waste time, space and resources on placing students in detention or suspension. Opponents claim that these punishments achieve the opposite of what they set out to do, as it is a maltreatment and psychological abuse of the child (Straus, 2003: Hyman 1990).

There are many stakeholders in school education that are needed to order to help all our children learn better and reach their fullest potential. Stakeholders of a school includes students, parents, grandparents, family, school teaching and non-teaching staff as well as community, business and Industry communities, alumni association, youth organizations, the faith community, media, etc. and anyone who affects or is affected by the school's actions (MOE, 2013).

UNIVERSITY OF IBADAN

In many parts of the world, corporal punishment in school always start very heated debate. It has also raised a lot of problems round the world as most people and countries see it as inhuman, a physical and psychological danger to its receivers and a source of abuse to the child. In most states of the United States and many parts of Europe, corporal punishment has been abolished, while many countries and organizations at different levels have fought to abolish its use (Frazier, 1990; Poole, 1991).

Egwunyenga (2009) argued that effective discipline does not rely upon external application of consequences designed to elicit compliance; that when desire drives activity, discipline comes from within; and that when good judgment is valued over blind obedience, the students develop a self-dedication that allows them to forgo short-term pleasures in the pursuit of loftier goals.

Many parents support the use of the cane to remove the stubbornness from their children and perhaps keep them on the straight and narrow way. Being a very religious society, we often use our religious books to justify physical violence against our children (Yvobi, 2008). In some countries, e.g. Mauritania, corporal punishment was broadly practiced in koranic schools, secular primary schools and within families (Nevine, 2011).

1.2 Problem Statement

Teachers' attitude about indiscipline and corporal punishment varies most often; depending on their personal values, educational level, and emotional stability. The cadre of the school also determines the type of corporal punishment that may be administered as commensurate with the offence committed by the student (Zeynep and Mucahit, 2009). Research carried out by Kimani, Kara and Ogetange (2011) revealed that Head teachers, teachers and pupils perceived corporal punishment as part of school ethos and culture because it is still being used to manage discipline despite its ban in 2001.

Research clearly shows that effective control of students' behaviour does not depend on punishment for wrongdoing but on boundaries understood by the students (Egwunyenga, 2009) but unfortunately, the media, relevant authorities, federal legislation and school stakeholders are

UNIVERSITY OF IBADAN

silent about the extent to which corporal punishment should be inflicted on students in secondary schools.

Punishments especially corporal punishment received attention at the international community as a violation of a child's right. Most common behavioural problems like coming to school late, not doing assigned work, disrespecting teachers, skipping classes, stealing, and vandalizing school property according to Manguvo,Whitney and Chareka (2011) are the reasons why students were subjected to corporal punishment while the reasons why they acted that way were left unattended to.

Corporal punishment is a "traditional technique of disciplinary control which is considered as a necessary corrective measure". It is designed to point out the teacher's disapproval and to deal with repeated mis-behaviour, for the purpose of correction or control of the child's behaviour (Gershoff, 2002). It has been accepted as a method of promoting good behaviour and instilling notions of responsibility and decorum into the mischievous heads of school children (Chianu, 2001).

According to Chianu (2001) corporal punishment and other cruel and degrading punishment have been widely favoured methods of managing discipline both at home and school. It was also reported in Human Rights Watch Kenya Chapter (2008) which was an open letter to the Justice and Constitution Minister, that some parents bring their children to school and cane them in front of teachers or asked the teachers to cane them in their presence. Students suffer silently in the hands of the very persons entrusted to nurture them into responsible adulthood.

The United Nations Human Rights Committee (UNHRC) has expressed concern over the acceptance of the legislation prescribing corporal punishment as well as Committee Against Torture (CAT) has also noted that "corporal punishment could constitute in itself a violation of the (Torture) 2009 Convention" (CRC/C/GC/8*,2007)

Corporal punishment is widespread in African schools; it is only illegal in 21 out of 54 countries. In Egypt, a study found that 80% of boys suffered corporal punishment at school, compared to

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67% of girls. One quarter of the children punished said they sustained injuries as a result. In Latin America, teachers are permitted to hit students in 14 out of 19 countries. The UN study on Violence Against Children (UNVAC) consultation found that physical punishment is widely permitted and often goes unreported. In Peru, a study of children affected by corporal punishment revealed 59.3% were punished with belts, sticks and cords and 40% mentioned punching, pinching and pushing (Plan, 2008).

A retrospective survey revealed out that a high percentage of girls are victims of physical violence including corporal punishment. The most widespread forms of physical punishment reported by respondents were beating (90%), hitting (84%) and kicking (55%). Other punishments include being made to eat hot chilli (18%), being choked or burned (17%) and being tied (16%). The majority of corporal punishment was administered by girls' closest relatives (African Child Policy Forum, 2010).

According to Bitensky (1998) cited in Cicognani (2004), children on whom corporal punishment is administered are often left with physical evidence of the abuse. Minor injuries such as bruises and swellings are common, more severe injuries such as large cuts, sprains, broken fingers as well as teeth being knocked out, broken wrists and collar bones, and internal injuries requiring surgery do occur (Hyman, 1990).

A prospective study carried out by Adegbehingbe and Ajite (2007) revealed that corporal punishment is a major cause of ocular morbidity and blindness in Nigerian children. Out of the 186 children seen during the study, 30.3% had cases of ocular injuries resulting from corporal punishment in schools, 48.2% occurred in homes, amongst others with severe visual impairment occurring in 7.4% of all the children while blindness occurring in 11.1% of them.

Corporal punishment sometimes results in the physiological, psychological, and emotional maiming of the students, via some teachers taking out their frustration on the students by using punishment arbitrarily and indiscriminately as a disciplinary measure, even though some might be as a result of accident and mis-target.

UNIVERSITY OF IBADAN

Everyone needs discipline; particularly self-discipline but corporal punishment is not a form of inculcating discipline because research has consistently shown that it impedes the attainment of respect for discipline, it rarely motivates students to behave differently because it doesn't bring an understanding of what they ought to be doing nor does it offer any kind of reward for being good. The fact that parents, teachers and others have to repeat corporal punishment for the same behaviour testifies to its ineffectiveness according to Nevine (2011).

Most Nigerian teachers believe that a Nigerian child is so conditioned that he or she cannot really learn without being flogged or punished which indicates that he/she studies under tears, pain and fear which are negative emotions that weakens the quality of learning of the student in question. Professor Paulo S. Pinheiro, an independent expert on the United Nations Study expressed that hitting or smacking children is a type of violence and also concluded that violence used as a means of discipline, despite its devastating effects on the child, should never be viewed as legally or culturally acceptable.

The Ministry of Education (MOE) says it is concerned with the way pupils are being punished. It notes that some schools have actually gone beyond the set down regulations of administering corporal punishment. It reminded teachers to administer legal corporal punishment that does not exceed the four strokes per child - no matter what the offence is. This however is being neglected with brutal beatings of secondary school pupils even to the extent of being administered over 30 lashes. Teachers are allowed to effect the corporal punishment as per the rules and guidelines of the ministry, but this should happen in the presence of the school principal so as to enhance regulation which is frequently violated by most of them according to Johnson (2004).

1.3 Justification for the study

Problem of indiscipline in schools has agitated governments, schools activities, parents, individuals and organizations over the ages giving rise to the need for serious attention and concern towards how parents, teachers, and even students themselves perceive administration of corporal punishment in secondary schools. In other words, to determine if it is the most effective way of ensuring discipline and order in our secondary schools.

UNIVERSITY OF IBADAN

There is little specific reference in the current literature to scientifically explain and respond to the extent to which corporal punishment is being abused by teachers on students in senior secondary schools in Nigeria except if currently going on, there is little or nothing available studies on the extent of corporal punishment in our secondary schools especially on the perceptions and attitudes of secondary school stakeholders which thus necessitates the research.

The rationale behind this study is to investigate the perception and attitude of students, parents and teachers towards the use of corporal punishment administration in our senior secondary schools. Findings from this study will serve as baseline information to reduce corporal punishment administered in schools,

The outcome of this study has implications for policy formulation aimed at the scaling up school-based educational interventions in enhancing the creation of a health promoting school in accordance to WHO standards.

1.4 Research Questions

1. What forms of corporal punishment are students subjected to in senior secondary schools?
2. What is the perception of parents and teachers towards corporal punishment?
3. What is the attitude of parents and teachers towards corporal punishment?
4. What are the perceived dangers associated with corporal punishment?
5. What are the other alternative and acceptable means of disciplining students in schools?

1.5 Broad Objective

This study aimed to investigate perception and attitude of parents, teachers and students towards the use of corporal punishment in senior secondary schools.

1.6 Specific Objectives

1. To document the forms of corporal punishments that students are subjected to in senior secondary schools
2. To assess the perceptions of parents and teachers towards corporal punishment.
3. To assess the attitudes of parents and teachers towards corporal punishment.

UNIVERSITY OF IBADAN

4. To identify the perceived dangers associated with corporal punishment.
5. To explore other alternative and acceptable means of disciplining students in schools.

1.7 Research Hypotheses

1. There is no significant difference between the type of school and perception of teachers.
2. There is no significant relationship between the type of school and attitude of teachers.
3. There is no significant relationship between the socio-demographic variables of teachers and their perception towards corporal punishment administration.
4. There is no significant relationship between the socio- demographic variables of parents and their perception towards corporal punishment administration.

1.8 Key concepts and working definitions

A number of concepts and working definitions have been adopted in this dissertation which includes:

1.8.1 Corporal Punishment: It refers to physical infliction of pain, Abuse and threats, Shouting/screaming at students, Cleaning of toilets and grass cutting.

1.8.2 Perception: It refers to an impression formed in the brain as a result of information about the outside world which is passed back by the senses.

1.8.3 Attitudes: Favourable or unfavourable evaluative reaction or dispositions towards a situation, a person, or a group as expressed in one's beliefs, feelings, or behaviour. An attitude that a person holds towards hypertension, for example, will influence behaviour intentions with respect to the problem.

1.8.4 School Stakeholders: These consist of parents, teachers and secondary school students.

- Parents: Those who gave birth to students or are guardians
- Teachers: Those employed by the state teaching board and posted to schools to perform teaching duties.
- Secondary Schools: Post–primary institutions, that are running the junior and the senior secondary school courses
- Students: Those attending secondary school with the motive to learn.

UNIVERSITY OF IBADAN

CHAPTER TWO

LITERATURE REVIEW

Introduction

School experience has a tremendous and remarkable effect on the emotional and personal development of children (Ayalew, 1996). It is a known fact that overall development of a country depends on social and individual developments. Intended development can be obtained through qualified education which makes the school system of utmost importance. Effective instructions could be achieved by effective classroom management (Zeynep et al, 2009).

A health promoting school is defined as one in which all members of the school community work together to provide students with integrated and positive experiences and structures which promote and protect their health (Save the Children, 2002). School can contribute to the promotion of health status in a country more than any institution. School-age children represent around 25% to 30% of the population in most countries of the world. This group is easily accessible at schools in basic and other levels of education, and it is easier to influence children at this age. They spend most of their time at school, a setting that is ideally suited to teach health issues and to develop health related life skills amongst others (Al-Amin and Joukhadar, 2005).

School health is an approach that takes health to the school and it is quite important because it provides an enabling environment where information on health can be passed across. The school is a primary institution responsible for the development of young people all over the world (Plan, 2008). Schools have direct contact with more than 95% of the nation's young people aged 5-17 years for about 6-9 hours a day and for up to 13 years of their social, psychological, physical and intellectual development. The health of young people is strongly linked to their academic success thus, helping students stay healthy is a fundamental part of the mission of schools (Centre for Disease Control and Prevention, 2011).

A healthy and secure learning environment is necessary for student participation and learning. Teachers play an important role in protecting and promoting health at school, in close co-operation with school staff. The school experience shapes an individual outlook, expectations, relationships, and behaviour not only while being a student but also for a lifetime. In addition,

UNIVERSITY OF IBADAN

school children can pass on their knowledge and healthy behaviour from school to their families and local communities (Al-Amin and Joukhadar, 2005).

Children often spend more time in the care of adults in childcare facilities, schools, and other learning environments than they do with their own parents. These places of learning are, therefore, in a unique position to break patterns of violence by giving children, their parents, and communities the knowledge and skills to communicate, negotiate, and resolve conflicts in more constructive ways (Irwin, Davidson and Hall-Sanchez, 2012).

2.1 Rights of the Nigerian Child

For centuries, the Nigerian child has been seen as "an instrument or property with no absolute property of its own". In the traditional African society the belief was that children should merely be seen and not heard. Children were not allowed to listen to adults' conversations/discussions let alone make contributions. This situation has also found its way into the educational system. Consequently, teachers only allowed children to make contributions when they deemed necessary. Recently, there has been serious concern about the child with the recognition that children occupies unique and priviledged position in the family and the society, noting with concern that the situation of most African children, remains critical due to the unique factors of their socio-economic, cultural, traditional and developmental circumstances, exploitation, hunger, and on account of the child's physical and mental maturity he/she needs.

There is dire need for the child to grow up in a family environment with an atmosphere of happiness, love and understanding for his/her full and harmonious development of his personality. Human rights apply to all age groups; children have the same general human rights as adults but these children are particularly vulnerable and so they have particular rights that recognize their special need for protection. These rights must be protected and not be trampled upon or denied amongst which includes;

- Entitlement to the enjoyment of the rights and freedoms
- Freedom of expression, association, thought, conscience and religion
- Adherence to the best interest of the child; the right to life; survival and development.
- Protection against indecent and in human treatment like abuse or neglect.

UNIVERSITY OF IBADAN

- Provision of a conducive environment to promote early stimulation to learning for the child.
- Entitlement of every child (male/female) to receive compulsory basic education and equal opportunity for higher education
- Promotion and encouragement of child friendly principles in all relevant institutions. (ACRWC, 1990; UNICEF CRC (2005); Umobong 2010).

2.2 Discipline In School Children

School discipline can be defined as school policies and actions taken by the school personnel to prevent students from unwanted behaviours, primarily focusing on school conduct codes and security methods (Cameron, 2006).

Discipline can also be defined as the will power to act in accordance with the rules and norms of the society selflessly. It is also the training of the mind and character for the purpose of producing self-control, self-discipline, restraint and obedience to set rules and regulations according to Irwin, Davidson and Hall-Sanchez (2012).

With respect to the school according to Adesina (1980) cited by Egwunyenga (2009) it is described as a situation whereby students are taught to respect the school authorities to observe the school laws and regulations and to maintain established standard of behaviour. Oredugba (1977) cited by Eluwa (2004) opined that discipline in post-primary institutions should be interpreted as the training of our students during the transitional period from childhood to adulthood, so that by the time they gain full maturity, they are fully prepared for life socially, sexually, emotionally , intellectually, morally and economically. According to Ajayi (1999) cited by Eluwa (2004) school discipline can be said to be action taken against a student when he or she fails to conform to the rules and regulations established either by the school or the system. He further elaborated that it is used to facilitate efficiency and effectiveness and serving to prevent deviations from expected standards. Discipline then becomes a control mechanism, concerned with correcting behaviour that deviates from a standard.

UNIVERSITY OF IBADAN

2.3 Discipline Expected in Secondary School Children

According to Ayalew (1996) descriptions of the kind of proper discipline that is essential to education in which the rules are reasonable and in which they are well accepted by the students that violations of it are comparatively rare. They are rules involving courtesy and a consideration for others which definitely are rules for of normal civilized behaviours of individuals in a setting. In tackling the kind of discipline that we want in our school children, we could look at the following areas;

- Discipline that recognizes the inherent dignity and rights of every human being, rather than the one attained through humiliation of the undisciplined.
- Discipline based on the devotion to humanitarian principles and ideals.
- A self-direction, self-discipline rather than discipline based on questioning obedience to leader.
- Discipline based on understanding based on taking someone else's word for specific appropriate behaviours (Ayalew, 1996).

2.4 Indiscipline in School Children

It is quite obvious of the alarming increasing rate of general laxity, violent acts and moral decadence of our youths today, most of whom can be averagely found in secondary schools. They are very vulnerable because of their exposure to many negative factors which include the media (violent & x-rated films), Internet surfing, negative role models and early exposure to sex and money. According to Babs Fafunwa (1977) at the National Conference on Discipline and Motivation in schools cited in Towuaghantse (2004) opined that the society is passing through a very difficult time and the incidence of indiscipline has spread into every part of our entire socio-economic and political life as a nation. It is important to note that students' behaviour is a reflection of the larger society which has obviously become corrupt in all magnitude.

The word indiscipline has acquired quite a number of few connotation and derivation for years with people having widely different opinions and understanding of it. According to Peretomode (1995), Indiscipline can be defined as any act that does not conform to the societal values and norms as well as any act that is inconsistent with the set down rules and regulations governing a learning situation.

UNIVERSITY OF IBADAN

Acts of Indiscipline found in Secondary Schools according to Hamzart (1977) cited in Towuaghantse (2004) have been categorized into 3 major categories although, they are inexhaustible and they are;

Anti-social Acts – This is the act of destruction of school properties and rioting, hooliganism, truancy, being quarrelsome, stealing and bullying. In other words, it is the inability to control one's behaviour.

Act of Defiance – This is an action done that is usually against the established rules of the school, and general disobedience to constituted authority and it includes avoidance of wearing school uniforms during school hours, smoking, immoral behaviours, drinking alcohol and drug abuse, use of abusive language, rudeness and sexual immoralities.

Act of Negligence - This involves practices that reveal the students' carefree attitude which includes lateness to school and assemblies, careless handling of school and personal properties, lateness to classes, dirty and rough appearances and poor attitude to learning.

2.5 Causes of Indiscipline in School Children

It is a verified fact that indiscipline has been institutionalized in many of our schools which has not only adversely affected the students' performance but has also shaken the norms which form the very foundation of our society (Ehijiene, 1995). The system of indiscipline in schools are easily recognizable but the causes which can either be external or internal to the school system and sometimes can be a combination of both is mostly very difficult to trace.

External factors includes the following namely;

Parental Relationship: This is one of the main causes of indiscipline according to Symonds (1987) cited in Darling and Steinberg (1993) who remarked that an individual's attitude towards himself grew out of the attitude displayed towards him by his parents during his formative years. A child that comes from a broken home where physical combat, rejection, pervasive language, poverty and inability of parents to meet their children's needs and rain of abuses is the order of the day, such child is likely to be fond of fighting, quarrelsome and aggressive to his peers in

UNIVERSITY OF IBADAN

school thus creating a problem of indiscipline for school authorities (Ng, 2003). By the same token, some affluent and rich parents allow their wealth to enter their children's head to the extent that such children consider themselves better than other people around them including their teachers hence displaying non-conformities to rules and regulations of the schools. If the home lacks stability, peace and happiness, it will be difficult for the child to cope with the social expectation in the school system (Darling & Steinberg, 1993).

Societal Influence: The societies in which a child grows and develops have a stronghold and influence in the mannerisms and behaviour of that child (Ng, 2003). A society in which nepotism, tribalism, favoritism, bribery and corruption, victimization, discrimination, dishonesty, fear, violence, reckless spending or conscious consumption etc. is the norm of the day will definitely replicate itself in any child that grows therein. In Nigeria, it is so obvious that many administrations and law enforcement agencies have failed woefully because of one or a combination of the factors listed above according to Fafunwa (1977) cited by Towuaghantse (2004). Media should not be left behind in this also because these students replicate scenes and acts that they are constantly exposed to via the media.

Peer Groups: Students are easily influenced by their peer groups especially those that find solace and happiness amongst their friends whom they value more than their family members. Some atrocities like rape, theft, arson and vandalism are usually done in groups according to Shekarau cited in Ehijiene (1995).

Internal Factors includes the following;

School Management: Physical conditions of the school can also promote indiscipline among schools. Many of the classroom and learning conditions are serious threats to the security of the children. To expect discipline in an ill-equipped school where accommodation is poor, where there is inadequate or substandard infrastructure, lack of motivated and unqualified, adequately trained staff with crowded classrooms, poor lighting facilities and water supply will be expecting a magic to happen (Towuaghantse, 2004).

UNIVERSITY OF IBADAN

School Administration: Poor school administration in the area of communication, integrity and unfairness in judgment will definitely cause students to revolt and not have any regard for the school established authorities. Poor curriculum which do not provide for the need and interest of youth sows the seeds of misconduct which makes students less likely to see its worth and there is higher tendency to seek entertainment during school hours (NSHP, 2006). The quality of education that our children receive bears direct relevance to the unavailability of physical facilities and overall atmosphere where this learning takes place according to Nigeria Education Sector Analysis (2000). From the early ages of elementary to tertiary education, school administrators have used a variety of tactics to bring their students under control, ranging from praise to scolding, from physical punishment to shame and embarrassment (Mfuneko, 2006).

Teacher – Students Relationship: A teacher who knows his professional responsibility and obligation should be sufficiently equipped with art necessary in discharging his duties towards instilling discipline into his students (Hyman, 1990). Teachers are the immediate models for their students and unless the teachers are self-disciplined themselves, they will certainly loose the right to discipline their students. The best phase that explains this is "A teacher and his students are like a stick with its shadow; the shadow cannot be straight while the stick is crooked. Unhealthy behavioural practices by the teacher such as sarcasm, threats of failure, rejection, ridicule and criticism of individuals before the entire class may cause embarrassment, resentments and class tension (Schlechty, 2001).

Lack of commitment and control on the part of the teachers could be traced to the facts that some did not want to make a career out of the profession, but for want of any other thing, they take up teaching and are naturally ready to quit at any time if a better alternative offers comes up (Ehijiene, 1995).

2.6 Corporal Punishment in Schools

Corporal Punishment in schools occurs when the teacher or the "adult-in-charge" purposely inflicts pain upon a child in order to stop that child's unacceptable behaviour and/or inappropriate language. The immediate aim of such punishment is usually to stop the offence, prevent its recurrence and set an example for others. The purported long-term goal is to change the child's

UNIVERSITY OF IBADAN

behavior and to make it more consistent with the adult's expectations (Straus and Donnelly, 1994). In corporal punishment, the adult usually hits various parts of the child's body with a hand, or with canes, paddles, yardsticks, belts, or other objects expected to cause pain and fear according to Dayton (1994) cited in Andero and Stewart (2002). Corporal punishment covers official punishments of school students for misbehaviour that may involve striking the student a number of times in a generally methodical and pre-meditated ceremony. Less commonly, it could involve spanking the student in a deliberate manner on a specific part of the hand or body. According to Orentlicher (2002) cited in Andero and Stewart (2002) The punishment usually takes many forms, including spanking, shaking, choking, excessive exercise, and confinement in an uncomfortable space and it usually imposed for violent acts, like fighting with another student, and non-violent acts, like possessing cigarettes, talking in class, swearing, throwing food, not doing assignments amongst others.

All this is done because of the offence committed by the student. Most teachers actually think they do well by punishing students, also believing that it is the best way to motivate students in order to behave more appropriately but they are mistaken by that way of thinking because the improper act or behaviour is just prevented for a while only. As a matter of fact, long term results of this kind of punishment are either to react against it as most commonly done by the students or to surrender (Human Rights Watch, 2008).

2.7 International Findings on Corporal Punishment

"The findings are stark. Harsh treatment of children was epidemic in all communities. Our data support the conclusions that maltreatment occurs in all nations," said Desmond Runyan, MD, Dr PH, professor of social medicine at UNC and lead author of a study that conducted surveys in Egypt, India, Chile, the Philippines, Brazil and the U.S. to track international variations in corporal punishment. Some findings of Runyan's study, published online Aug. 2 by the journal *Pediatrics*, include: Rates of harsh physical discipline revealed by the surveys were "dramatically higher" in all communities "than published rates of official physical abuse in any country" (Save the Children, 2002).

UNIVERSITY OF IBADAN

Rates of corporal punishment vary widely among communities within the same country. For example, both the highest and lowest rates of hitting a child on the buttocks with an object (such as a paddle) were found in different communities in India. Harsh punishment of children by parents is not less common in countries other than the U.S (Survey USA, 2003). It may be more common, especially in low and middle income countries. "This study shows that the U.S., unlike most other high income countries, has had little change in the use of corporal punishment as commonplace," Zolotor said. "Given the weight of evidence that spanking does more harm than good, it is important that parents understand the full range of options for helping to teach their children. A bit of good news is that the decline in the use of harsher forms of punishment is somewhat more impressive" (Zolotor, 2008).

The second study led by Zolotor was a systematic review of the laws and changes in attitudes and behaviors in countries that have adopted bans on corporal punishment since the passage of the Convention on the Rights of the Child (CRC) in 1979. The United Nations adopted the convention in November 1989 and by September 1990, 20 nations signed on to enforce the treaty. Currently, 193 nations have signed on to enforce it, but the U.S. and Somalia have not. A bill that opposes signing of the convention, sponsored by Republican Sen. Jim Demint of South Carolina, is currently pending in the U.S. Senate and is supported by 30 senators, all Republicans. Zolotor's second study was published online in July by Child Abuse Review and appears in the July/August 2010 print issue of the journal (UNICEF CRC, 2005)

Corporal punishment includes a wide variety of methods such as hitting, slapping, punching, kicking, pinching, kneeling, use of various objects (wooden, paddles, belts, sticks and cane), painful body postures, knocking on the head, use of excessive exercise drills and prevention of urine and/or stool elimination amongst others (Plan,2008). In many parts of the world, corporal punishment in school has always raised very heated debate. In the United States and many parts of Europe, many organizations at different levels have fought to abolish its use (Frazier, 1990; Poole, 1991).

UNIVERSITY OF IBADAN

2.8 African and Nigerian Findings on Corporal Punishment

In 2008 the Centre for Justice and Crime Prevention released its report on the National Schools Violence Study, which provides a baseline from which to monitor school violence in the future. Over 12,000 students took part in the survey, as well as nearly 800 principals and educators at 245 primary and secondary schools. The study found that, despite prohibition in South African schools, 71% of primary school children and 47.5% of secondary school children experienced corporal punishment (Global Initiative to End all Corporal Punishment of Children, 2013).

Corporal punishment has always been a controversial issue and always difficult to discuss rationally and objectively. Ndubisi and Uka (1981) held that some lay critics argue that pupils would master their subjects more effectively if teachers gave them doses of corporal punishment and that education has fallen in standard because corporal punishment is no longer used on erring pupils to force them to be studious.

Contrary to these views, many educationists have argued that corporal punishment has shock and dehumanizing value (Egwunyenga, 2009) and capable of making the learning environment a punitive place (Pieters, 2000). School's use of corporal punishment affects every student in that school, including those who are not personally subjected to hitting or paddling. The prevalent use of physical violence against students creates an overall threatening school atmosphere that impacts students' ability to perform academically, does not necessarily change the underlying wish to misbehave, and damages teacher/student relationship which is of a great importance in learning (Murphy and Parker, 2010).

Irwin, Davidson, Hall-Sanchez (2012) adds that children used to corporal punishment experience psychological harm because they become an endless cycle. Psychological problems which have been associated with corporal punishment according to Rohner (1991), Straus and Donnely (1994) include depression, anxiety, aggression, inferiority complex, withdrawal syndrome and impaired self-concept and also noted that effective discipline does not rely upon external application of consequences designed to elicit compliance; that when desire drives activity, discipline comes from within; and that when good judgment is valued over blind obedience, the

UNIVERSITY OF IBADAN

students develop a self-dedication that allows them to forgo short-term pleasures in the pursuit of loftier goals.

Students who learn in an environment that tolerates physical abuse eventually learn to accept it as a way of life," said Peter Newell (2005) of the Global Initiative to End Corporal Punishment of Children. "Hitting children teaches them bad behaviours and actually makes them feel bad about themselves, thereby creating an inferiority complexity".

2.9 Legality of Corporal Punishment in Nigeria

Home: Corporal punishment is lawful in the home. Article 295 of the Criminal Code (South) states: "A blow or other force, not in any case extending to a wound or grievous harm, may be justified for the purpose of correction as follows: (1) a father or mother may correct his or her legitimate or illegitimate child, being under sixteen years of age, for misconduct or disobedience to any lawful command; (2) a master may correct his servant or apprentice, being under sixteen years of age, for misconduct or default in his duty as such servant or apprentice;..(4) a father or mother or guardian, or a person acting as a guardian, may delegate to any person he or she entrusts permanently or temporarily with the governance or custody of his or her child or ward all his or her own authority for correction, including the power to determine in what cases correction ought to be inflicted; and such a delegation shall be presumed, except in so far as it may be expressly withheld, in the case of a schoolmaster or a person acting as a schoolmaster, in respect of a child or ward." Article 55 of the Penal Code (North) states: "(1)(a) Nothing is an offence which does not amount to the infliction of grievous hurt upon any person and which is done: by a parent or guardian for the purpose of correcting his child or ward, such child or ward being under eighteen years of age." These provisions are also confirmed in the Sharia penal codes in the Northern states.

Schools: Corporal punishment is lawful in schools under article 295(4) of the Criminal Code (South), which states that "a schoolmaster or a person acting as a schoolmaster" is automatically considered as having been entrusted with "authority for correction, including the power to determine in what cases correction ought to be inflicted", and article 55 of the Penal Code (North), which states: "Nothing is an offence which does not amount to the infliction of grievous

UNIVERSITY OF IBADAN

hurt upon any person and which is done by a schoolmaster for the purpose of correcting a child under eighteen years of age entrusted to his charge." The government has stated that the Child Rights Act (2003) prohibits corporal punishment in schools (third/fourth periodic report to the Committee on the Rights of the Child, May 2008, para. 7.1.6) but there had been inability to verify the information; the Act is not in force throughout Nigeria. Law reform has not yet effectively prohibited corporal punishment of children in the penal system. The Child Rights Act states that "no child shall be ordered to be subjected to corporal punishment" (article 221), but as at June 2010 this had been adopted in only 24 out of 36 states, and legislation authorizing corporal punishment was yet to be amended or repealed. "… Measures must also be taken to ensure that discipline in school is administered in conformity with the provisions of article 28, paragraph 2 of the Convention…."*(30 October 1996, CRC/C/15/Add.61, Concluding observations on initial report, paras. 15, 36 and 38).*

2.10 Alternatives to Corporal Punishment

In the bid to instill values and lessons into children, part of this process is to punish a child when they have done wrong. There are many ways to do this without the use of corporal punishment according to Ending Corporal Punishment in Alternative Care (2012)and they are as follows;

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2.10.1 For Parents;

1. **Read parenting books and take parenting classes.** Children are not like cats and dogs, so read so you can better be prepared for the trials of raising children.
2. **Give your children lots of time and attention.** Most children often misbehave to gain their parents attention. By spending time with your children you can help avoid this. If you don't spend a lot of time with them, you won't see negative behaviors and be able to correct them as well as you'll miss out on encouraging good behavior.
3. **Treat your children with respect and dignity.** Remember children are people too. Just because they are your kids, doesn't mean you have the right to treat them like they are second rate. As a parent you must command compliance but it is better to do so in a kind and gentle manner. If you make the child feel part of your decision making about them; they will feel included and more willing to compile with your demands.

4. **Constantly praise your children for good behavior**. If you always praise a child for good behavior; they are more likely to repeat the action. Try to praise a child on little things. If they manage to get dressed by themselves praise them, even if you wanted them to brush their teeth. You could say something like, "I'm proud of you for getting dressed by yourself, why don't we go tackle brushing your teeth too." This encouragement gives the child confidence and the child will slowing add brushing the teeth to his/her list because he/she knows he/she will be rewarded twice as much. The more times praise is used, the more a child complies with orders given.
5. **Teach, model and explain things to your child.** Children are always watching you for clues on how to behave. By setting an example of the behavior you want, the children will learn and mimic it. Provide models of good and bad behavior so the children have a guideline to judge their own actions by. Finally, no matter what form of punishment, explain to the child what they did wrong. Children might not always see their actions as wrong or they might be confused at what part of what they did upset you. By telling the child things like, "You know what you did," can open a door of confusion. Even if it's plainly clear what the child did wrong, tell them. By telling them, they have a chance to hear again what they did wrong and evaluate why it was seen as bad. Hearing the behaviour they did with their own ears focus them to replay the scene in their head. This will have them thinking more about their action than if you simply told them they knew what they did wrong.
6. **Set clear and consistent boundaries.** Children learn best when they can predict of outcome of events. By having clear good and bad behaviors they child will know before acting bad whether or not they will be punished. If a child has a clean definition of what is okay and what is not, there is no valid argument when the child produces the bad behavior. That gives you control because you can relate back to the child that you clearly told them it was a bad behavior.
7. **Work on yourself.** No parent is perfect. Learn from your mistakes and try something new until you find a system that works for you and your child.

2.10.2 Methods of Positive Discipline

1. Demonstrate Respect Principle - Treat the child the same way you treat other important people in your life - the way you want him to treat you - and others.

2. Make a Big Deal Principle - Make a big deal over responsible, considerate, appropriate behavior - with attention (your eyeballs), thanks, praise, thumbs-up, recognition, hugs, special privileges, incentives (NOT food).

3. **Incompatible Alternative Principle** - Give the child something to do that is incompatible with the inappropriate behavior. "Help me pick out 6 oranges" (instead of running around). If your husband is annoying you by playing his Game boy, instead of berating him, simply ask him to help you by drying the dishes.

4. Choice Principle - Give the child two choices, both of which are positive and acceptable to you. "Would you rather tiptoe or hop upstairs to bed?" ("You choose or I'll choose.") This can be used with spouses. "The garage needs to be cleaned out. Would you rather do it tonight or Saturday?"

5. When/Then - Abuse it/Lose it Principle - "When you have finished your homework, then you may watch TV." (No homework - no TV).

6. Connect Before You Correct Principle – Be sure to "connect" with a child – get to know him and show him that you care about him – before you begin to try to correct his behavior. This works well when relating to parents, too. Share positive thoughts with them about their child before you attack the problems!

7. Validation Principle - Acknowledge (validate) his wants and feelings. "I know you feel angry with your teacher and want to stay home from school. I don't blame you. The bus will be here in 45 minutes."

8. Belonging and Significance Principle – Remember that everyone needs to feel that s/he belongs and is significant. Help your child to feel important by giving him important jobs to do and reminding him that if he doesn't do them, they don't get done! Help him/her feel important by being responsible.

9. Timer Says it's Time Principle - Set a timer to help children make transitions. "When the timer goes off, you will need to put away your books." "In five minutes, we will need to line up for lunch." It is also a good idea to give the child a chance to choose how long he needs to pull himself together. "It's okay to be upset, how long do you need?" Then allow him to remove himself from the group and set the timer. You may offer the child a choice (and set the timer) when it's necessary for him to do something he doesn't want to do. (Ending Corporal Punishment in Alternative Care, 2012)

2.10.3 For Teachers;

Alternatives to Corporal Punishment in Schools

1. **Punish immediately and consistently, but not frequently.**

   For punishment to work, it must immediately follow the misbehavior. Do not change your mind about what should be punished from day to day, but make sure that you do not have a long list of behaviors that require punishment. A student who is punished frequently each day will learn to feel that he or she is a bad person. The student will continue to misbehave because punishment will seem unavoidable. To avoid this, make sure you do not start with too many rules or rules that are too hard.

2. **Choose appropriate, effective punishments.**

   If possible choose a punishment that is a natural consequence of the misbehavior (e.g., "You didn't pick up the toys, you can't play with them for the rest of the day.) If you find that a particular "punishment" does not seem to work even when applied consistently, it is not "punishing" for your student, and you should try another.

3. **Ignore misbehavior that is not harmful.**

   If you are having difficulty with a student's behavior, try ignoring as many types of misbehavior as you can without allowing the student to hurt himself or others. Make sure to praise the him/her when behavior is good. When you have all harmful behavior under control, you can gradually start to work on other annoying behaviors -- one behavior at a time.

4. **If you know what the student wants, try giving it to him/her at a better time.**

   If you know that your student misbehaves for attention, give her/him extra attention when the student is behaving well. If your student seems to "want" to be spanked, avoid physical punishment for wrong-doing, but give the him/her extra physical contact (hugs, holding, rocking, horse-play) at other times during the day.

5. **"Time-Out"** works best when used to prevent the student from getting rewarded for misbehavior.

   Use this technique to remove the student from the room where other children are likely to provide "praise," laughter, etc. Make sure to use it immediately and as unemotionally as possible. One minute per year of age is a good guide as to how long to keep the child in

UNIVERSITY OF IBADAN

time-out (e.g., 3 minutes for a 3-year-old). If the child leaves the time-out area, calmly return him or her, and be prepared to do so repeatedly, and UNEMOTIONALLY, as many times as necessary.

6. **Rewarding a student's good behavior is MUCH more effective than punishing bad behavior.**

   Reward has the added advantage of helping a student feel good about himself; whereas, punishment tends to make a him/her feel bad about himself or herself and resentful toward you (C:\Users\Public\Documents\Corporal Punishment\Alternatives to Physical Punishment.html).

Adopt a whole school approach and make sure that your classroom discipline reflects the school's policies

Discipline is not only a classroom issue; it impacts on the whole school. Classroom and school strategies should be congruent. Create a climate in which these issues are discussed, evaluated and new strategies put in place. Co-operation and consistency among the staff will strengthen whatever individual teachers try to implement in their classes and give learners a sense of security, as they will know what to expect as well as what is expected of them.

Establish ground rules - set class rules with your classes at the beginning of the year; you may choose to re-evaluate them at the beginning of each new term. Make sure that everybody understands the logic behind each rule. Put the rules where they can be seen or give each learner a copy: they could even sign it as an agreement with everybody in the class.

Be serious and consistent about the implementation of the rules - the rules should apply equally to everybody in the class. Be fair - it is critical to a relationship of trust between yourself and the learners. Make sure that any disciplinary action is carried out firmly but fairly.

Know your learners and focus on relationship building- build a relationship of trust in which learners feel respected, understood and recognized for who they are. Do things like: remember their names, get to know them, notice who seeks attention and who does not, be sincere, ask how they are if they have been ill, find out about their lives, talk to them, make it clear that you care about them, make time for them. Reach out to everybody, including those who may be part of a clique or a social group, including gangs. Send a message of inclusion and lay the foundation for open communication channels.

UNIVERSITY OF IBADAN

Manage the learning process and the learning environment enthusiastically and professionally- your motto should be prepared. Work for the day should always be well prepared, anticipate that some learners will finish before others and have something for them to do. Make sure that the work is relevant to the learners. Set up a learning environment that is conducive to learning, display learners work or involve them in setting up classroom displays. Be self-critical: if something does not work, consider all the reasons why this may be so, including that perhaps you could have done something differently.

Learning materials and methodology include things like conflict management, problem solving, tolerance, anti-racism, gender sensitivity, and so on in your learning materials as well as in the way in which the classroom is managed. The methodology should provide the opportunity for learners to practice their skills in these particular areas as well as to build a co-operative learning environment in which learners understand the dynamics of working together and are able to give and take in a group situation.

Be inclusive - leaving learners out, not reflecting an understanding of their needs, and so n could alienate them. Use materials, pictures, language, music, posters, magazines and so on that reflect the diversity of the class so that no learner feels left out or that his or her identity is not valued.

Give learners the opportunity to succeed - we have all heard it said that success breeds success. Learners who feel positive about themselves and their ability to succeed will make better learners. Some traditions that have been around for a long time may contribute to some students feeling superior and others frustrated or inadequate. For example, only acknowledging those learners who obtain A aggregates as opposed to those learners who have worked to their best ability and achieved what is for them the equivalent of an A symbol may be frustrating to a learner who worked hard. Take steps to avoid favouritism and celebrate a broad range of student achievement (Asmal, 2000)

2.11 School Stakeholders (Definition of terms)

According to MOE, most systemic transformation efforts involve stakeholders that are critical to achieving the desired changes as asserted. In this school setting, they include;

School Board (PTA) is made up of members that are usually elected by the residents of the school district, though it varies in size and they have power to hire and fire teachers and

UNIVERSITY OF IBADAN

administrators. They are also the guardians of the policy that helps implement changes that will benefit the school.

School Administrator is the single most influential stakeholder in the school setting (Spillane, Camurn, and Pareja, 2007) and is expected to set the academic tone for students, parents, staff, community members through effective participatory leadership. An effective school administrator develops a collaborative team approach to decision making and problem solving while simultaneously and consistently developing and maintaining established policies and guidelines (Chianu, 2001).

Teachers, along with the student, play an interactive role in the education process because one cannot function without the other. "The empowerment of teachers will facilitate the empowerment of students according Short & Greer, 2002 as cited in MOE (2012). Teachers as a stakeholder are expected to possess the professional knowledge to lead the students and in addition, he can be a mentor, supervisor, counselor, and community leader. Motivating factors for teachers is related to the impact their role plays in producing individuals who are asset to the community they live. "The ends of education have to do with such things as providing the society with a culturally literate citizenry, a world-class workforce, people who can think and reason", according to Schlechty (2001).

Students are expected to meet standards that were required of them (Schlechty, 2001). Students play the lead role in the educational process and as stakeholders are expected to participate in the process. "Successful schools encourage significant participation by parents, students and teachers (Spillane et al., 2007).

2.12 Perception towards Corporal Punishment Administration

Researchers in various countries in an attempt to better understand the factors affecting intention or willingness to support or eradicate corporal punishment administration have examined perceptions and related variables on corporal punishment administration in Kenya (Kimani, Kara and Ogetange, 2012). The data obtained during the research revealed that corporal punishment

UNIVERSITY OF IBADAN

was a reality in Kenyan schools. Fifty percent (50%) of the head teachers confirmed that corporal punishment was being used in their schools. The magnitude of use of corporal punishment in schools was captured by the overwhelming number of student who reported that they were physically punished at school. Ninety one percent (91%) of the pupils reported that they were caned at school. majority of the teachers (81.7%) agreed that corporal punishment is necessary to maintain discipline in schools. Moreover, a huge percentage of teachers (83.4%) felt that in the absence of corporal punishment, discipline had deteriorated in schools. It is therefore not surprising that 78.4% of the teachers felt hat corporal punishment should be reintroduced to deal with indiscipline in schools. Apparently, 78.4% of the teachers were of the opinion that pupils know that corporal punishment is not allowed at school and therefore they misbehave.

The head teachers when asked to provide their opinion on the use of corporal punishment in school, seven head teachers (70%) reported that use of corporal punishment had been in use in schools for long (Gershoff, 2002). Corporal punishment is therefore part of school culture in Kenya. Six head teachers (60%) were of the opinion that corporal punishment was easy and quick to apply. Six head teachers (60%) were of the opinion that corporal punishment instills good morals. Five head teachers (50%) felt that corporal punishment helps in molding good behaviour while. The findings seemed to suggest that the head teachers held a strong belief and regard for corporal punishment. This may explain lack of compliance with the government directive on the ban of corporal punishment. Contrary to Johnson (2004) assertion that teachers often administer corporal punishment without the knowledge of the headmaster, the study found out that head teachers are indeed perpetrators of corporal punishment in schools

Investigations of several researchers regarding parental perception towards corporal punishment administration showed that Studies have found that parent's personal experience with physical punishment in childhood is one factor associated with the utilization of physical discipline with their own children; however, the use of discipline practices and physical punishment are shaped by many influences including race, ethnicity, and social class (Horn, 2004; Kelley, 1992; Magnuson and Waldfogel, 2005). Although much of the research regarding influences on child disciplinary tactics has focused on characteristics of the child or the parent, the laws involving corporal punishment and parents' awareness of such laws are also relevant.

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Since the boundaries of corporal punishment are difficult to measure for professionals and parents alike, one serious risk factor of corporal punishment is the possibility of escalation to physical abuse. One study investigating the risk of corporal punishment for physical abuse found that parents who physically abused their children reported two thirds of their abusive incidents began as an attempt to change the child's behavior (Strauss & Stewart, 1999). Further, children and youth are most likely to be killed by members of their own family. Between 1991 and 1999, 88% of child and youth homicides were committed by parents in Canada (Statistics Canada, 2001). In regard to the risk of a continuum between physical punishment and physical abuse, investigating the boundaries that parents draw between the two seems appropriate.

Parental perception of the boundaries between physical punishment and abuse has received little empirical attention. Worse yet, no studies have been done to investigate if parents are interpreting child protection policies properly, or if they are even aware of them. Assessing the perceptions of parents on what constitutes physical abuse is important because child abuse most often occurs in the family and is mediated by the parent. In a survey of 900 parents, Strauss and Stuart (1999) found that over one fourth of parents reported using an object to hit their children in the name of discipline. The study also found that a third of parents used physical punishment on their 14-year old child. The use of an object and punishment of a child over the age of 13 are prohibited by the judicial limitations of corporal punishment in Canada (Canadian Foundation for Children, Youth, and the Law *v.* Canada, 2004). Recent studies such as this demonstrate that parents are inadequate at judging the boundaries between acceptable physical punishment and physical abuse. With Section 43 of the *Criminal Code of Canada* permitting corporal punishment, the legal system is providing parents with vague guidelines for what constitutes physical abuse and "reasonable."

An estimated 103,297 child abuse cases were substantiated in Canada in 2003, with 28,053 additional suspected cases (Statistics Canada, 2001). These numbers indicate a 125% increase from 1998. Almost a quarter of child abuse cases in 2003 were in the form of physical abuse, with an incidence rate of 5.31 for every 1000 children. These incidence rates underestimate the numbers of children experiencing abuse in Canada, as many cases go unreported and undetected

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each year (Finkelhor, 1993). Nonetheless, these numbers indicate that child maltreatment is a significant problem in Canada. Based on the large number of parents who violate physical abuse laws in the name of discipline, it is reasonable to assume that parents' lack of awareness of the legal boundaries for corporal punishment could be contributing to the child abuse rates in Canada. In addition to the suspected link between corporal punishment and child maltreatment, there is also evidence to suggest that there are long-term negative consequences to corporal punishment. Those opposed to corporal punishment are often concerned with the harmful effects that it may have on the child which includes: increased risk of future delinquent behaviour such as drug use, crime, and aggressive interactions (Strauss, 1991). Other studies have found an association between corporal punishment in childhood and low self esteem, emotional issues, and violence perpetration in adolescence (Ohene, Ireland, McNeely and Borowsky, 2006). A recent meta-analytic study (Gershoff, 2002) combined 88 studies on the impact of mild and moderate corporal punishment such as spanks and slaps not causing physical injury.

2.13 Attitudes towards Corporal Punishment Administration

A research carried out to examine young adolescents' endorsement of parental use of corporal punishment to elucidate processes underlying the intergenerational transmission of discipline strategies revealed that adolescents' attitudes about corporal punishment varied widely. Those adolescents who had been spanked by their own mothers were more approving of this discipline method, regardless of the overall frequency, timing, or chronicity of physical discipline they had received (Deater-Deckard, Lansford, Dodge, Pettit and Bates, 2003).

The vast majority of U.S. parents use spanking and other forms of physical punishment (Graziano and Namaste, 1990; Straus, 2001). Studies indicate that parents who physically punish their children generally believe that this method of discipline is appropriate, effective, and sometimes necessary (Holden, Miller and Harris, 1999). There is evidence for intergenerational transmission of physical punishment that is accounted for, in part, by attitudes about this discipline practice. Several theorists have emphasized the importance of considering children's social cognitions, including their attitudes, when studying links between past experience and subsequent behavior (Crick and Dodge, 1994; Lemerise and Arsenio, 2000). According to this

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social–cognitive perspective, children are rational and behave in ways that are consistent with their own attitudes about what is and is not appropriate and effective.

Agbenyega (2006) reports on the practice of corporal punishment in two basic schools in the Accra District in Ghana. The findings reveal that an overwhelming majority of the teachers (94% and 98%) use corporal punishment to enforce school discipline. The results further indicate that the majority of the teachers in both school sites administer corporal punishment to students who perform poorly in academic work. This implies that students with special learning problems who are not officially identified may be punished often for poor performance. Another surprising aspect of this result is that a large number of teachers from all the schools indicate their unwillingness to discontinue corporal punishment in their schools.

Adults who have been spanked in childhood are more accepting of the use of corporal punishment (Bower-Russa, Knutson and Winebarger 2001; Graziano and Namaste, 1990). Several studies of children and adolescents have shown that children have more favorable attitudes toward physical punishment compared with more passive strategies such as withdrawal of love and permissiveness (Deater-Deckard, Lansford,et.al, 2003). Furthermore, as with the studies of adults, a link between past discipline experiences and current attitudes has been shown to be present by middle childhood. For instance, Holden and Zambarano (1992) found that children who had received higher amounts of corporal punishment were more likely to report that they would use this discipline method when presented with hypothetical vignettes. Thus, from a young age children have included in their conception of parental discipline strategies a repertoire of behaviors that seem to reflect the discipline that they themselves have experienced.

Ecological factors should be considered when examining the formation of these attitudes. The broader cultural context provides many and varied opportunities for the co-construction of childrearing beliefs involving the individual parent, child, and other members of the defined cultural group (Lightfoot and Valsiner, 1992). Approval and use of more physical forms of discipline are more common among adults who have fewer socioeconomic resources and who are members of ethnic minority groups (Kelley, Power and Wimbush, 1992; Straus & Stewart, 1999). Deater-Deckard and Dodge (1996, 1997) found that African American children and their

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mothers held more accepting attitudes toward the use of physical punishment than did European American children and mothers. In another series of studies, Flynn (1998) found that among college students, African Americans and males were more likely to endorse parents' use of physical punishment. Other research has found links between conservative or fundamentalist religiosity and endorsement of this discipline method (Gershoff, Miller and Holden, 1999).

2.14 Conceptual Framework

Theory of Reasoned Action Theory of reasoned action (TRA) was developed by Martin Fishbein and Icek Ajzen (1975,1980), the theory was born out of frustration with traditional attitude-behaviour research, much of which found weak correlations between attitudes measures and performance of voluntary behaviours. TRA suggests that an individual behavioural intention depends on the person's attitude towards the behaviour and subjective norms, explaining that behavioural intention measures a person's relative strength of intention to perform a behaviour.

Theory of reasoned action is made up of three components namely

1. Behavioural Intention (BI)
2. Attitude (A)
3. Subjective Norms (SN)

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Table 2.1: Example of the Theory of Reasoned Action Model as applied to the perception and attitude of parents/teachers on corporal punishment in secondary schools

Level	Examples
Attitudes: relates to the summary of beliefs about a particular behaviour weighted by evaluations of these beliefs. The higher in weight is preferred over the lesser one.	Individual belief about corporal punishment that it reforms and disciplines a student, makes the student change from his erring ways though at times, there might be scars (physiological, psychological, emotional) to show for the administration of the punishment.
Behavioural Intention: relates to the function of attitudes towards a particular behaviour and subjective norms towards that behaviour, which has been found to predict the actual behaviour.	Individual's attitudes, and perception towards administration of corporal punishment combined with the subjective norms about corporal punishment
Subjective Norms; relates to the influence of people in one's social environment on his/her behavioural intentions; the beliefs of people, weighted by the importance one attributes to each of their opinions, will influence one's behavioural intention	Norms like; spare the rod and spoil the child; Corporal punishment dislodges the stubbornness in the heart of a child.

Theory of reasoned action would be used to explore the perceptions and attitudes of stakeholders on corporal punishment in secondary schools. Using this model, the perceptions and attitudes of stakeholders to corporal punishment in secondary schools would be examined and justified.

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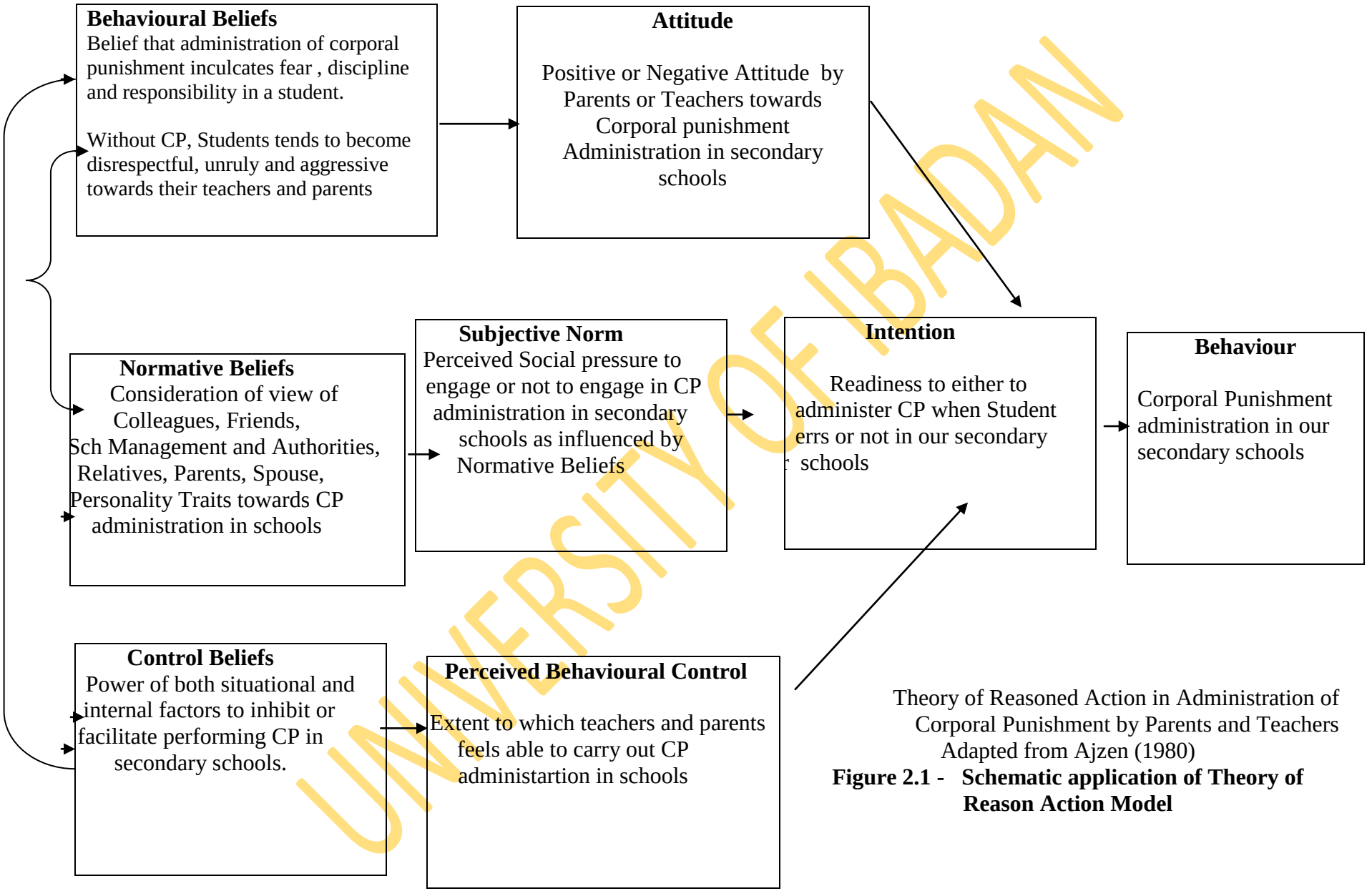

Theory of Reasoned Action in Administration of Corporal Punishment by Parents and Teachers
Adapted from Ajzen (1980)

Figure 2.1 - Schematic application of Theory of Reason Action Model

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2.15 Observed gaps in the reviewed studies

Most of the corporal punishment studies reviewed in this chapter are both from developed and developing countries including sub-Saharan Africa and Nigeria. Majority of the studies reviewed were quantitative and few were qualitative which were based on community observations.

Of the reviewed literature carried out in Nigeria, few studies on corporal punishment have been carried out in South-West Nigeria especially the study location. In addition most of the reviewed studies either worked on Perception of teachers towards the use of punishment or Principals' Attitude towards corporal punishment as separate research topics. Similarly most of the studies collected qualitative data through either In-depth interview or Focus group discussions from respondents.

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CHAPTER THREE

METHODOLOGY

This chapter is about methods applied in the study on perception and attitude of parents, teachers and students concerning corporal punishment administration in secondary schools in Ibadan North-East Local Government area, Ibadan.

3.1 Study design

The study was a descriptive cross sectional study design using interviewer-administered questionnaires and Focus Group Discussions.

3.2 Description of study area

Ibadan North East was founded by the Federal Military Government of Nigeria on 27th August, 1991. It was carved out of the defunct Ibadan Municipal Government and derived its name from the metropolitan nature of the area of about 12.5 square kilometers that it covers. The Ibadan North East Local Government Area inhabitants are predominantly Yoruba, although it is highly heterogeneous, accommodating people from various other tribes who either engage in commercial activities or work in the public service.

It has a population of 331,444 people. The male made up of 163,844, while the female population was 167,600 people (census population, 2006). However, the current population estimates according to the National Population Commission 3% national annual growth is 381,161(2011) and it comprises of 12 wards.

It is observed that there are numerous educational institutions in Ibadan North East Local Government Area which includes, 11 Senior Secondary School, 41 Junior Secondary Schools, 11 Private Schools, 68 Primary Schools (Handbook on Ibadan North East Local Government, 2007).

The local government comprises of 12 wards which is represented in Table 3.1.

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Table 3.1: Wards within the local government area.

Wards	Areas
1	Odo Osun, Labiran
2	Ogbonri Efon, Ita Baale, Oranyan,Beyerunka
3	Kosodo, Labo, Alafara
4	Adekile, Aremo, Orita Aperi
5	Labiran Aderogba
6	Oje Aderogba, Alafara
7	Oke Offa, Atipe, Oja Igbo, Aremo Alafara, Ajegede
8	Ode Aje, Padi, Alase, Aremo Ajibola
9	Koloko, Agugu, Oke Ibadan, Idi-Obi
10	Oje Irefin, Ita Akinloye, Baba Sale
11	Iwo Road, Abayomi, Basorun, IdiApe BCOS Quarters
12	Parts of Irefin, Agodi Gate, Oluyoro, Gbenla, Oke Adu, Aromolaran, Onipepeye.

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3.3 Study sites

There are 11 registered public and 8 registered private senior secondary schools in the local government. Public and private senior secondary schools in Ibadan North-East local government area was recruited for the study. (LIE Officer of Ibadan North-East Local Government, 2011).

3.4 Study population

The study focuses on students, teachers and parents of both private and public senior secondary schools in Ibadan North East Local Government from November-December 2011.

3.5 Inclusion criteria

For Teachers; Every teacher that has been in the teaching service for a year and above

- Every teacher who willingly gives informed consent will be recruited for the study.

For Parents; Every parent that has at least a child in senior secondary schools (SS1 - 3)

- Every parent that willingly consent to participate in the study and reside within the selected wards.

3.6 Exclusion criteria

For Teachers; Teachers that have just been recruited into the teaching service and haven't spent up to a year in the teaching profession.

- Teachers that do not give informed consent to participate in the study.

For Parents; Every parent that does not have at least a child in senior secondary schools

- Parent that do not give informed consent to participate in the study and does not reside within the selected wards.

3.7 Sample size determination

For teachers: The formula below was used to determine the minimum sample size for this study.

$$n = \frac{z^2pq}{d^2}$$

n= the minimum sample size

z= 1.96 at 95% confidence interval obtained from statistical table of normal distribution.

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P=30.3% i.e. prevalence of ocular injuries resulting from corporal punishment (Adegbehingbe et al, 2007).

q=1.0-p = 1- 0.303 = 0.697

d= degree of accuracy desired (0.05)

$$n = \frac{1.96^2 \times 0.303 \times 0.697}{0.05^2} = 325$$

To take care of non response rate, 10% of the calculated sample size was added to make a total sample size of **360** for the study.

For parents: The formula below was used to determine the minimum sample size for this study.

$$n = \frac{z^2pq}{d^2}$$

n= the minimum sample size

z= 1.96 at 95% confidence interval obtained from statistical table of normal distribution.

P=30.3% i.e. prevalence of ocular injuries resulting from corporal punishment (Adegbehingbe et al, 2007).

q=1.0-p = 1- 0.303 = 0.697

d= degree of accuracy desired (0.07)

$$n = \frac{1.96^2 \times 0.303 \times 0.697}{0.07^2} = 166$$

To take care of non response rate, 10% of the calculated sample size was added to make a total sample size of **220** for the study**.**

3.8 Sampling procedures

For Teachers: A 2-stage sampling technique was used to select the sample population as follows;

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Stage 1

All the wards that have senior secondary schools located within their area were selected for the study. This streamlines the 12 wards into 4 wards as shown in Table 3.2;

Stage 2

Proportionate sampling technique was used due to the irregularity of the numbers of teachers taking the senior secondary classes. All the schools under the local government were used for the purpose of this project. The number of teachers available in each school is shown in Table 3.3 as revealed by the LIE officer from the local government. All the teachers of both public and private senior secondary schools that fit within the inclusion criteria were engaged in the study as long as informed consent was given.

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Table 3.2: Wards within the local government that have schools

Wards	List of private senior secondary schools	List of public senior secondary schools
9	-	United Secondary School Lagelu Grammar School 1 Lagelu Grammar School 5 Oke'badan High School Olubadan High School 1 Olubadan High School 2
10	-	Holy Trinity Grammar School Loyola College School 1 Loyola College School 2 Mufu lanihun Comprehensive High School
11	Best Brain College Love Foundation School Frontliners College Excellences Model College Bloom Heights College Royal Academy	Army Barracks Grammar School Renascent High School 1 Renascent High School 3
12	Racheal International College Aanu Ola College	Queen of Apostles Secondary School

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Table 3.3: Wards within the LGA that have schools with the number of teachers taking senior classes (SSC1-3) teachers in each schools as given by Ibadan North-East LG LIE officer

Wards	List Of Private Senior Secondary Schools	List Of Public Senior Secondary Schools
9	--	United Secondary School **(18)** Oke'badan High School **(20)** Lagelu Grammar School 1 **(15)** Lagelu Grammar School **5 (7)** Olubadan High School 1 **(20)** Olubadan High School 2 **(18)**
10	Toyosi International College **(11)**	Holy Trinity Grammar School **(21)** Loyola College School 1 **(28)** Loyola College School 2 **(15)** Mufu lanihun Comprehensive High School **(25)**
11	Best Brain College **(14)** Love Foundation School **(15)** Frontliners College **(11)** Excellences Model College **(19)** Bloom Heights College **(16)** Royal Academy **(16)**	Army Barracks Grammar School **(22)** Renascent High School 1 **(17)** Renascent High School 2 **(14)**
12	Rachael International College **(12)** Anu Ola College **(16)**	Queen of Apostles Secondary School **(21)**

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For Parent;

The selections of parent were based on the randomly selected wards and their corresponding area as located within the local government. 6 wards were randomly selected out of the 12 wards and purposive sampling was conducted to select parents as long as the eligibility criteria is met which is parent that has a child who is in senior secondary class and gives his/her informed consent.

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Table 3.4: Wards within the local government area for the selection of parents

Ward	Area
1	Odo Osun, Labiran
2	Ogbonri Efon, Ita Baale, Oranyan,Beyerunka
3	Kosodo, Labo, Alafara
4	Adekile, Aremo, Orita Aperi
5	Labiran Aderogba
6	Oje Aderogba, Alafara
7	Oke Offa, Atipe, Oja Igbo, Aremo Alafara, Ajegede
8	Ode Aje, Padi, Alase, Aremo Ajibola
9	Koloko, Agugu, Oke Ibadan, Idi-Obi
10	Oje Irefin, Ita Akinloye, Baba Sale
11	Iwo Road, Abayomi, Basorun, IdiApe BCOS Quarters
12	Parts of Irefin, Agodi Gate, Oluyoro, Gbenla, Oke Adu, Aromolaran, Onipepeye.

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Table 3.5: Wards randomly selected for the study with the specific areas under the local government area

Wards	**List of areas used for study**
1	Odo Osun Labiran
4	Aremo Orita Aperin
9	Agugu Oke'badan
10	Ita Akinloye Baba Sale
11	Iwo Road Bashorun
12	Oluyoro Agodi Gate

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3.9 Instruments for data collection

Qualitative instruments: Focus group discussion guide was used amongst the teachers and students of both public and private senior secondary schools. The focus group discussion guide was developed based solely on the research questions in order to achieve the goal of the study. (See Appendix 1) and was divided into 5 sections that covered participants definitions of corporal punishment, forms of corporal punishment administered in schools, participants' perceptions and attitude concerning corporal punishment, participants' perceived dangers associated with the use of corporal punishment, participants discussion on other acceptable, non-injurious ways of disciplining students which commenced immediately after the introduction of participants and welcoming address coupled with ground rules being laid down by the moderator.

Quantitative instruments: A pre-tested interviewer-administered questionnaire was used to collect the data. The questionnaire started with the introduction and goal of the research work to the participants requesting for their consent. Questions on the instrument covered socio-demographic characteristics of participants, the various forms of corporal punishment administered in secondary schools, perceptional and attitudinal questions to measure the participants behaviour towards corporal punishment administration. The questionnaire rounded up with participants' suggestions on alternative and non-injurious ways of administering discipline as well as vote of thanks to the participants.

3.10 Methods of data collection

Data were collected from November-December, 2011 using Focus Group Discussions (FGD), self and interviewer administered questionnaire. The FGDs were conducted amongst teachers and students. FGDs was done in 10 randomly selected (private and public) senior secondary schools which included 2 FGDs each in randomly selected different private and public senior secondary schools among consenting teachers and 3 each in randomly selected different public and private senior secondary school amongst consenting students.

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The questionnaire administered to teachers was written in English language while the ones for parents were transcribed to Yoruba and was interviewer administered. The questionnaire comprised close ended, open ended and multiple response questions.

The questionnaires were administered on week days of Mondays to Fridays in the morning till the close of work for the weekdays for teachers while Saturdays and Sundays were used to administer for parents. Respondents consented to be interviewed after being duly informed about the study. The questionnaire was self-administered by teachers.

3.11 Validity of the instrument

The validity of the instruments was ensured through the review of literature. The input of project supervisor, other lecturers in the Department of Health Promotion and Education and senior colleagues were used to enhance the validity of the instruments. Supportive information that enhanced the contents of the questionnaire was obtained through the Focus group discussions.

3.8.2 Reliability of the instrument

The instruments for data collection were pre-tested among teachers at Anglican Comprehension Grammar School, a public school and at a private school named Oritamefa Baptist Model School. These schools share similar characteristics with those within study area; both being public and private schools. The questionnaire was pre-tested among 34 teachers (i.e. 10% of the sample size) while the focus group discussion guide was pre-tested with a group of students. Necessary corrections were made following the pretest exercise. The focus group discussion was transcribed and analyzed thematically and the responses were used to make fundamental corrections to the focus group discussion guide.

Finally, the pretested copies of the questionnaire were subjected to measures of internal consistency with the use of Cronbach's Alpha co-efficient analysis to determine its reliability. This model of internal consistency is based on the average inter-item correlation. A result showing correlation coefficient greater than 0.5 is said to be reliable and the closer the value of the reliability test to 1, the more reliable is the instrument. In this study, the reliability co-efficient was 0.71, thus confirming its high degree of reliability.

UNIVERSITY OF IBADAN

3.11.1 Pilot study

3.11.1.1 Initial survey: Research site was surveyed before the method for data collection was designed. Relevant information on the number of schools located within the local government and number of teachers taking the senior classes.

3.11.1.2 Pretesting

The questionnaire designed for collecting data was first pretested among 14 teachers at Anglican Comprehension Grammar School, a public school and 16 at a private school named Oritamefa Baptist Model School. The pretesting was done to ensure that all the questions were relevant to the study and would solicit the desired responses from the respondents. The pretesting was carried out in October 2011, after obtaining oral consent from respondents the questionnaire was administered. The pretested questionnaires were coded, entered and analyzed using SPSS version 15.0. Some problems detected during the pretest included 'question 11' (If a teacher, how many students are in the class) in which the teachers claimed to be attached to a specific class while being a course teachers for different classes, but after pretesting the question was totally removed. Similarly, 'question 12' (Rate of income) which was rated low, high, and average was removed because it was discovered that most of all the teachers ticked low with a hand few picking average. In addition, Focus Group Discussions was used to generate qualitative data in which a discussion guide was developed based on the research questions and on the literature reviewed in order to help the facilitator guide the group discussion in such a way as to meet the aim of the study. The FGD was conducted first because its outcome was used in the modification of the questionnaire used subsequently for the main study as part of the instrument after pretesting to capture the respondents' verbal discussions on corporal punishment.

3.11.1.3 Sample

A total of 360 questionnaires were administered for teachers and 220 for parents but 344 questionnaires were considered adequate for analysis for teachers' respondents because they were not completely filled and 215 for parents' respondents.

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3.12 Data analysis

3.12.1 Scales of measurement of perception of parents/teachers

Perception of parents/Teachers towards corporal punishment was measured by posing questions on how participants view or their insight towards administration of corporal punishment.

A total of 11 questions were asked and two (2) points was allocated to every appropriately correct answers and one (1) point to every fairly correct answers; thus bringing the total points to twenty-two (22). Consequently the points were categorized between 0 - 11 as Code 1 and 12 – 22 as Code 2. Respondents that scored between 0 – 11 = Code 1 were adjudged as having wrong perception towards corporal punishment and 12 - 22 = Code 2 were adjudged as having right perception towards administration of corporal punishment.

3.12.2 Scales of measurement of attitude of parents/teachers

Measurement of attitude of parents/teachers towards corporal punishment

Attitude towards administration of corporal punishments was measured by posing questions on how participants' disposition or outlook toward the administration of corporal punishment in schools.

A total of nine (9) questions were asked and two (2) points were allocated to every appropriately correct answers and one (1) point to every fairly correct answers; thus bringing the total points to eighteen (18). Subsequently the points were categorized between 0 - 9 as Code 1 and 10 - 18 as Code 2. Respondents that score between 0 – 9 = Code 1 were adjudged as encompassing positive attitude towards administration of corporal punishment and 10 – 18= Code 2 were adjudged as encompassing negative attitude towards administration of corporal punishment.

The collected data was initially sorted out, coded manually, entered into the computer and analyzed with SPSS version 15.0. Frequency distribution, cross tabulations, Chi-square tests, and Logistic regression were performed to test for associations between the variables of interest. The results were used to draw inferences.

The FGDs results were analyzed manually to obtain the various frequencies.

UNIVERSITY OF IBADAN

3.13 Data management

The following was put in place to ensure proper and effective management of data.

1) The questionnaires were serially numbered for control and recall purposes.
2) Data collected were checked for completeness and accuracy on a daily basis.
3) The data were sorted, cleaned, edited and coded manually.
4) Frequency counts were run to detect missing cases during cleaning.
5) The data analyses were carried out using the SPSS software 15.0 version.

3.14 Ethical considerations

The study followed the ethical principles guiding the use of human participants in research, which include Respect for persons, Beneficence, Non–maleficence and Justice.

1) Ethical approval was sought from Oyo State Ministry of Health.
2) With respect to confidentiality, no identifiers such as name of respondents was required or used during the course of the study.
3) All information provided was kept confidential during and after the research.
4) All information was used for the purpose of the research only.

3.15 Limitations of the study and how they were controlled

The main limitation in this study amongst teachers was conducting the study during the period that Oyo State Government instructed teachers to open salary accounts and many of them were having challenges with their salaries being delayed, so many were not on their seat and those available had to be empathized with and cajoled with patience before they answered while the one encountered with parents were their demand for monetary commission for time taken to answer the questions. However the researcher minimized this effect by explaining the importance of the research and informing them that the research itself is self sponsored.

UNIVERSITY OF IBADAN

CHAPTER FOUR

RESULTS

4.1 Socio-demographic characteristics of respondents

4.1.1 Teachers

The profile of the teachers is presented in Table 4.1. Two hundred and sixteen respondents (62.8%) were from public schools while 128 (37.2%) were from private schools. The age of the respondents ranges from 22-58 years. Less than half (40.4%) of the respondents were within the age group of 31-40 years, followed by 37.2% (n=128) of respondents aged 41 years and above and the lowest proportion of 22.4% (n=77) was noted among respondents aged 30 years and below. The total mean age of respondents was 38.1 ± 8.1years. The total number of the respondents interviewed consisted of 58.4% males and 41.6% females.

Two hundred and twenty (64.0%) either had BSc/HND/BEdu, 93 (27.0%) had Masters/PGD while 31 (9.0%) are NCE/OND graduates. Majority, 306 (89.0%) were Yoruba, 35 (10.2%) were Igbo, 3 (0.9%) were Hausa while others were 3 (0.9%). Most of the respondents 255 (74.1%) were married, 65 (18.9%) are single while 24 (7.0%) were from other types of marital status. More of the respondents 255 (74.1%) had monogamous marriage while 24 (7.0%) had polygamous marriage. Majority 255 (74.1%) of the respondents were Christians, 87 (25.3%) were Muslims while 2 (0.6%) practice traditional religion. The years of service of the respondents ranges from 1-34 years. 182 (52.9%) of the respondents were 10 years and below group, followed by 126 (36.6%) of respondents who had served between 11-20 years and the lowest proportion of 10.5% (n=36) was noted among respondents for 21 years and above group. The mean year of service was 11 ± 7.2years.

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Table 4.1: Socio-demographic characteristics of the respondents (Teachers) **N=344**

Variable	No.	%
Type of School		
Public	216	62.8
Private	128	37.2
Age (years)		
30-below	77	22.4
31-40	139	40.4
41 and above	128	41.6
Gender		
Male	201	25.7
Female	143	58.4
Educational Status		
NCE/OND	31	9.0
BSc/HND/BEdu	220	64.0
Masters/PGD	93	27.0
Ethnicity		
Yoruba	306	89.0
Igbo	31	10.2
Hausa	3	0.9
Others	3	0.9
Marital Status		
Single	65	18.9
Married	255	74.1
Others	24	7.0
Type of Marriage		
Monogamy	255	74.1
Polygamy	24	7.0
Not Applicable	65	18.9

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Table 4.1: Socio-demographic characteristics of the respondents (Teachers) N=344

Variable	No.	%
Religion		
Christianity	255	74.1
Islam	87	25.3
Traditional	2	0.6
Years of Service		
10 and below	182	52.9
11-20	126	36.6
21 and above	36	10.5
Being a Parent		
Yes	272	79.1
No	72	20.9

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4.1.2 Parents

The profile of parents respondents is presented in Table 4.2. A total number of 214 respondents were interviewed. The ages of the respondents ranges from 29-59 years with a mean of 40.6 ± 7.2 years. The total number of the respondents interviewed consisted of 65(30.2%) males and 150(69.8%) females. 96 (44.7%) either had BSc/HND/BEdu, 44 (20.5%) had Masters/PGD while 50 (23.3%) are NCE/OND graduates. Majority, 170 (79.1%) were Yoruba, 41 (19.1%) were Igbo and 4 (1.9%) were Hausa. Most of the respondents 191 (88.8%) were married, 15 (7.0%) were divorced, 4 (1.9%) were widow/widower while 5 (2.3%) were co-habitating. More of the respondents 194 (90.2%) had a monogamous marriage while 21 (9.8%) had polygamous marriage. Majority 166 (77.2%) of the respondents were Christians, 45 (20.9%) were Muslims while 4 (1.9%) practice traditional religion. Most 113 (52.6%) of the respondents were civil servants, 43 (20.0%) were self-employed, 19 (8.8%) were not working while 40 (18.6%) were artisans. Majority 147 (68.4%) of the respondents were double parenting and 68 (31.6%) were single parenting.

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Table 4.2 Socio-demographic characteristics of the respondents (Parents) N=215

Variable	No.	%
Age (years)		
40-below	124	57.7
41-50	72	33.5
51 and above	19	8.8
Gender		
Male	65	30.2
Female	150	69.8
Educational Status		
SSCE	12	5.6
NCE/OND	55	25.6
BSC/HND/BEdu	96	44.7
Masters/PGD	44	20.5
PHD	8	3.7
Ethnicity		
Igbo	41	19.1
Yoruba	170	79.1
Hausa	4	1.9
Marital Status		
Married	191	88.8
Divorced	15	7.0
Widow/widower	4	1.9
Co-habitation	5	2.3
Type of Marriage		
Monogamy	194	90.2
Polygamy	21	9.8

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Table 4.2 Socio-demographic characteristics of the respondents (Parents) N=215

Variable	No.	%
Religion		
Christianity	166	77.2
Islam	45	20.9
Traditional	4	1.9
Type of Occupation		
Civil Servants	113	52.6
Self employed	43	20.0
Not working	19	8.8
Artisans	40	18.6
Type of Parenting		
Single Parenting	68	31.6
Double Parenting	147	68.4

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4.2 List of Corporal Punishment Administered in Schools as identified by Respondents

4.2.1 Respondents during Focus Group Discussions

Focus group discussants (teachers) across the groups stated that the common types of corporal punishment administered in schools includes being flogged with cane, asking the students to kneel, cleaning of toilets and classrooms amongst others, while FGDs amongst students revealed that flogging with cane, abuse and threats, calling of negative names and curses as the main forms of corporal punishment administered. Discussants had these to say;

Teachers;

Flogging students with cane is what we mostly do when they misbehave and sometimes we ask them to kneel down for a period of time just to make them remorseful (Male Teacher).

Forms of punishment includes beating them with cane, asking them to kneel in the class or outside the class, sometimes we ask them to clean the toilets and classrooms after school hours or during their long break (Female Teacher).

Students;

These teachers beat us with cane, abuse us, curse us like saying you can never pass or oloshi (idiot), asking us to crawl over assembly ground that is stony with our bare knees (Male Student).

Forms of punishment by our teachers includes calling us names like idiot, fool etc., beating us over minor things, embarrassing us by asking us to kneel down in their staff room (Female Student).

Table 4.3. shows the list of different types of corporal punishment as administered in schools as identified by teachers. Flogging with cane was mostly administered 288 (83.7%), followed by kneeling down 232 (67.4%), then cutting grasses/bushes 204 (59.3%), abuse and threats 100 (29.1%), then hitting with objects 75 (21.8%), and lastly slapping/kicking/pinching/shaking the student 63 (18.3%).

UNIVERSITY OF IBADAN

Table 4.3 List of Corporal Punishment administered in schools as identified by teachers **N=344**

Variable	No.	%
Abuse and Threats		
Yes	100	29.1
No	224	65.1
Not Sure	20	5.8
Hitting With Objects		
Yes	75	21.8
No	255	74.1
Not Sure	14	4.1
Screaming and Shouting		
Yes	141	41.0
No	185	53.8
Not Sure	18	5.2
Flogging with Cane		
Yes	288	83.7
No	6	14.5
Not Sure	50	1.7
Kneeling Down		
Yes	232	67.4
No	99	28.8
Not Sure	13	3.8
Cutting Grasses/Bushes		
Yes	204	59.3
No	123	35.8
Not Sure	17	4.9

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Table 4.3 List of Corporal Punishment administered in schools as identified by teachers **N=344**

Variable	No.	%
Slapping/Pinching/Kicking/Shaking the Student		
Yes	63	18.3
No	259	75.3
Not Sure	22	6.4
Cleaning Toilet & Sweeping Classrooms after School Hours		
Yes	213	61.9
No	101	29.4
Not Sure	30	8.7

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4.2.1 List of Corporal Punishment Administered in Schools as Identified by Parents

Table 4.4 shows the list of different types of corporal punishment administered in schools as identified by parents. Flogging with cane had the highest frequency with 182 (84.7%) followed by kneeling down 177 (84.7%), cleaning of toilet and sweeping classrooms 161 (74.9%), cutting grasses/bushes 159 (74.0%), screaming & shouting 149 (69.3), abuse and threat 120 (55.8%), then hitting with objects 71 (33.0%), and lastly slapping/kicking/pinching/shaking the student 46 (21.4%).

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Table 4.4 List of Corporal Punishment administered in schools as identified by parents

N=215

Variable	No.	%
Abuse and Threats		
Yes	120	55.8
No	73	34.0
Not Sure	22	10.2
Hitting With Objects		
Yes	71	21.8
No	112	52.1
Not Sure	32	14.9
Screaming and Shouting		
Yes	149	69.3
No	59	27.4
Not Sure	7	3.3
Flogging with Cane		
Yes	82	84.7
No	27	12.6
Not Sure	6	2.8
Kneeling Down for a period of time		
Yes	177	82.3
No	33	15.3
Not Sure	5	2.3
Cutting Grasses/Bushes		
Yes	159	74.0
No	37	17.2
Not Sure	19	8.8

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Table 4.4: List of Corporal Punishment administered in schools as identified by parents

N=215

Variable	No.	%
Slapping/Pinching/Kicking/Shaking the Student		
Yes	46	21.4
No	124	57.7
Not Sure	45	20.9
Cleaning Toilet& Sweeping Classrooms after School Hours		
Yes	161	74.9
No	39	18.1
Not Sure	15	7.0

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4.2.2: Comparison of Forms of Corporal Punishment between Public and Private Schools

Table 4.5 shows the comparison of forms of corporal Punishment between public and private schools. It reveals that significantly kneeling down is administered more in private schools (74.2%) compared to public schools (63.4%). Abuse and threats, hitting with objects, cutting grasses and bushes, and washing of toilets & sweeping classes are significantly administered more in public schools compared to private schools.

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Table 4.5: The comparison of forms of corporal punishment between public and private schools **N=394**

Forms of CP	No.	%	Df	P-value
Abuse &Threats				
Private	40	11.6		
Public	60	17.4	2	0.016
Hitting with objects				
Private	37	10.8		
Public	38	11.0	2	0.003
Screaming& Shouting				
Private	56	16.3		
Public	85	24.7	2	0.045
Flogging with Cane				
Private	111	32.2		
Public	177	51.5	2	0.504
Kneeling Down for a period of time				
Private	110	74.2		
Public	108	63.4	2	0.018
Cutting Grasses/ Bushes				
Private	48	14.0		
Public	156	45.3	2	0.000
Slapping/ Pinching/ Kicking/ Shaking the Student				
Private	22	6.4		
Public	41	11.9	2	0.089
Cleaning Toilets& Sweeping Classroom after School Hours				
Private	54	15.7		
Public	159	46.2	2	0.000

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4.3: Perception of Respondents towards Corporal Punishment

Focus Group Discussants amongst teachers acknowledged that without corporal punishment, students can never be well mannered with some of them being so stubborn and hard to deal with. They also said that was the way they were brought up with and it worked for them while Students discussants recounted that corporal punishment is just a waste of time because it doesn't stop them from changing into a good student.

Teachers Discussants had the following to say

I see corporal punishment as the best way of instilling discipline in a student because that was the way I was brought up and it didn't kill me (Male Teacher).

The Bible even says that fool is found in the heart of a child but rod drives it out, I want the best for my students thus I don't spare them when they misbehave (Female Teacher).

Parents entrust their children into our hands when they ask us to teach them so we should betray that trust by not correcting them when they are doing wrong things even if it will involve the use of punishment (Male Teacher).

Students Discussants had the following to say

In my own opinion, corporal punishment is just a waste of time because it doesn't make me to stop misbehaving nor transform me into a good student (Male Student).

Even if you beat me or punish me from now till eternity, if I don't see what I am doing as wrong, you can't force me to change (Male Student).

Allow me to make my mistakes, I am growing and will learn from it by myself, don't add to it by inflicting pains on me and making me cry by punishing or beating me (Female Student).

Table 4.6 reveals teachers' perception towards corporal punishment administration in which 107 (31.1%) teachers agreed that abusing, shouting on and issuing threats to students is a form of cautioning them, 155 (45.1%) agreed that making the students to stand/sit/lie in the sun is a good way to reprimand. Others are as shown in the table 4.6 below.

UNIVERSITY OF IBADAN

Table 4.6: Teachers' perception towards corporal punishment administration **N=344**

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No. (%)	No. (%)	No. (%)
Abusing, shouting on, scolding and issuing threats to the student(s) is a form of cautioning him/her.	107 (31.1)	21 (6.1)	143 (41.6)	73 (21.2)
Hitting student(s) with any objects at hand regardless of the damage it might cause curbs' his/her wildness	16(4.7)	19(5.5)	149(43.3)	160(46.5)
Making the students to stand/sit/lie in the sun for a period of time is a good way of reprimanding him/her	155 (45.1)	69(20.1)	89(25.9)	31(9.0)
Instructing the student(s) to clean toilets and sweep the classrooms after school hours or during break is one of the many ways of breaking his/her stubbornness	163 (47.4)	73(21.2)	77(22.4)	31(9.0)
Flogging the student(s) on any part of the body is a method of showing disapproval over a behavior.	147(42.7)	26(7.6)	72(20.9)	99(28.8)
Subjecting the student(s) to take up a painful body posture like kneeling etc for a period of time is the best way of instilling discipline.	107(31.1)	37(10.8)	130(37.8)	70(20.3)
Corporal punishment is the best way of correcting the indiscipline/ wayward acts of student(s)	119(34.6)	55(16.0)	109(31.7)	61(17.7)

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Table 4.6: Teachers' perception towards corporal punishment administration **N=344**

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No. (%)	No. (%)	No. (%)
Student(s) tends to obey and respect their elders more when corporal punishment is being administered to them if they go against the rules.	137(39.8)	62(18.0)	98(28.5)	47(13.7)
Any act that inflicts pains on student(s) will make him learn his lesson and behave more wisely in future.	115(33.4)	39(11.3)	111(32.3)	79(23.0)
Without the act of corporal punishment, student(s) tend to be more wayward and uncontrollable, and disrespectful.	133(38.7)	69(20.1)	92(26.7)	50(14.5)
Embarrassing a student in front of his peers will make him think twice before doing that same act again.	146(42.4)	86(25.0)	76(22.1)	36(10.5)

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Table 4.7 reveals parents' perception towards corporal punishment administration in which 105 (48.8%) parents agreed that abusing, shouting on and issuing threats to students is a form of cautioning them, 99 (46.0%) agreed that flogging students on any part of the body is a way of showing disapproval over a behaviour. Others are as shown in the table 4.7 below.

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Table 4.7: Parents' perception towards corporal punishment **N=215**

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No.(%)	No. (%)	No. (%)
Abusing, shouting on and issuing threats to the student(s) is a form of cautioning him/her.	49(22.8)	105(48.8)	16(7.4)	45(20.9)
Hitting student(s) with any objects at hand regardless of the damage it might cause curbs' his/her wildness.	16(7.4)	15(7.0)	87(40.5)	97(45.1)
Making the students to stand/sit/lie in the sun for a period of time is a good way of reprimanding him/her.	40(18.6)	49(22.8)	106(49.3)	20(9.3)
Instructing the student(s) to Clean Toilets and Sweep the Classrooms after school hours or during break is one of the many ways of breaking his/her stubbornness.	82(38.1)	39(18.1)	68(31.6)	26(12.1)
Flogging the student(s) on any part of the body is a method of showing disapproval over a behavior.	99(46.0)	30(14.0)	44(20.5)	42(19.5)
Subjecting the student(s) to take up a Painful Body Posture for a period of time is the best way of instilling discipline.	80(37.2)	31(14.4)	79(36.7)	25(11.6)
Corporal punishment is the best way of correcting the indiscipline/ wayward acts of student(s).	56(26.0)	45(20.9)	81(37.7)	33(15.3)

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Table 4.7: Parents' perception towards corporal punishment **N=215**

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No.(%)	No. (%)	No. (%)
Student(s) tends to obey and respect their elders more when corporal punishment is being administered to them if they go against the rules.	81(37.7)	35(16.3)	77(35.8)	22(10.2)
Any act that inflict pains on student(s) will make him learn his lesson and behave more wisely in future.	78(36.3)	30(14.0)	71(33.0)	36(16.7)
Without the act of corporal punishment, student(s) tend to be more wayward and uncontrollable, and disrespectful.	53(24.7)	51(23.7)	85(39.5)	26(12.1)
Embarrassing a student in front of his peers will make him think twice before doing that same act again.	61(28.4)	46(21.4)	75(34.9)	33(15.3)

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4.4: Attitude of Respondent towards Corporal Punishment

Focus Group Discussants across the groups of teachers acknowledged that administering corporal punishment to students is good when they misbehave and it is actually the best way of making them learn how to behave themselves while discussants across the groups of students recounted that corporal punishment makes them feel so sad, miserable with chances of developing low self-esteem.

Teachers discussant had the following to say;

I feel good when I am punishing students especially when I know that the student deserves to be punished due to an offense committed (Male Teacher).

My own position is that corporal punishment is good because it keeps our student in check and under control…nitori ilu tio ba ni ofin, ko si ese (A land that has no laws, people cannot be taken for violating the law (Female Teacher).

I see every student I come across as my child and I want the best for them even if it means involving the use of corporal punishment (Female Teacher).

Students discussant had the following to say;

I don't see the use of corporal punishment in shaping me into a better person, I see it that our teachers just enjoy making us miserable…in fact, there is one in this school that we call cane master aka CM, there is no day that he doesn't beat students in this school… is that how much students are bad (Male Student).

How can you be inflicting pain on me, make me cry, feel miserable and yet you claim that you love me or that you are correcting me…no way (Female Student)".

Disgracing me in front of my mates, making me feel am bad only makes me wanna hate you even if you are my teacher or parents…. I want to feel loved and accepted even when I am wrong (Male Student).

Table 4.8 reveals teachers' attitude towards corporal punishment administration in which 140 (40.7%) teachers agreed that they prefer beating or punishing students because they were beaten by their parents and didn't die, 127 (36.9%) agreed that they believe that sparing the rod will spoil the child. Others are as shown in the table 4.8 below.

UNIVERSITY OF IBADAN

Table 4.8: Attitudes of Teachers' Respondents towards Corporal Punishment N=344

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No. (%)	No. (%)	No. (%)
I prefer beating or punishing students because I was also beaten and punished by my parents and teachers while growing up and I didn't die.	140(40.7)	50(14.5)	95(27.6)	59(17.2)
I believe that sparing the rod will spoil the child, so I use various ways of punishing students when they err so that they won't be spoilt.	127(36.9)	83(24.1)	106(30.8)	28(8.1)
I can recall a scar that I had while growing up which was as a result of Corporal Punishment.	88(25.6)	38(11.0)	130(37.8)	88(25.6)
If I was not punished for some that I did when I was young, I would probably not be who I am today.	148(43.0)	72(20.9)	90(26.2)	34(9.9)
I believe that making students to do menial jobs while their colleagues are in class is a way of making them learn.	111(32.3)	50(14.5)	104(30.2)	79(23.0)
I prefer to instruct students to kneel down or squat for a particular period of time in order to make them remorseful.	228(66.3)	68(19.8)	42(12.2)	6(1.7)
In order to exert authority over students as their teacher, I administer corporal punishment when they cross the lines.	54(15.7)	22(6.4)	164(47.7)	104(30.2)
I will rather sit a student down and make him see reasons why he should not do what he is doing that is wrong	168(48.8)	130(37.8)	32(9.3)	14(4.1)

UNIVERSITY OF IBADAN

Table 4.8: Attitudes of Teachers' Respondents towards Corporal Punishment N=344

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No. (%)	No. (%)	No. (%)
Inflicting pain or hurting student makes me feel inhuman and a wicked person because there are better alternatives.	137(39.8)	118(34.3)	60(17.4)	29(8.4)

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Table 4.9 reveals parents' attitude towards corporal punishment administration in which 104 (48.4%) parents agreed that they preferred beating students, 76 (35.3%) agreed that sparing the rod will spoil the child, 81 (37.7%) agreed that if they were not punished for the wrong acts they did when they were young, they would probably not be who they are today. Others are included in the table 4.9 below.

UNIVERSITY OF IBADAN

Table 4.9: Attitude of Parents' Respondents towards Corporal Punishment
N=215

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No.(%)	No.(%)	No.(%)	No.(%)
I prefer beating or punishing students because I was also beaten by my parents and teachers while growing up and I didn't die.	104(48.4)	14(6.5)	55(25.6)	42(19.5)
I believe that sparing the rod will spoil the child, so I use various ways of punishing students when they err so that they won't be spoilt.	76(35.3)	69(32.1)	59(27.4)	11(5.1)
I can recall a scar that I had while growing up which was as a result of corporal punishment.	75(34.9)	31(14.4)	77(35.8)	32(14.9)
If I was not punished for the wrong acts that I did when I was young, I would probably not be who I am today.	81(37.7)	41(19.1)	69(32.1)	24(11.2)
I believe that making students to do menial jobs while their colleagues are in class is a way of making them learn.	62(28.8)	42(19.5)	75(34.9)	36(16.7)
I prefer to instruct students to kneel down or squat for a particular period of time in order to make them remorseful.	125(58.1)	42(19.5)	43(20.0)	5(2.3)

UNIVERSITY OF IBADAN

4.9: Attitude of Parents' Respondents towards Corporal Punishment **N=215**

Variables	Agree	Strongly Agree	Disagree	Strongly Disagree
	No. (%)	No. (%)	No. (%)	No. (%)
In order to exert authority over students as their teacher, I administer corporal punishment when they cross the lines.	54(15.7)	22(6.4)	164(47.7)	104(30.2)
I will rather sit a student down and make him see reasons why he should not do what he is doing that is wrong	168(48.8)	130(37.8)	32(9.3)	14(4.1)
Inflicting pain or hurting student makes me feel inhuman and a wicked person because there are better alternatives.	137(39.8)	118(34.3)	60(17.4)	29(8.4)

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4.4.1 Level of Perception of Teachers towards Corporal Punishment

Table 4.9.1 shows a table representing the general level of perception of teachers towards administration of corporal punishment, 79.4% (n=273) had low perception of corporal punishment and 20.6% (n=71) had high perception of corporal punishment.

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Table 4.9.1 Level of Perception of teachers towards corporal punishment administration. **N=344**

No.	**Variables**	**%**
1	Low Perception	79.4
2	High Perception	20.6

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4.4.2 Level of Perception of Parents towards Corporal Punishment

Table 4.9.2 shows a table representing the general level of perception of parents towards administration of corporal punishment, 78.6% (n=169) had low perception of corporal punishment and 21.4% (n=46) had high perception of corporal punishment.

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Table 4.9.2 Level of Perception of parents towards corporal punishment administration. **N=215**

No.	**Variables**	**%**
1	Low Perception	78.6
2	High Perception	21.4

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4.4.3 Level of Attitude of Teachers of Corporal Punishment

Table 4.9.3 shows a table representing the general level of attitude of teachers towards administration of corporal punishment, 73.8% (n=254) had positive attitude towards corporal punishment and 26.2% (n=90) had negative attitude towards corporal punishment.

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Table 4.9.3 Level of Attitude of teachers towards corporal punishment administration. **N=344**

No.	**Variables**	**%**
1	Positive Attitude	73.8
2	Negative Attitude	26.2

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4.4.4 Level of Attitude of Parents towards Corporal Punishment

Table 4.9.4 shows a table representing the general level of attitude of parent, 61.9% (n=133) had positive attitude towards corporal punishment and 38.1% (n=82) had negative attitude towards of corporal punishment.

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Table 4.9.4 Level of Attitude of parents towards corporal punishment administration. **N=215**

No.	**Variables**	**%**
1	Positive Attitude	61.9
2	Negative Attitude	38.1

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4.5 Perceived Dangers as Identified by Respondents.

Focus Group Discussants across the groups of teachers claimed that there are no dangers associated with corporal punishment except in extreme cases while those across the groups of students claimed not being able to concentrate on studies ,being miserable and unhappy, broken skin or blisters and developing into being a bully.

Teachers Discussants had the following to say;

Disciplining students has no negative effect but positive because it is for the good of the student (Male Teacher).

Sometimes due to the force and pressure of the cane against the students' palm, blisters might develop, that is why we teachers usually ask students to be still while punishing them to avoid accidents (Female Teacher).

The students cry sometimes after being punished and might be sober for a while, to me that is a good thing because that is what I want to achieve by punishing them in the first place (Male Teacher).

Students Discussants had the following to say;

Administering corporal punishment to us as student makes develop low self esteem, being miserable and unhappy, not being confident in ourselves (Female Student).

These marks on my hand are as a result of the canning I received 2days ago by a teacher all because I came late to school, I had to be wearing cardigan to cover it so that people won't be thinking that I was beaten for stealing (Male Student).

All these punishment and canning has actually hardened me, ko ju egba lo now..(at most you will cane me) sometimes I think about it that is it that one must be punished for every wrong act (Male Student).

4.5.1 Table 4.10 shows perceived dangers as identified by teachers with 241 (70.1%) teachers perceived absenteeism in class, 257 (74.7%) perceived poor learning skills and increased tendency to hate schooling. Others are as shown in the table 4.10 below.

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Table 4.10: Perceived dangers as identified by teachers **N=344**

Variable	No.	%
Absenteeism in class		
Yes	241	70.1
No	103	29.9
Emotional trauma which includes low self esteem, Depression	233	67.7
Yes	111	32.3
No		
Physical scars as a result of broken skin where the pain was inflicted		
Yes	269	78.2
No	75	21.8
Maiming or disability of the student as a result of infliction of CP		
Yes	151	43.9
No	193	56.1
Psychological trauma in which the student sees violence as a normal way of life	124	36
Yes	220	64
No		
Poor learning skills and Increased tendency to hate Schooling	257	74.7
Yes	87	25.3
No		

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Table 4.10.1 reveals reasons stated for answers picked under absenteeism in class as identified by teachers which included that students avoid classes because of punishment 60 (17.4%), that they have experienced it or seen it happen 35 (10.2%), that it discourages students from coming to school regularly because they feel terrorized/victimized by the teacher 41 (11.9%). Others are as shown in the table 4.10.1 below.

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Table 4.10.1 Reasons stated for answers picked under mental retardation as identified by teachers

N=344

Variable	No.	%
I have experienced it or seen it happen	35	10.2
Students avoid classes because of punishment which seems like disgrace to them	60	17.4
When students are hit on the head excessively	21	6.1
Discourages students from coming to school regularly because they feel terrorized/victimized by the teacher	41	11.9
Excessive corporal punishment may negatively affect the student mental development	34	9.9
Corporal punishment cannot result into memory loss nor absenteeism but helps the student becomes serious.	41	11.9
There may be other reasons for the dangers listed above apart from corporal punishment	11	3.2
Fear of corporal punishment makes the student fearful and can result in memory loss	33	9.6
Students tends to be more stubborn and not ready to yield to instruction alone without corporal punishment.	5	1.5
Not if corporal punishment is administered with the motive of love and with the aim of correction	24	7.0
Corporal punishment is to correct students and not to harm them	9	2.6
It is a sign of love when you punish a child when he errs	20	5.8
Some students are not used to cane nor brought up with cane	10	2.9

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Table 4.10.2 reveals reasons stated for answers picked under emotional trauma as identified by teachers which included that students may develop feelings of inadequacy when comparing self to others (mates) students 42 (12.2%), that students seeing punishment as a means of disgrace 49 (14.2%), that emotional trauma cannot be applicable or linked to CP 45 (13.1%). Others are as shown in the table 4.10.2 below.

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Table 4.10.2 Reasons stated for answers picked under emotional trauma as identified by teachers

N=344

Variable	N	%
I have experienced it or heard/seen it happen	28	8.1
Students not feeling safe/secure in tasks assigned to them due to previous experiences.	37	10.8
Students may develop feelings of inadequacy when comparing self to others (mates).	42	12.2
It can't lead to depression, suicidal acts though students may feel low self-esteem at the moment.	24	7.0
Students seeing punishment as a means of disgrace.	49	14.2
Emotional Trauma cannot be applicable or linked to corporal punishment	45	13.1
Inability to instill discipline in the students may actually lead to any danger after all.	9	2.6
There are different alternatives to corporal punishment.	9	2.6
It affects Students-Teachers Relationships making the students depressed.	21	6.1
Students develop aggressive behaviours as a way of revenge on their teachers.	10	2.9
A good student though may feel sad but he/she is supposed to get over it, knowing that it is for his/her own good.	28	8.1
Maybe coupled with lack of parental care, balanced diet and stress, it can occur	11	5.2

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Table 4.10.2 Reasons stated for answers picked under emotional trauma as identified by teachers

N=344

Variables	**No.**	**%**
Not if CP is done with caution	18	5.2
CP is to correct students and not to harm/kill them	13	3.8

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Table 4.10.3 reveals reasons stated for answers picked under physical scars as identified by teachers which included that it can happen when students are carelessly and severely beaten/punished in anger 114 (33.1%), when students are accidentally beaten or punished where it is not appropriate 35 (10.2%), that it is no big deal because it will heal over time while the lesson is learnt 15 (4.4%). Others are as shown in the table 4.10.3 below.

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Table 4.10.3 Reasons stated for answers picked under Physical Scars by teachers N=344

Variable	No.	%
I have experienced it or heard/seen it happen whilst teaching.	14	4.1
When Students are carelessly and severely beaten/punished in anger.	114	33.1
Due to the tenderness of the students bodies because they are still growing.	40	11.6
If the student is accidentally beaten or punished where it is not appropriate.	35	10.2
Corporal punishment is to inflict pain so that the student will know that some acts are not acceptable.	6	1.7
It causes indelible memory anytime such scars are seen by the students.	37	10.8
It is no big deal because it will heal over time while the lesson is learnt.	15	4.4
If students are not beaten on dangerous/delicate parts of the body.	5	1.5
Not all of corporal punishment can cause physical scars except when excessively administered.	19	5.5
I experienced it as a student and still have those scars to show for it.	27	7.8
It may make the students to turn a new leaf.	8	2.3
Corporal punishment is for correcting and not to harm/maim students.	9	2.6
That is not realistic because scars can even occur as a result of rough/careless play.	11	3.2
If corporal punishment administered is beyond the age/health condition of that particular student	4	1.2

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Table 4.10.4 reveals reasons stated for answers picked under maiming/disability as identified by teachers which included that they have never seen or heard of it happening/ it is not possible 66 (19.2%), that it can happen when students are beaten more than their strength could take/bear 39 (11.3%), that it might happen suddenly as a mistake while punishing the student 34 (9.9%). Others are as shown in the table 4.10.4 below.

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Table 4.10.4 Reasons stated for answers picked under maiming / disability as identified by teachers. **N=344**

Variable	N	%
I have experienced it or heard/seen it happen	22	6.4
When students are beaten more than their strength could take/bear	39	11.3
It happens suddenly as a mistake while punishing the student	34	9.9
I have never seen or heard of it happening/ it is not possible	66	19.2
This is beyond normal corporal punishment and such teacher should be prosecuted	49	14.2
Sending a student out of class can maim his/her academic performance	6	1.7
Occurs when corporal punishment is administered severely in anger	32	9.3
A student cannot be disabled no matter how much a teacher beats him/her	19	5.5
If students are not beaten on dangerous /delicate parts of the body	4	1.2
When students are beaten in the delicate or sensitive parts of their body	15	4.4
Corporal punishment is for correcting a student and not to harm that student	13	3.8
Students will not forgive parent/teachers that made them have that disability	9	2.6
Teachers do not go to that extent	21	6.1
This is possible because at this stage their body system is developing and growing	7	2.0
Some students are already hardened from home and can't listen without heavy punishment	8	23

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Table 4.10.5 reveals reasons stated for answers picked under psychological trauma as identified by teachers which included that they have never heard of it happening/ it is very rare 37 (10.8%), that students become scared/afraid at the sight of cane/the teacher 32 (9.3%), that students become addicted/immune to punishment if caution is not applied 43 (12.5%). Others are as shown in the table 4.10.5 below.

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Table 4.10.5. Reasons stated for answers picked under psychological trauma. N=344

Variable	N	%
I have experienced it or heard/seen it happen	18	5.2
They become scare/afraid at the sight of cane/the teacher	32	9.3
Students may be led into taking drugs (abuse) to prove that they can bear the pain	8	2.3
Students become addicted/immune to punishment if caution is not applied	43	12.5
Students are shown that violence and not dialogue resolve issues.	13	3.8
Teachers/Parents are models to the student when they are beaten, they see it as a way of life.	20	5.8
When students associate pain affliction as a remedy of mistakes made/offenses committed.	23	6.7
When corporal punishment is habitual, students resorts to self-defense that is characterized by violence.	19	5.5
A reasonable Student should see the reason and cause of every punishment.	29	8.4
Not if students are encouraged after being corrected/punished in love.	18	5.2
I have never heard of it happening/ it is very rare	37	10.8
Students may begin to develop the mentality that it is through violence that they can get what they want	16	4.7
If corporal punishment is excessively used to discipline students.	20	5.8
There may be other factors tormenting such child and not the corporal punishment administered to him at school.	8	2.3

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Table 4.10.6 reveals reasons stated for answers picked under poor learning skills/increased tendency to hate schooling as identified by teachers which included that student becomes disenchanted or discouraged with school due to the punishment received at the school 31 (9.0%), that it rather increases tendency to hate the teacher in question and the subject he/she teaches 33 (9.6%), that when students associate pain with schooling, they may lack the zeal for academics 40 (11.6%). Others are as shown in the table 4.10.6 below.

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Table 4.10.6 Reasons stated by teachers for answers picked under poor learning skills and increased tendency to hate schooling. N=344

Variable	N	%
I have experienced it or heard/seen it happen.	13	3.h8
Student becomes disenchanted or discouraged with school due to the punishment received at the school.	31	9.0
If the punishment is too regular at every mistake made, students may drop out of school.	43	12.5
When students associate pain with schooling, they may lack the zeal for academics.	40	11.6
Students are being reinforced in their thinking that education is too hard.	15	4.4
I don't think so because students are naturally lazy and are not ready to learn.	31	9.0
Teaching/learning activities is best done in love which corporal punishment does not have.	23	6.7
Reaction varies from one student to another.	16	4.7
Rather it helps the student to improve in their academics	21	6.1
Students develop phobia for schools	15	4.4
Not if students are made to see reasons why they are punished	17	4.9
Rather it increases tendency to hate the teacher in question and the subject he/she teaches	33	9.6
School lack basic amenities which makes teaching/learning environment in-condusive	17	4.9
Corporal punishment is for correcting and is not used to scare/injure students	10	2.9
Corporal punishment ends up making learning becomes ineffective	10	2.9
Not corporal punishment but parental problems, economic hardship and child labour	9	2.6

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Table 4.11 shows perceived dangers as identified by parents with 156 (72.6%) parents perceived absenteeism in class, 172 (80%) perceived poor learning skills and increased tendency to hate schooling. Others are as shown in the table 4.11 below.

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Table 4.11 Perceived Dangers as Identified by Parents. **N=215**

Variable	No.	%
Absenteeism in class		
Yes	156	72.6
No	59	27.4
Emotional trauma which includes low self esteem, Depression		
Yes	160	74.4
No	55	25.6
Physical scars as a result of broken skin where the pain was inflicted		
Yes	170	79.1
No	45	20.9
Maiming or disability of the student as a result of infliction of corporal punishment		
Yes	82	38.1
No	133	61.9
Psychological trauma in which the student sees violence as a normal way of life	51	23.7
Yes	164	76.3
No		
Poor learning skills and Increased tendency to hate Schooling	172	80
Yes	43	20
No		

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Table 4.11.1 reveals reasons stated for answers picked under absenteeism in class as identified by parents which included 50 (23.3%) saying that students avoid classes because of punishment/cane, 22 (10.2%) stated that excessive corporal punishment may negatively affect the student mental development, 20 (9.3%) stated that corporal punishment cannot result into memory loss or absenteeism. Others are as shown in the table 4.11.1 below.

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Table 4.11.1 Reasons Stated for Answers Picked by Parents under Absenteeism N=215

Variable	No.	%
I have experienced it or seen it happen	9	4.2
Students avoid schools/classes regularly because of punishment/cane	50	23.3
Students seeing punishment as a means of disgrace, thereby withdraws into themselves, developing low self esteem.	17	7.9
Excessive corporal punishment may negatively affect the student mental development.	22	10.2
Corporal punishment cannot result into memory loss or absenteeism.	20	9.3
It is for the benefit of the student and not for his/her detriment.	5	2.3
When a student is hit on the head with a dangerous object.	15	7.0
Fear of corporal punishment makes the student fearful especially those that are not brought up or used to cane and can result in memory loss.	19	8.8
Corporal punishment helps students to be more serious, realizing his/her mistakes.	13	6.0
There may be other reasons for the dangers listed above apart from CP.	6	2.8
Not if CP is administered with the motive of love and the aim of correcting.	14	6.5
A responsible child will stay in class for learning despite the punishment given because it is a sign of love.	6	2.8
Corporal punishment is not good for teenagers at all because it depresses them.	3	1.4
If students think they are being victimized and terrorized by teacher.	6	2.8
Some students tends to be more stubborn and not ready to yield to instruction	3	1.4

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Table 4.11.2 reveals reasons stated for answers picked under emotional trauma as identified by parents which included that it robs students of their self confidence in tasks assigned due to previous experience 31 (14.4%), that students see punishment as a means of disgrace especially in front of peers 30 (14.0%), that emotional trauma cannot be applicable or linked to CP 18 (8.4%) . Others are as shown in the table 4.11.2 below.

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Table 4.11.2 Reasons stated for answers picked under emotional trauma by parents. N=215

Variables	No.	%
I have experienced it or heard/seen it happen	12	5.6
Robs students of their self confidence in tasks assigned due to previous experience	31	14.4
Students may develop feelings of inadequacy when comparing self to others (mates)	25	11.6
It can't lead to depression, suicidal acts though students may feel low self-esteem at the moment	17	7.9
Students seeing punishment as a means of disgrace especially in front of peers	30	14.0
Emotional Trauma cannot be applicable or linked to corporal punishment	18	8.4
Inability to instill discipline in the students may actually lead to any danger after all	4	1.9
A good student, melancholy or not will get though may feel sad but will get over it for his/her own good	17	7.9
It affects students-teachers relationships with students believing that teachers hate them	17	7.9
Maybe coupled with lack of parental care, balanced diet and stress, it can occur	5	2.3
Not if corporal punishment is done with caution	5	2.3
Corporal punishment is to correct students and not to harm/kill them	4	1.9

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Table 4.11.3 reveals reasons stated for answers picked under physical scars as identified by parents which included 47 (21.9%) reported that it may happen when students are carelessly beaten/punished in anger/annoyance with dangerous objects, 15 (7.0%) maintained that it is not realistic because scars can even occur as a result of rough/careless play, 29 (13.5%) stated that it causes indelible memory anytime such scars are seen by the students. Others are as shown in the table 4.11.3 below.

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Table 4.11.3 Reasons stated for answers picked under physical scars by parents N=215

Variable	N	%
I have experienced it or heard/seen it happen whilst teaching.	10	4.7
Due to the tenderness of the students bodies because they are still growing.	25	11.6
If the student is accidentally beaten or punished where it is not appropriate.	24	11.2
When students are carelessly beaten/punished in anger/annoyance with dangerous objects.	47	21.9
It causes indelible memory anytime such scars are seen by the students.	29	13.5
It is no big deal because it will heal over time while the lesson is learnt.	9	4.2
If students are not beaten on dangerous/delicate parts of the body.	4	1.9
That is not realistic because scars can even occur as a result of rough/careless play.	15	7.0
Students are not allowed to be wounded when disciplined.	12	5.6
Due to the gravity of the punishment inflicted on the student.	21	9.8
Corporal punishment is to inflict pain so that the student will know that some acts are not pardonable and change.	19	8.8

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Table 4.11.4 reveals reasons stated for answers picked under maiming/ disability as identified by parents which included that they had never seen or heard of it happening/ it is not possible 36 (16.7%), that it may happen when students are beaten more than their strength could take/bear 22 (10.2%), that it can't happen if students are just being punished in order to correct their wrong deeds 20 (9.3%). Others are as shown in the table 4.11.4 below.

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Table 4.11.4 Reasons stated for answers picked under maiming/disability by parents N=215

Variable	No.	%
I have experienced it or heard/seen it happen	11	5.1
When students are beaten more than their strength could take/bear	22	10.2
It happens suddenly as a mistake while punishing the student	21	9.8
I have never seen or heard of it happening/ it is not possible	36	16.7
Sending a student out of class can maim his/her academic performance.	7	3.3
Occurs when corporal punishment is administered severely in anger.	22	10.2
It can't happen if students are just being punished in order to correct their wrong deeds.	20	9.3
When students are beaten in the delicate or sensitive parts of their body.	23	10.7
This is beyond normal corporal punishment and such teacher should be prosecuted.	25	11.6
Students will not forgive parent/teachers that made them have that disability.	4	1.9
Teachers do not go to that extent.	18	8.4
Some students are already hardened from home and can't listen without heavy punishment.	6	2.8

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Table 4.11.5 reveals reasons stated for answers picked under psychological trauma as identified by parents which included that students become addicted/immune to punishment if it is overly used 35 (16.3%), that students associate pain affliction as a remedy of mistakes made/offenses committed 30 (14.0%), that students are shown that it is violence and not dialogue that resolves issues, and they imbibe it 26 (12.1%). Others are as shown in the table 4.11.5 below.

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Table 4.11.5 Reasons stated for answers picked under psychological trauma by parents N=215

Variable	No.	%
I have experienced it or heard/seen it happen	3	1.4
They become scare/afraid at the sight of cane/the teacher	16	7.4
Corporal punishment is for correcting and preventing the student from being spoilt	7	3.3
Some students are of bad behaviour, not ready to yield to verbal correction	17	7.9
Students become addicted/immune to punishment if it is overly used	35	16.3
It is not possible or common	18	8.4
There may be other factors tormenting such children and not the corporal punishment administered to him in school	11	5.1
When students associate pain affliction as a remedy of mistakes made/offenses committed	30	14.0
Students are shown that it is violence and not dialogue that resolves issues, and they imbibe it	26	12.1
A reasonable Student should see the reason and cause of every punishment	21	9.8
Not if students are encouraged after being corrected/punished in love	19	8.8
Students may end up being violent and truant as a person	12	5.6

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Table 4.11.6 reveals reasons stated for answers picked under poor learning skills/increased tendency to hate schooling which included that student becomes disenchanted or discouraged with school due to the regular punishment received at every mistake made 46 (21.4%), that when students associate pain with schooling, they may lack the zeal for academics/ develops phobia for schools 23 (10.7%), that students may develop coldness towards academics being reinforced in their thinking that education is too hard 26 (12.1%). Others are as shown in the table 4.11.6 below.

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Table 4.11.6 Reasons for poor learning skills and increased tendency to hate schooling N=215

Variable	No.	%
I hated schooling as a result of corporal punishment or I have seen it happen to students.	3	1.4
Occurrence of regular punishment received at every mistake made.	46	21.4
Association of pain with schooling.	35	16.3
Laziness of students and non-readiness to learn.	17	7.9
Fear of corporal punishment	18	8.4
I don't agree because not every students develop poor learning skills as a result of corporal punishment administration	14	6.5
Perceiving academics as too hard	23	10.7
When students are made to see reasons why they are punished, corporal punishment cannot result into poor learning skills	15	7.0
Corporal punishment increases the probability of hating the teacher in question and the subject he/she teaches	14	6.5
Lack of basic amenities that facilitates teaching and learning e.g Spacious and non-crowded classroom, availability of school notes and writing materials	8	3.7
This may be true when coupled with other external factors that is affecting the students e.g hunger, ailment, family issues	7	3.3
I don't agree because corporal punishment is for correcting and rather helps the student to improve in their academics in order to avoid being punished again	15	7.0

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4.6 Other acceptable, alternative means of disciplining students in schools as identified by respondents

Focus group discussants across the groups of teachers unanimously agreed that corporal punishment should still be used in schools but with caution and in non-injurious ways such as counseling and giving of advice, correcting the students out of love, showing empathy with the students, befriending their students while monitoring them while the discussants across the students group claimed that they do not want the administration of corporal punishment at all i.e. they want it stopped in schools as a means of correction.

Teachers Discussants had the following to say;

Nitemi o, egba o le kuro lowo mii gegebi oluko nitori awon omo alaigboran" (As a teacher, I can't stop canning students especially the stubborn ones) Male Teacher.

If we stop corporal punishment, our schools will end up like those of the western world where students bring guns to school; I don't think we all will like that outcome (Female Teacher).

I still support corporal punishment administration but we as teachers should apply wisdom and caution while administering it in that no teacher should administer corporal punishment in anger (Female Teacher).

Corporal punishment should be administered with guidance in that the students should be made to realize why he/she is being punished so as to prevent the negative consequences of corporal punishment (Male Teacher).

Students Discussant had the following to say;

CP should be stopped; I don't enjoy being punished abeg (Male Teacher).

Talk to me instead of beating me as if i am a goat, Counsel me; let me realize that what I am doing is wrong (Female Teacher).

If you claim that you love me as my teacher, then don't make me cry, don't let me be afraid of you, don't make me feel as if I don't worth anything (Male Teacher).

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All I want is that they please stop cursing us kilode, won tile sepe ju (They curse too much), they should stop cursing our parents too (Female Teacher).

Table 4.12 reveals factors to be considered before students are disciplined in schools as identified by teachers with 301 (87.5) said that there is need to consider students' health before corporal punishment is given to him/her as well as 283 (82.3%) claimed that there is need to consider the gravity of offense committed before punishment is given. Others are as shown in the table 4.12 below.

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Table 4.12 Factors to be considered before students are disciplined in schools as identified by teachers **N=344**

Variable		N	%
There is need to consider the gravity of offense committed before punishment is given	Yes	283	82.3
	No	45	13.1
	Not Sure	16	4.7
There is need to consider students health before corporal punishment is given to him/her	YES	301	87.5
	No	27	7.8
	Not Sure	16	4.7
There is need to consider attitude and past behaviour of student before punishment is administered	Yes	282	82.0
	No	41	11.9
	Not Sure	21	6.1

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Table 4.13 reveals factors to be considered before students are disciplined in schools as identified by parents includes that there is need to consider students' health before corporal punishment is given to him/her 190 (88.4) and that there is need to consider the gravity of offense committed before punishment is given 176 (81.9%) . Others are as shown in the table 4.13 below.

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Table 4.13 Factors to be considered before students are disciplined in schools as identified by parents. **N = 215**

Variable		N	%
There is need to consider the gravity of offense committed before punishment is given	Yes	176	81.9
	No	18	8.4
	Not Sure	21	9.8
There is need to consider students health before corporal punishment is given to him/her	YES	190	88.4
	No	18	8.4
	Not Sure	7	3.3
There is need to consider attitude and past behaviour of student before punishment is administered	Yes	171	79.5
	No	25	11.6
	Not Sure	19	8.8

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Other alternatives to Corporal Punishment as listed by teachers

Table 4.14 reveals other acceptable means of disciplining students in schools as identified by teachers includes giving advise/counseling the students 255 (25.0%), assigning assignments to them that will keep them on their toes for hours/elongation of study hours 167 (18.3%) and inviting/calling upon the students' parents 89 (8.8%). Others are as shown in the table 4.14 below.

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Table 4.14 Other alternatives to Corporal Punishment as listed by teachers N=1032

Variable	N	%
Giving advise/counseling the student	255	25.0
Withdrawal of privileges	76	7.4
Giving academic assignments to them that will keep them on their toes for hours/Elongation of study hours	167	18.3
Inviting/Calling upon the students' parents	89	8.8
Mentoring/Monitoring of students at school	42	4.0
Warning/Scolding them thoroughly with threats	25	2.4
Getting involved with/in the problem that the child is facing	22	2.1
Showing them unconditional love and acceptance	54	5.5
Making the child to do menial jobs like community developments	37	3.6
Making the students see why he shouldn't do what he is currently doing that is wrong.	28	2.7
Parents/Teachers should be positive role models for the student to emulate.	44	4.3
An award should be given to the best behaved student of each class per term.	59	5.8
Encourage and motivating the students into giving their best in all their doings.	50	4.9
Withdrawal of official responsibilities	13	1.3
Introduction of moral or civic Education	40	3.9

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Other alternatives to Corporal Punishment as listed by parents

Table 4.15 reveals other acceptable means of disciplining students in schools as identified by parents with 41 (6.4%) claimed giving advise/counseling the student, 122 (17.7%) said that conversing with the students about the pros and cons of their actions, 78 (12.1%) claimed encourage, motivate and appreciate the students into giving their best in all their doings. Others are as shown in the table 4.15 below.

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Table 4.15 Other alternatives to Corporal Punishment as listed by Parents N=1032

Variable	N	%
Giving advise/counseling the student	97	14.9
Withdrawal of privileges (e.g. watching television)	42	6.6
Inviting/Calling upon the students' teachers	64	8.9
Warning/Scolding them thoroughly with threats	12	1.9
Conversing with the students about the pros and cons of their actions	122	17.7
Showing them unconditional love and acceptance	57	8.9
Inviting a family member whom the child loves to come and talk to her/him	13	2.0
Rewards good behaviour at home to encourage continuity	73	11.3
Parents/Teachers should be positive role models for the students to emulate	57	8.8
Encourage, Motivate and Appreciate the students into giving their best in all their doings	78	12.1
Making the students to memorize proverbs, quotes, anthems or verses that will reprove them	59	9.1

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4.7 Test of Hypothesis

4.7.1 Hypothesis 1

There is no significant relationship between the type of school and the perception of teacher respondents on corporal punishment.

Table 4.16 shows the association between the type of school and the perception of teachers on corporal punishment. Both Public and private schools teachers have low perception towards corporal punishment administration respectively. Overall, there was a significant relationship between the forms of corporal punishment administered by type of school

This hypothesis is rejected since the p-value is less than 0.05 (at p-value = 0.04) and the alternate hypothesis accepted.

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Table 4.16. Type of school variables and perception of teachers' respondent on corporal punishment. **N=344**

Variable	Low Perception N (%)	High Perception N (%)	Df	P-value	X^2
Type of School					
Public	**164 (47.7)**	**52 (15.1)**			
Private	**109 (31.7)**	**19 (5.5)**	**1**	**0.041**	**4.33**

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4.7.2 Hypothesis 2

There is no significant relationship between type of school variables and attitude of teachers' respondents on corporal punishment**.**

Table 4.17 shows the association between type of schools and attitude of teachers' respondents on corporal punishment. Most of public and private schools teachers have more positive attitude towards corporal punishment administration. Overall, there was a significant relationship between the forms of corporal punishment administered by type of school.

We fail to reject the null hypothesis since p–value = 0.252 and the alternative hypothesis accepted i.e there is a significant relationship between type of schools and the attitude of teachers on corporal punishment.

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Table 4.17. Type of school variables by Attitude of teachers' respondent on Corporal Punishment

Variable	Positive N (%)	Negative N (%)	Df	P-value	X^2
Type of School					
Public	**164 (47.7)**	**52 (15.1)**	**1**	**0.252**	**1.30**
Private	**90 (26.2)**	**38 (11.0)**			

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4.7.3 Hypothesis 3

There is no significant relationship between perceptions of teachers' respondents towards corporal punishment administration and socio-demographic variables of respondents.

Table 4.18 shows the relationship between perceptions of teachers' respondent towards corporal punishment administration and socio-demographic variables of respondents

There is no significant relationship between respondents' gender, age, educational qualification, ethnicity, marital status, religion, occupation and years of service and their perception towards corporal punishment administration. Overall, there is no significant relationship between these socio-demographic variables and perception of teachers.

However, there is a significant relationship between respondents being a parent and their perception towards corporal punishment administration since the P-value <0.05.

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Table 4.18. Socio-demographic variables by perceptions of teachers' respondents towards the administration of corporal punishment **N=344**

Variable	Low N (%)	High N (%)	df	P-value	X^2
Gender					
Male	**157 (45.6)**	**44 (12.8)**			
Female	**116 (33.7)**	**27 (7.8)**	**1**	**0.497**	**0.462**
Age					
30 and below	**63 (18.3)**	**14 (4.1)**			
31 – 40	**111 (32.3)**	**28 (8.1)**	**2**	**0.732**	**0.623**
41 and above	**99 (28.8)**	**29 (8.4)**			
Educational Qualification					
NCE/OND	**26 (7.6)**	**5 (1.5)**			
BSc./HND	**176 (51.2)**	**44 (12.8)**	**3**	**0.620**	**0.957**
Masters/PGD	**71 (20.6)**	**22 (6.4)**			
Ethnicity					
Yoruba	**243 (70.6)**	**63 (18.3)**			
Others	**30 (8.7)**	**8 (2.3)**	**1**	**0.947**	**0.004**
Marital Status					
Married	**198 (57.6)**	**57 (16.6)**			
Single	**57 (16.6)**	**8 (2.3)**			
Others	**18 (5.2)**	**6 (1.7)**	**2**	**0.175**	**3.49**
Religion					
Christianity	**202 (58.7)**	**53 (15.4)**			
Others	**71 (20.6)**	**18 (5.2)**	**1**	**0.911**	**0.013**

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Years Of Service					
0 – 11	**166 (48.3)**	**34 (9.9)**			
12 – 23	**89 (25.9)**	**30 (8.7)**	**2**	**0.138**	**3.962**
24 – 35	**18 (5.2)**	**7 (2.0)**			
Are you a Parent					
Yes	**209 (60.8)**	**63 (18.3)**			
No	**64 (18.6)**	**8 (2.3)**	**1**	**0.025**	**5.047**

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4.7.4 Hypothesis 4

There is no significant relationship between socio-demographic variables (age) and perceptions of parents' respondents on corporal punishment

Table 4.19 shows the relationship between perceptions of parents' towards corporal punishment administration and socio-demographic variables (age, gender, ethnicity, marital status, type of marriage, religion, occupation and type of parenting) of respondents.

The null hypothesis is rejected since p-value is less than 0.05 (P-values=0.015).

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Table 4.19. Socio-demographic variables by Perceptions of Parents' respondents towards the administration of corporal punishment N=215

Variable	Wrong N(%)	Right N(%)	Df	P-value	X^2
Gender					
Male	51 (23.7)	14(6.5)			
Female	118 (54.9)	32(14.9)	1	0.973	0.001
Age					
40 and below	101 (47.0)	23 (10.7)			
41 – 50	58 (27.0)	14 (6.5)	2	0.015	8.382
51 and above	10 (4.7)	9 (4.2)			
Edu. Qualification					
SSCE	8 (3.7)	4 (1.9)			
NCE/OND	46 (21.4)	9 (4.2)			
BSc./HND	78 (36.3)	18 (8.4)			
Masters/PGD	34 (15.8)	10 (4.7)	4	0.047	11.204
PHD	3 (1.4)	5 (2.3)			
Ethnicity					
Igbo	34 (15.8)	7 (3.3)			
Yoruba	131 (60.9)	39 (18.1)	2	0.409	1.786
Hausa	4 (1.9)	0 (0.0)			
Marital Status					
Married	148 (68.8)	43 (20.0)			
Divorced	13 (6.0)	2 (0.9)	3	0.549	2.113
Widow/widower	3 (1.4)	1 (0.5)			
Cohabitation	5 (2.3)	0(0.0)			

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Variable	Wrong N(%)	Right N(%)	Df	P-value	X^2
Type of Marriage					
Monogamy	**154 (71.6)**	**40 (18.6)**		**0.399**	**0.713**
Polygamy	**15 (7.0)**	**6 (2.8)**	**1**		
Religion					
Christianity	**129 (60.0)**	**37 (17.2)**			
Muslim	**36 (16.7)**	**9 (4.2)**	**2**	**0.543**	**1.22**
Traditional	**4 (1.9)**	**0 (0.0)**			
Occupation					
Civil Servant	**93 (43.3)**	**20 (9.3)**			
Self-Employed	**36 (16.7)**	**7 (3.3)**			
Not Working	**12 (5.6)**	**7 (3.3)**	**3**	**0.109**	**6.04**
Artisans	**28 (13.0)**	**12 (5.6)**			
Type of Parenting					
Single	**55(25.6)**	**13(6.0)**			
Double	**114(53.0)**	**33(15.3)**	**1**	**0.580**	**0.307**

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Logistic Regression On Socio-Demographic Factors and Perception of Respondents towards CP Administration.

Logistic Regression was done to show the influence of independent variables on the dependent variables.

From the Chi-square result, Parents' Age and Educational Qualification were selected for logistic regression to determine specificity.

Teachers' being parent was also selected to undergo logistic regression.

Table 4.22 shows the results from the logistic regression revealing that;

- Parents within the age bracket of 40 years and below are 5.1 times more likely to have wrong perception on CP administration than parents within the ages of 41-50 years {O.R:5.1, 95% C.I:1.74-5.14}.
- Parents whose educational qualification is SSCE are more likely to have wrong perception on CP administration than parents whose educational qualification is NCE/OND {O.R:1.4, 95% C.I: 0.39-3.90}.
- Teachers that are parents are 2.4 times more likely to have wrong perception on CP administration than teachers that are not parents {O.R:2.4, 95%C.I:0.76-7.75}.

UNIVERSITY OF IBADAN

Table 4.20 Logistic regression on socio-demographic factors and perception of Teachers respondents on CP administration

Variable	Odds Ratio (95%)Confidence Interval	P-value
Parents' Age		
40 –below	**5.1 (1.74-5.04)**	
41-50	**1**	**0.067**
51 and above	**2**	
Parents' Educational Qualification	**1.4 (0.39-3.90)**	
SSCE	**1**	**0.716**
NCE/OND	**2**	
BSc./HND Masters/PGD	**3**	
PHD	**4**	
MBBS	**5**	
Teachers' Being Parent	**1**	**0.134**
No	**2.4 (0.76-7.75)**	
Yes		

UNIVERSITY OF IBADAN

Logistic regression on socio-demographic factors and attitude of Parents respondents towards Corporal Punishment administration

Logistic Regression was done to show the influence of independent variables on the dependent variables.

From the Chi-square result, Parents' Gender, Parents' Age and Parents' type of Parenting were selected being significant were selected for logistic regression to determine specificity

Table 4.23 shows the results from the logistic regression revealing that

- Male parents are 3.02 times significantly more likely to administer corporal punishment than female parents {O.R:3.02, 95%C.I:1.41-6.47}.
- Parents within the age bracket of 40 years and below are 5.01 times more likely to administer corporal punishment than parents within the ages of 41-50 years {O.R:5.01, 95%C.I:1.74-5.11)}.
- Single parents are 1.56 times more likely to administer corporal punishment than double parents {O.R:1.56, 95%C.I:0.75-3.2}.

UNIVERSITY OF IBADAN

Table 4.23 Logistic Regression On Socio-Demographic Factors and Attitude of Parents Respondents towards Corporal Punishment Administration

Variable	Odds Ratio (95%) Confidence Interval	p-value
Parents' Gender		
Female	**1**	
Male	**3.02 (1.41-6.47)**	**0.004**
Parents' Age		
40 –below	**5.11 (1.74-5.0)**	
41-50	**1**	**0.18**
51 and above	**2**	
Parents' Type of Parenting		
Double	**1**	
Single	**1.56 (0.75-3.2)**	**0.068**

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CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study sought to answer the following questions: What are the forms of corporal punishment that are being administered in schools? What are the perceptions of parents and teachers towards corporal punishment? What are the attitudes of parents and teachers towards corporal punishment? This study was prompted due to the way discipline is being enforced in our schools through the administration of corporal punishment.

The study employed the Theory of Reasoned Action model in exploring the attitudes and perception of parents, teachers and students concerning corporal punishment in secondary schools in Ibadan North-East Local Government. The model highlights 3 major components that influence the strength of intention of respondents in administering corporal punishment. These include behavioural intention, attitude and subjective norms.

Using qualitative and quantitative research method, data were collected from teachers and students of senior secondary schools and parents that have at least a child in secondary school living within Ibadan North-East Local Government Area, Ibadan, Oyo state. Thus, this chapter describes the findings of the study that investigated perception and attitude of parents, teachers and students concerning the administration of Corporal punishment in Ibadan North-East Local Government, Oyo State. These findings would be compared with previous research based on literature review in order to demonstrate relevant and important aspects of the results including similarities, differences and deviations. It provides an estimate of forms of corporal punishment administered in schools, levels of perception towards corporal punishment, attitudes towards corporal punishment, perceived dangers associated with corporal punishment and exploring other alternatives means of discipline students. This chapter is divided into discussion of the key findings, recommendations and conclusions.

This section is discussed under the following headings:

1. Demographic characteristics of respondents
2. Forms of corporal punishment administered
3. Level of perception of respondents towards corporal punishment
4. Attitude of respondents concerning corporal punishment

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5. Perceived dangers associated with corporal punishment
6. Other alternatives means of discipline students in schools
7. Implications for policy and practice

5.1 Socio- demographic characteristics of respondents

Results showed that most of the respondents were between the ages of 22 and 58 years of age for teachers and 29 – 59 years of age for parents. This shows that most of the respondents were in their early adulthood and early elderly which is similar with previous study (Zeynep and Mucahit, 2009).

Most of the respondents were males for teachers but females for parents which show that men are more receptive to the research unlike (Zeynep and Mucahit, 2009) which had more female teachers compared to their male counterparts, this may be due to the fact that they were primary school teachers unlike this study that was conducted in secondary schools. Female Parents were more easily accessible and approachable unlike their male counterparts. Also majority of respondents were married which is due to all of the respondents being adults or elderly. In addition, Majority of the parents' respondents were civil servants which might be due to the residents' state being majorly a civil service state.

5.2 Forms of corporal punishment administered

Corporal punishment is the intentional application of physical pain as a retribution for an offense or a method of changing behaviour (Nakpodia, 2012). Among the forms of corporal punishment include abusing and threats, hitting with objects that cause pain, screaming and shouting, flogging with cane, asking the student to take up a painful body posture like kneeling, cutting of grasses or bushes, slapping/punching/kicking/shaking the students, cleaning of toilets and classrooms after school hours or during break periods with the most common form being flogging. In a similar study by Kimani et al (2012) also identified canning, slapping, kneeling down, pinching, pulling of ears/hairs, forced manual labour, standing in the sun and kicking as forms of CP. Also in a similar study it was found out that the most common form of punishment administered in schools was flogging (Egwunyenga, 2009). The increase might be due to the fact that the reference studies were conducted amongst principals while the study was conducted amongst teachers who are perpetrators of the act.

UNIVERSITY OF IBADAN

According to Mfuneko (2006) punishment is so quick to administer which may be the reason why most teachers practice it. This may also be according to the study conducted by (Porteus and Vally, 2001), that the use of corporal punishment had been in use in schools for so long, it has helped in molding good behaviour and instilled good morals according to Ayalew (1996).

It was observed that significantly kneeling down as a form of CP is favoured more in the private schools as compared to the public schools; this may be because it's like the easiest form of punishment that can be administered in private schools settings or maybe they have been restricted. It was also observed that significantly, Abuse and threats, hitting with objects, cutting grasses and washing of toilets are more favoured in public schools as compared to their private counterparts. This may be because there is no restriction on what punishment public school teachers can administer to students as well as availability of land with enough grasses to cut unlike most private schools that have cleaners and gardeners at hand.

Teachers' age, gender, educational qualification, years of teaching experience makes no significant difference in their perception and attitude towards the administration of CP in schools. This is similar to the result of a study done by Umezinwa et al. (2012) though it was a research done in a primary school setting.

Being a parent for teachers is significant towards their perception towards CP administration in schools. This is expected though because to a parent, CP is more appropriate to enhance discipline.

For parents' age, educational qualification has significant difference in their perception towards CP administration while gender, age, marital status and type of parenting had significant difference in their attitude towards CP administration.

This may be because CP has been perceived to be part of school ethos and culture according Kimani (2012), also in a study done by (Mfuneko, 2006) it was discovered that single parent homes, especially those headed by females are a major breakdown of discipline amongst children. Mothers usually have no muscle to enforce strict rules on children at their homes and children from such homes find it difficult to accept instructions from anyone.

UNIVERSITY OF IBADAN

Logistic regression reveals that male parents support CP administration than females. This is expected though because of the belief that Nigerian fathers tends to punish their children or wards more than the mothers as revealed in the study done by Umezinwa et al. (2012).

5.3 Perception of teachers towards corporal punishment administration

Most (79.4%) of the respondents surveyed wrongly perceived that corporal punishment is the best way to discipline students. This finding is also in line with the findings obtained from a study conducted by Kinami among teachers in Kenya as 81.7% of the respondents agreed that corporal punishment is needed to maintain discipline in schools. (Kinami et al, 2012). Teacher training for many years sanctioned the use of corporal punishment and therefore teachers, parents, and principals believe in it as an effective discipline tool (Vally, 1998).

The trend observed might be as a result of corporal punishment being lawful in schools under article 295(4) of the Criminal Code (South), which states that "a schoolmaster or a person acting as a schoolmaster" is automatically considered as having been entrusted with "authority for correction, including the power to determine in what cases correction ought to be inflicted", and article 55 of the Penal Code (North), which states: "Nothing is an offence which does not amount to the infliction of grievous hurt upon any person and which is done by a schoolmaster for the purpose of correcting a child under eighteen years of age entrusted to his charge." The government has stated that the Child Rights Act (2003) prohibits corporal punishment in schools (third/fourth periodic report to the Committee on the Rights of the Child, May 2008, para. 7.1.6) but there had been inability to verify the information; the Act is not in force throughout Nigeria. Law reform has not yet effectively prohibited corporal punishment of children in the penal system. The Child Rights Act states that "no child shall be ordered to be subjected to corporal punishment" (article 221), but as at June 2010 this had been adopted in only 24 out of 36 states, and legislation authorizing corporal punishment was yet to be amended or repealed.

5.4.1 Perception of parents towards corporal punishment administration

Majority of the respondents (78.6%) surveyed wrongly perceived that corporal punishment is the best way to instill discipline in a child. In the USA, approval of CP use also is high with nearly

UNIVERSITY OF IBADAN

three quarters of US adults thinking it is okay and sometimes necessary to spank a child (Survey USA, 2010).

In a survey of 900 parents, Straus (1991) as cited in Turner and Finkelhor (1996) found that over one fourth of parents reported using an object to hit their child in the name of discipline. The study also found that a third of parents used physical punishment on their 14-year old child.

For the parents to actually hit their children, it reveals a wrong perception towards corporal punishment under the disguise of discipline.

5.5 Attitude of teachers towards corporal punishment administration

Most of the respondents (73.8%) have positive attitude towards corporal punishment. This may be as a result of students entering teachers training colleges, bring with them their own discipline experiences and ideas of how to discipline which were not modified during the course of their training (Loretta, 2004) as well as Tafa (2002:19) who said "trainees brought strong beliefs about caning to colleges of education primarily from their schools rather than their homes". This then coupled with the training of teachers in classroom management and as a result teachers draw on their own experiences of being disciplined with cane (UNICEF Asia Report,2001 and Human Rights Watch Kenya, 1999)

In Australia, research revealed that most teachers still support the use of corporal punishment viewing the use of corporal punishment as necessary and many would like to use the cane as a last resort even though corporal punishment has been banned. (www.education.qld.gov.au/corporate/professional_exchange/edhistory/edhistopics/corporal/union.html).

The studies of teachers' attitudes towards corporal punishment in South Africa are very limited but numerous newspapers have documented teachers' desires to return to corporal punishment due to its ban. In 1999 the then education minister of KwaZulu Natal stated, "If I had my way, I would re-introduce corporal punishment" (The teacher, March1999).

According to Flynn (1994) southern residents of the USA have favourable attitudes towards corporal punishment and 81.1% of the residents support its use.

In Trinidad, where corporal punishment has been banned for nearly three years, teachers and parents are requesting its reinstatement, this is because it is felt that children are becoming unruly and corporal punishment will assist in reinstating order in schools (Richards, 2003).

UNIVERSITY OF IBADAN

5.4.1 Attitude of parents towards corporal punishment administration

Majority of the respondents (78.6%) surveyed have positive attitude towards corporal punishment administration as the best way to instill discipline in a child. A similar study carried out by Straus (1991) as cited in Turner and Finkelhor (1996) revealed that how frequently parents carrying out corporal punishment were quite high.

This might be due to the belief that parents have, that children do not grow up to be well-mannered adults if they are not spanked or beaten when they do wrong. Some even claim that abolishing corporal punishment is a Western- centric concept that will cause havoc in African cultures and lead to moral decay (Banda, 2006).

Parents are more likely to embrace the use of corporal punishment if they have children with difficult temperaments or are experiencing high levels of family stress (Lansford et al., 2011). Furthermore, several religious and cultural groups endorse corporal punishment through adages such as "spare the rod, spoil the child" (Gershoff & Bitensky, 2007).

In a study carried out by Ludwig and Nocton (2008) revealed that fathers are more likely to spank their children while mothers are more likely to use verbal reprimand to discipline their wards, this indicate positive attitude towards the administration of corporal punishment by parents.

However, in a research carried out by Ogletree, Earl and Rodriguez, (1979) revealed that 39% of the parents favoured CP, with 45% rejecting the use but supporting embarrassing the child and standing the child in the hallway or classroom, although the researcher gave reasons that the parental rejection of corporal punishment may reflect the parents' distrust of the school or their assimilation of American child rearing practices (unexpected though in the light of traditional Latino child rearing practices, which include strict discipline, and the use of CP with younger children).

5.5 Perceived dangers associated with corporal punishment by respondents

Poor learning Skills had the highest prevalence with 80% followed by physical scars (79.1%), then psychological trauma (76.3%), then emotional trauma (74.4%) with maiming or disability

UNIVERSITY OF IBADAN

having the lowest prevalence (61.9%) for teachers while for parents, poor learning skills (80%), physical scars (79.1%), and emotional trauma (72.6%) amidst others.

Nevine (2011) also claimed that corporal punishment is associated with severe possible damages resulting from corporal punishment such as death, serious injuries, besides social and psychological problems as well as study conducted by Kopansky (2002) showed that physical punishment often elicit a host of unwanted negative consequences while missing opportunities to promote students discipline through non-violent methods. He also found out that punishment produces emotionality, anxiety and fear in the child being punished, none of which is conducive to good learning. This is also in agreement with United States (2010) report that corporal punishment in schools is an ineffective, dangerous and inacceptable method of discipline. According to Welsh (1979), Bandura (1962) and Baumrind (1971) cited by Kopansky(2002), corporal punishment produces emotionality, anxiety and fear in the child being punished, none of which is productive to good learning as well as serving as a model for aggressive behaviour and inappropriate ways of resolving conflicts while increasing the incidence of aggression.

CP has been identified by research as a significant factor in the development of violent attitudes and actions, both in the childhood and later life. It inhibits or prevents positive child development and positive forms of discipline (Save the Children Sweden, 2002).

Also in a study carried out by Bitensky (1998) cited in Cicognani (2004), children on whom corporal punishment is administered are often left with physical evidence of the abuse. Minor injuries such as bruising and swellings are common; more severe injuries such as large cuts, sprains, broken fingers as well as teeth being knocked out, broken wrists and collar bones, and internal injuries requiring surgery do occur. Children who experience psychological abuse because of corporal punishment may suffer from sleep disturbances including the reappearance of bedwetting. Psychologists argued that CP did serious emotional damage, affected the self-esteem of learners and impacted adversely on academic performance (Morrell, 2001)

Corporal punishment also decreases a child's motivation and increases his/her anxiety. As a consequence the ability to concentrate is inhibited and learning is poor according to UNICEF Asian Report (2001). The use of corporal punishment also influences children' school

UNIVERSITY OF IBADAN

attendance. The learning environment is not perceived as safe and school is avoided according to Cicognani (2004).

In addition, corporal punishment hurts all kids, victims and witnesses alike by increases learning problems and decreases students' ability to concentrate and in severe cases, students subjected to CP exhibit symptoms of post-traumatic stress disorder, similar to the syndrome experienced by Vietnam veterans. (http://www.pta.org/programs/edulibr/corpun.htm)

Corporal punishment works against the process of ethical development, teaching children not to engage in a particular behaviour because they risk being beaten. But it does not teach them the reasons and ethics for not behaving in a particular manner. Ruptured eardrums, brain damage and other bodily injuries and death in some instances are some of the bad and tragic effects of corporal punishment, though the physical damage done to the body can be treated, the emotional and psychological effects can affect the survivor deeply. It is said that violence breeds violence. The use of corporal punishment on children contributes to a perception from an early age that violence is an appropriate response to conflict resolution and unwanted behaviour. It teaches them that it is acceptable for powerful persons to be violent towards the weak and to resolve conflicts through violence. The escalating levels of gender violence especially against women and children are evidence of this archaic and despicable method of disciplining young people. Children exposed to non-peaceful ways of conflict resolution often become perpetrators of gender violence in their adulthood. Exposing children to violence can make them potential perpetrators of such vices later in life (Banda, 2006).

5.7 Other alternatives means of discipline students in schools.

Other acceptable means of disciplining students in schools as identified by teachers in this study include giving advise/counseling the student, assigning assignments to them that will keep them on their toes for hours/elongation of study hours, inviting/calling upon the students' parents in descending order of prevalence amidst others. Those given by parents were giving advise/counseling the student, assigning assignments to them that will keep them on their toes for hours/elongation of study hours, withdrawal of privileges (e.g. watching television) amidst others.

UNIVERSITY OF IBADAN

In a similar study conducted by Naker and Sekitoleko (2009), it was discovered that educators and psychologists who oppose the use of CP state that teachers should impose non-physical disciplinary measures as an alternative to beatings. According to Human Rights Watch (1999), a child can be disciplined by assigning non-abusive physical tasks to them thoughtfully and not in an excessive or exploitative manner, teachers may also rebuke or parade the child or send the child home to call the parents. Guidance and counseling can also be used as well as the use of positive reinforcement techniques.

Tungata (2006) had this to say parents and teachers should reinforce behaviours in children that are compatible with any desirable behaviour in children through being exemplary. Students or children expect from adults a type of behaviour that is characterized by good manners, a helping hand to others, being responsible and committed to people around him or her because learners or children in general worship their heroes and imitate those whom they appreciate and admire.

5.8 Implications for Health Promotion and Education

There is no gainsaying that the findings from this study have health promotion and education implications and imply the need for multiple interventions directed at tackling the phenomenon. The responsibility of health education focuses on the modification of people's behaviour and behavioural antecedents (WHO, 1988; Green and Kreuter, 1991). Health education is concerned with helping people develop practices that ensure the best possible well-being (WHO, 1988) which could be individual or collective. Health education principles, strategies and methods can be employed to address the negative findings identified in this study.

In light of this study, it is obvious that teachers and parents have wrong perception and towards CP which makes it easier for them to have a positive attitude towards the administration of it, the researcher therefore suggests inclusion of classroom & behaviour management and positive reinforcement techniques in the curriculum for teachers' training colleges and periodic in-service training for them. Enforcement of the Child's Right Act with much needed legal support to ensure the success of complete eradication of corporal punishment in Nigeria. Parents, caregivers, schools and community must seek after acceptable strategies to influence children positively without resorting to corporal punishment or child abuse acts. Paintal (2007) as cited in

UNIVERSITY OF IBADAN

Ayenibiowo (2004) suggested a number of strategies to be employed in this regard. These includes:

• Provision of parents with information on child development and behavior management through workshops, mentoring, conferences, library books, newsletters, brochures, flyers, and bulletin board materials.

• Make parents aware of parenting classes that emphasize behavior management strategies as alternatives to corporal punishment, or make parenting courses available at school.

• Provide education classes for couples that recently have become parents.

• Improve pre-service and in-service programs for caregivers, teachers, principals, and other school staff that teach techniques for building better interpersonal relations, positive guidance in the classroom, and new strategies for maintaining student interest.

• Help establish ties between the school and community through mental health and family counseling programs to support families in stress.

• Ensure increased collaboration among community programs serving young children and their families.

• Develop a comprehensive and unified system of advocacy on behalf of children

Finally, informing policy makers about the study findings would increase their commitments to the adequate training before recruitment of teachers in our education institutions, especially in primary & secondary schools. Potential focus for future interventions must include public health policy to support promotion of positive reinforcement techniques and increase public awareness on the fatal consequences of administration of corporal punishment in our homes and schools.

5.9 Recommendations

In the light of the findings of this study, the following recommendations are suggested:

(i) In-service training seminars to improve teachers' knowledge and skills about classroom management, effective discipline methods and children's rights.

UNIVERSITY OF IBADAN

(ii) Guidance counselors in schools should be given the task on giving seminars and conferences about corporal punishment and the destruction caused by.

(iii) Legal regulations and implementations should be allowed for getting rid of any kind of physical punishment.

(iv) Pedagogical efficiencies of prospective teachers should be reviewed during education process. (Zeynep et al., 2009)

(v) Parents and teachers should be trained on anger management especially when dealing with their children or students.

(vi) Extensive and continuous health education on enforcing discipline in a child without the use of corporal punishment is needed

(vii) Teaching children conflict resolution and mediation skills, including listening actively, speaking clearly, showing trust and being trustworthy, accepting differences, setting group goals, negotiating, and mediating conflicts.

(viii) Reasoning and talking with children in age-appropriate ways. Verbal parent-child interactions enhance children's cognitive ability.

(ix) Model patience, kindness, empathy, and cooperation. Parents and teachers should be aware of the powerful influence their actions have on a child's or students' behavior.

(x) Provision of daily opportunities for children to practice rational problem solving, and to study alternatives and the effect of each alternative.

(xi) Encourage and praise children. A nonverbal response such as a smile or a nod, or a verbal response such as "good" or "right," not only provides incentives for accomplishment, but also builds primary grade children's confidence.

(xii) Allow children to participate in setting rules and identifying consequences for breaking them. This empowers children to learn how to manage their own behavior.

(xiii) Provide consistency, structure, continuity, and predictability in children's lives.

(xiv) Encourage children's autonomy—allow them to think for themselves, and to monitor their own behavior, letting their conscience guide them according to Paintal, 2007 as cited in Ayenibiowo (2004).

UNIVERSITY OF IBADAN

5.10 Summary and Conclusion

This study has revealed that parents and teachers of Ibadan North-East local government has wrong perception and positive attitude towards the administration of CP in, Oyo State.

The study also revealed that the type of school also influences the type of CP administered (Kneeling down for private schools while cutting of grasses, washing of toilets, abuse and threats, hitting with objects for public schools).

The study also exposed that 80% of the respondents perceived that Poor Learning skills is one of the many dangers associated with corporal punishment, therefore, intensive and repeated discipline education should be incorporated as part of routine in-service teachers training programmes in our educational systems nationwide.

In the light of these findings, recommendations were suggested which could be adopted and utilized by the appropriate agencies. It is hoped that if these recommendations are implemented there will be marked and sustained improvement in disciplinary measures used by our educators in our educational system in Nigeria.

UNIVERSITY OF IBADAN

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UNIVERSITY OF IBADAN

APPENDIX 1

FOCUS GROUP DISCUSSION GUIDE

Name of Interviewer _____

Date _____

Name of School _____

Good day, I thank you all for honouring the invitation. My name is Olakitan Tolulope Success, a postgraduate student of the Department of Health Promotion and Education in the faculty of Public Health, College of Medicine, and University of Ibadan.

This discussion is being conducted in order to be able to get your view on the administration of corporal punishment in our senior secondary schools. Your input will be of immense benefits to this study and also be useful in recommending programmes, interventions, policies and other preventive measures that will focus on addressing the administration of corporal punishment in Nigerian Secondary schools. Your views will be respected and will be confidently treated. This discussion will last between 45-60 minutes.

Please the discussion is being taped, so please speak clearly and please don't mention names because we want the discussion to be as natural and confidential as possible. Feel free to talk about your personal experiences and please let us try to have one person speaking at a time, I will ensure that everyone gets a turn to speak. I have read the description of the study, and I understand that my participation is voluntary. I know enough about the purpose, method, and benefits of this research study and I have decided to be a part of it. I hereby sign my consent to participate in this study.

UNIVERSITY OF IBADAN

	FOCUS GROUP DISCUSSION QUESTIONS	PROBING QUESTIONS
1	What is corporal punishment?	• Probe for the definition of corporal punishment (Physical punishment)?
2	What are the various forms of corporal punishment students are subjected to?	• Probe for beating, cutting grasses, taking up painful postures for long periods of time?
3	What are the perception and attitude of parents/teachers towards corporal punishment?	• Can you please discuss extensively on your own opinion towards the administration of corporal punishment in our schools? • Will you support the continuation or the discontinuation of the administration of corporal punishment in our schools? Why? • Discipline can be enforced with/without the use of corporal punishment. Discuss? • How effective is the adage that says spare the rod and spoil the child? • Infliction of pain on a wayward student is the best way of curbing his waywardness? Support or disagree with reasons
4	What are the perceived dangers associated with corporal punishment?	• Physiological damages can be as a result of corporal punishment that students experience? Explain • Psychological damages can be as a result of corporal punishment that students encounter, pls air your views? • Social/emotional damages can be as a result of corporal punishment that students had to face, explain?
5	Other acceptable, alternative means of disciplining students in schools?	• Students undergoing counseling instead undergoing corporal punishment? • Should educative incentives be given to students that behave properly while those who misbehave be overlooked?

UNIVERSITY OF IBADAN

APPENDIX 11

QUESTIONNAIRE

PERCEPTION AND ATTITUDE OF PARENTS AND TEACHERS TOWARDS CORPORAL PUNISHMENT IN PUBLIC AND PRIVATE SENIOR SECONDARY SCHOOLS IN IBADAN NORTH-EAST LOCAL GOVERNMENT, NIGERIA

Dear Respondents,

My name is **OLAKITAN TOLULOPE S**, a postgraduate student of the department of Health Promotion and Education, Faculty of public Health, College of Medicine, University of Ibadan. The purpose of this study is to investigate the **perception and attitude of teachers and parents toward corporal punishments in senior secondary schools in Ibadan North-East Local Government**. The findings from this study will help in the design of programmes and formulation of policies aimed at regulating the administration of corporal punishments in our secondary schools. Your identity, responses and opinion will be kept strictly confidential and will be used for the purpose of this research only. Please note that you do not have to write your name on this questionnaire, also try and please give honest answers to the questions asked as much as your maximum co-operation will assist in making this research a success.

Would you want to participate in the study? (1) YES (2) NO

Thank you very much.

Office Use Only

Interviewer's name: _____ **Serial Number** _____

Date: _____

Important Instruction(s): Please Do Not Write or Supply Your Name

Name of School: _____

Type of the School: _____

UNIVERSITY OF IBADAN

SECTION A: SOCIO DEMOGRAPHIC CHARACTERISTICS

Instruction: Please respond to the following questions

(1) Age as at last birthday _____

(2) Gender (1) Male ☐ **(2) Female** ☐

(3) Educational Qualification (1) SSCE ☐ **NCE/ONjnmD** ☐

(3)B Sc. /HND ☐ **(4) Masters/ PGD** ☐ **(5) Others** ____

(4) Ethnicity (1) Igbo ☐ **(2) Yoruba** ☐ **(3) Hausa (4) Others** ☐ ____

(5) Marital Status (1) Single ☐ **(2) Married** ☐ **(3) Divorced** ☐

(4) Widow/Widower ☐ **(5) Separated** ☐ **(6) Co-habitation** ☐

(6) Type of Marriage (1) Monogamy ☐ **(2) Polygamy** ☐

(7) Religion (1) Christianity ☐ **(2) Muslim** ☐ **(3) Traditional** ☐

(4) Others ☐

(8) How many years of service have you rendered as a teacher. _____

(9) Are you a parent? (a) Yes (b) No

SECTION B: FORMS OF CORPORAL PUNISHMENT ADMINISTERED

The table below contains forms of corporal punishment administered in schools; For each one that is being practiced in schools that you know of, Please tick (√) the most appropriate answer

S/N	Forms of corporal punishment practiced in Ibadan North East Senior Secondary Schools	Yes	No	Don't Know/Not Sure
11	Abusing and threatening the student(s)			
12	Hitting the student(s) with any objects that can inflict pain			
13	Screaming and shouting at the student(s)			

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14	Flogging the student(s) with cane			
15	Asking the student(s) to take up any Painful Body Posture (kneeling, squatting etc.)for a particular period of time			
16	Making the student(s) to cut Grass/bushes during break periods or after school hours			
17	Slapping/Punching/Kicking/Shaking the student(s) violently			
18	Instructing the student(s) to Clean Toilets and Sweep the Classrooms after school hours or during break period			

SECTION C: PERCEPTION OF PARENTS AND TEACHERS TOWARDS CORPORAL PUNISHMENT

Corporal punishment has been socially accepted as a way of correcting students when they do wrong, display acts of indiscipline and overstep their boundaries.

The table below contains a set of perception statement; Please tick (√) the most appropriate answer

No	Indicators	Agree	Strongly Agree	Disagree	Strongly Disagree
19	**Abusing, shouting on and issuing threats to the student(s) is a form of cautioning him/her.**				
20	**Hitting student(s) with any objects at hand regardless of the damage it might cause curbs' his/her wildness**				
21	**Withdrawal of certain privileges from the student(s) is a good way of reprimanding him/her.**				

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22	**Instructing the student(s) to Clean Toilets and Sweep the Classrooms after school hours or during break is one of the many ways of breaking his/her stubbornness**				
23	**Flogging the student(s) on any part of the body is a method of showing disapproval over a behavior**				
24	**Subjecting the student(s) to take up a Painful Body Posture for a period of time is the best way of instilling discipline**				
25	**Corporal punishment is the best way of correcting the indiscipline/ wayward acts of student(s)**				
26	**Student(s) tends to obey and respect their elders more when corporal punishment is being administered to them if they go against the rules**				
27	**Any act that inflict pains on student(s) will make him learn his lesson and behave more wisely in future**				
28	**Without the act of corporal punishment, student(s) tend to be more wayward and uncontrollable, and disrespectful**				
29	**Embarrassing a student in front of his peers will make him think twice before doing that same act again.**				

30) POINT SCORED = **31) Category Code =_____**

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SECTION D: ATTITUDE OF PARENTS AND TEACHERS TOWARDS CORPORAL PUNISHMENT

The table below contains a set of attitude statement;

For each suitable answer, please tick (√)

No	Indicators	Agree	Strongly Agree	Disagree	Strongly Disagree
32	I prefer beating or punishing students because I was also beaten and punished by my parents and teachers while growing up and I didn't die.				
33	I believe in sparing the rod will spoil the child, so I use various ways of punishing students when they err so that they won't be spoilt				
34	I can recall a scar that I had while growing up which was as a result of Corporal Punishment				
35	If I was not punished for some that I did when I was young, I would probably not be who I am today				
36	I believe that making students to do menial jobs while their colleagues are in class is a way of making them learn				
37	I prefer to instruct students to kneel down or squat for a particular period of time in order to make them remorseful				
38	In order to exert authority over students as their teacher, I administer corporal punishment when				

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	they cross the lines.				
39	**I will rather sit a student down and make him see reasons why he should not do what he is doing that is wrong**				
40	**Inflicting pain or hurting student makes me feel inhuman and a wicked person because there are better alternatives.**				

41) POINT SCORED = **42) Category Code =_____**

SECTION E: PERCEIVED DANGERS ASSOCIATED WITH CORPORAL PUNISHMENT

Below are the listed perceived dangers claimed to be linked with corporal punishment Please tick (√) the appropriate answer.

S/N	Types of perceived dangers associated with corporal punishment	Yes	No	Remarks
43	**MENTAL RETARDATION which includes, Memory loss, Absenteeism in class**			

(43b) Please state a reason for your answer----------

44	**EMOTIONAL TRAUMA which includes, Low self esteem, Depression, Suicidal Acts**			

(44b) Please state a reason for your answer ----------

45	**Physical Scars as a result of broken or swollen skin where the Pain was inflicted**			

UNIVERSITY OF IBADAN

(45b) Please state a reason for your answer ----------

46	**Maiming or Disability of the student as a result of the infliction of corporal punishment.**			

(46b) Please state a reason for your answer ----------

47	**Psychological Trauma in which the student sees violence as a normal way of life**			

(47b) Please state a reason for your answer ----------

48	**Poor learning skills on the part of the student(s) and increases their tendency to hate Schooling**			

(48b) Please state a reason for your answer ----------

SECTION F: OTHER ACCEPTABLE, ALTERNATIVE MEANS OF DISCIPLINING STUDENTS IN SCHOOLS

FACTORS TO BE CONSIDERED BEFORE DISCIPLINING STUDENTS

49) It is possible for a student to be disciplined and corrected without the use of corporal punishment. (a) YES ☐ (b) NO ☐ (c) Not Sure ☐

50) There is need to consider the gravity of the offense before the punishment is melted out to the offender (a) YES ☐ (b) NO ☐ (c) Not Sure ☐

51) There is need to put into consideration the health of the student before corporal punishment is given to the student. (a) YES ☐ (b) NO ☐ (c) Not Sure ☐

52) There is need to also consider the attitude and past behaviour of the student before punishment is administered to the offender. (a) YES ☐ (b) NO ☐ (c) Not Sure ☐

53) In your own words, list out other various alternative means/ways of disciplining students apart from corporal punishment in schools

_____

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FOOMU PE MOGBA

Oruko mi ni OLAKITAN, TOLULOPE SUCCESS akeko eka kiko ati mimo nipa ilera ni ile-iwe giga yunifasiti Ibadan. Mon se ise ayewo ti akori re je Afojusun si iwadi yi ni lati se iwadi lori ero ati iwuwasi awon obi pelu oluko nipa ipawopo ibawi awon omo ile iwe girama ni ijoba ariwa-ila orun ti ilu Ibadan.

Ni akoko ise yi, e o dahun si awon ibere nipa oro to da lori awon ohun ti emo ati ero yii nipa ipawopo ibawi awon omo ile iwe girama ti wa ni agbegbe yii. Mo fe ki e mo wipe gbogbo idahun yin ni a o fisi ipamo. Ako ni ko oruko yin si ori iwe ibere. Nibi ti o ba ti ye a o ro yin lati gba fi owo si ki aba le bere awon ijinle ibere.

Ki oba le ye yin daradara, iwe ibere naa yio wa ni ede Yoruba.

Bata awosere (silipasi) ni a o fun yin nitori ti akoko yin ti a o gba lati dahun si awon ibere naa.

Nigba ti aba nse ise yii, e ni agbara lati ma kopa o, eni gafara lati ko ise yii ati lati yo ara yin ti e o baa fe see mon. inu mi yio dun sii yin gidigidi ti eba dara popelu mi lati dahun si awon lbeere ti a o bi yin ati dida ara po mo ise yii.

Iwe mofewosi lati odo awon olukopa: nigba ti ati se alaye ise yii fun mi, ti osi ti ye mi yeke. Emi setan lati darapo mo ise yii.

---------- ----------

Fifi owo siwe siwe/deeti ojo gbigba idahun

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IWADI IJINLE LORI ERO ATI IWUWASI AWON OBI PELU OLUKO NIPA IPAWOPO IBAWI AWON OMO ILE IWE GIRAMA NI IJOBA ARIWA-ILA ORUN TI ILU IBADAN TI IPINLE OYO.

Olukopa Owon,

Oruko mi ni **OLAKITAN TOLULOPE S**, omo ile eko giga agba onipele keji ti eka eko to nri si iponlongo eko ati ti Ilera ti Imo Isegun ti Unifasiti ilu Ibadan. Afojusun si iwadi yi ni lati se iwadi lori ero ati iwuwasi awon obi pelu oluko nipa ipawopo ibawi awon omo ile iwe girama ni ijoba ariwa-ila orun ti ilu Ibadan. Mo un gba yiniyanju latipawopo pelumi ki iwadi lori koko oro ti mo fi sakole yi le je anfani nipa ero, iranlowo ati ona ti a le gba mu ki awon ile-iwe girama ti ipinle oyo je ile eko ti o nse amoju eto ilera awon omo ile-iwe re. Mo fi dayin loju wipe gbogbo idahun yin si awon ibeere ti a o bi yin yoo je ohun asiri bee sini ko si enikankan to le ri idahun yin ati pe idahun yin fun iwadi nikan ni a o lo fun. E jowo e se oloto si awon ibeere ti a o bi yin.

Mo fe kopa ninu iwadi yii? (1) BEENI **(2) BEEKO**

Mo dupe lopolopo. ☐ ☐

AYE OLUGBA IDAHUN

Oruko Olugba idahun: _____ **Nooba si iwadi:**_____

Ojo iwadi: _____

Oun Itele: E jowo e maaki awon eyi to ba jemo ero yin si awon ibeere, atipe ki e so erongba yin si awon ibeere ti o bay e.

EKA A: IGBELEWO IDANIMO

(1) Ojo ori yin ni ojo-ibi tokoja (ni odun) _____

(2) Gender **(1) Ako** ☐ **(2) Abo** ☐

(3) Iwe Kika **(1) Nkolo ile-iwe** ☐

 ☐

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(2) Ile Eko Girama

(3) Ile Iwe Fasiti ☐

(4) Ile eko giga Fasiti onipele keji ☐

(4) Eya (1) Igbo ☐ (2) Yoruba ☐ (3) Hausa ☐ (4) Others ———

(5) Ipo igbeyawo yin? (1) Apon ☐ (2) Gbeyawo ☐ (3) Ti pinya ☐

(4) Opo ☐ (5) Ko gbepapo ☐ (6) A kan bi omo fun arawa ☐

(6) Iru Ebi yin? (1) Ebi alaya kan ☐ (2) Ebi alaya pupo ☐

(7) Esin (1) Igbagbo (2) Musulumi ☐ (3) Omiran se alaye ☐

(8) Iru Ise ti en se (1) Oluko (2) Onise Ijoba ☐ (3) Onise Ara eni ☐

(4) Nko nise lowo (5) Onise Adani ☐

(9) Nje e ti bimo? (a) Beeni ☐ (b) Beeko ☐

EKA B: AWON EYA IPAWOPO IBAWI TI AWON OLUKO NMA LO NI AWON ILE EKO GIRAMA

Ninu Tabili Isaleyi, A Ko Awon Eya Ipawopo Ibawi Ti Awon Oluko Nma Lo Ni Awon Ile Eko Girama

Fun Awon Oro Wonyi, E So Boya E Faramo Tabi E Ko Faramo

	Awon Eya Ipawopo Ibawi Ti Awon Oluko Nma Lo Ni Awon Ile Eko Girama	Beeni	Beeko	Nkomo/Ko Damiloju
10	Ki a ma bu omo ati ki a leri mo omo			
11	Gbigba omo pelu ohun kohun ti o le se ni ongbe			
12	Pipariwo pelu ki a ma jagbe mo omo			
13	Nina omo pelu egba			

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14	**Ki a pase fun omo pe ki o kunnle abiki o loso fun igba pipe ki o ba le je irora.**			
15	**Ki a pase fun omo ile-iwe pe ki o san oko nigba ti o ye ki o lole tabi nigba asiko idera**			
16	**Ki a ma gba omo leti ka kan omo ni ese abi ka gba ni ipa ni ona ti ko to**			
17	**Ki a pase fun omo ile-iwe pe ki o lo fo ile igbonse tabi iyara ikawe ni asiko ti o ye ki o lole.**			

EKA D: ERO AWON OBI NIPA IPAWOPO IBAWI

Ninu Tabili Isaleyi

E jowo,e maaki (√) iho toba okokan ibeere isale yi mun.

No	Ibeere	Mo Gba	Mo Gba Towo Tese	Nko Gba	Nko Gba Rara
18	**Bibu, pipariwo pelu lileri awon omo ile-iwe maa ka won ni owo ko .**				
19	**Gbigba omo ile-iwe pelu ohunkohun ti owo bagba lair o ijamba ti o le se fun omo ama je ki ori re pe.**				
20	**Gbigba awon ohun eto to ye lowo awon omo ile-iwe lati ba won wi.**				
21	**Pipase fun awon omo ile-iwe pe ki won fo ile igbonse pelu pe ki won gba kilasi leyin asiko ile-iwe tabi nigba asiko idera.**				

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22	**Nina omo ile-iwe nibi kibi ni ara re je ona lati fi ehunu han nitori aise dede re.**				
23	**Fifun omo ile-iwe ni ijiya bi ki o kunle fi igba die je ona tin o to lati ba won wi ti won ba se.**				
24	**Ipawopo Ibawi je ona ti o dara ju lati gba iwakuwa ati aisedede lara omo.**				
25	**Awon akeko a ma bowo fun awon oluko won ti a ba lo ipawopo ibawi fun won nigba kigba ti won ba si iwa hu.**				
26	**Isekise ti o ma je ki awon omo ile-iwe je irora yio ke ki o mo wipe aye pe meji, ara re yio si bale.**				
27	**Ti ko ba si ipawopo ibawi, awon akeko yio di baraku, ti won ko ni bowo fun awon agba won.**				
28	**Fifi akeko se eleya niwaju awon elegbe re yio je ki o ronu lekeji ki o totun si iwawu.**				

29) Iye ipo = **30) Ipin ipo =** _____

EKA E: IWUWA AWON OBI NIPA IPAWOPO IBAWI

Ninu Tabili Isaleyi

E jowo,e maaki (√) iho toba okokan ibeere isale yi mun.

UNIVERSITY OF IBADAN

No	Ibeere	Mo Gba	Mo Gba Towo Tese	Nko Gba	Nko Gba Rara
31	Awon oluko ati obi mi na mi dada nigba ti mo n dagba nigba kigba ti mo ba si iwa wu,ohun sini o so mi di ohun ti mo di leni .				
32	Awon oluko ati obi ko na mi nigba ti mon dagba bee si ni nko baje, mo gbagbo wipe ona miran wa ti a le fiba omo wi.				
33	Mo le fi oju apa han ni ara mi ti o sele nipase ipawopo ibawi ti awon oluko ati obi mi fun nigba ti mo n dagba.				
34	Ti a ko ba fun mi ni ijiya fun gbogbo iwa aise dede mi nigbati mo wa ni omode, mi ko le di ohun ti mo di leni.				
35	Ki a fun omo ni ise ijiya fun aise dede re nigba ti awon elegbe re wa ni kilasi je okan ninu awon ona ti mo gbagbo pe omo alagidi yio ko ogbon				
36	Pipase fun akeko ki o kunle fun igba die je ona ti yio je ki o run lori iwa ti o hu.				
37	Nina akeko tabi gbigba eti re je okan ninu awon ona ti yio fi mo wipe mo ju lo gege bi oluko re.				
38	O pemi pe kin ba akeko jiroro lori iwa re ati ise ti on se ti ko dara ju ki daa				

UNIVERSITY OF IBADAN

	loro.				
39	**Dida omo loro tabi fifi iya je omo maa nje ki dabi ika eniyan nitori wipe mo gbagbo pea won ona miran wa latifi ba omo wi.**				

40) Iye Ipo = **41) Ipin Ipo =** _____

EKA E: AWON IJAMBA tabi EWU TI A RO PE O WA PELU IPAWOPO IBAWI

Ninu Tabili Isaleyi

E jowo,e maaki (√) iho toba okokan ibeere isale yi mun.

S/N	Orisirisi Awon Ijamba tabi Ewu Ti A Ro Pe O Wa Pelu Ipawopo Ibawi	Beeni	Beeko	Irisi
42	**Ki omo ile-iwe maa le rati ohun ti a nko ni kilasi tabi ki o ma saa fun kilasi re**			

(42b) E jowo e so idi fun esi ti e mu----------

43	**Ogbe okan awon omo ile-iwe ti ole jasi ki won ma le bu iyi fun ara won, ibanuje, ekun erokiero bi pipokunso.**			

(43b) E jowo e so idi fun esi ti e mu ----------

44	**Orisiri Apa ni oju ara ti o je abo ara nina tabi abo ijiya ese ti a fun omo.**			

(44b) E jowo e so idi fun esi ti e mu ----------

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45	**Siso omo ile-iwe di alabo ara nipase ipawopo ibawi.**			

(45b) E jowo e so idi fun esi ti e mu ----------

46	**Arokan ti o ma je ki omo ile-iwe ri ijiya lori ese ti enikeni ba se bi ohun to to. O si le ja si orisirisi iwa ipanle ninu ile iwe.**			

(46b) E jowo e so idi fun esi ti e mu ----------

47	**Mimale mo ohun ti oluko nko awon akeko ninu ile-iwe wa ti o si le je ki awon omo naa korira eko kika.**			

(47b) E jowo e so idi fun esi ti e mu ----------

EKA F: AWON ONA MIRAN TI A LE BI BA AWON OMO ILE-IWE WI TI O TASE IPAWOPO IBAWI

48) Awon ona miran wa ti a fi le baa won omo ile-iwe wi ti o tase ipawopo ibawi.

(a) Beeni ☐ (b) Beeko ☐ (c) Nko moo ☐

49) O ye gegebi oluko lati wo iru ese ti awon akeko ba se ki a to fi iya je won.

(a) Beeni ☐ (b) Beeko ☐ (c) Nko moo ☐

50) O pon dandan lati ro ilera awon akeko ti o ba se ki a to lo ipawopo ibawi fun won

(a) Beeni ☐ (b) Beeko ☐ (c) Nko moo ☐

51) O dara lati ro iwa ti akeko ti wu seyin ki a to fi ijiya fun ti o ba se oluko re.

(a) Beeni ☐ (b) Beeko ☐ (c) Nko moo ☐

52) Lo awon oro re lati so ona meta mira ti a le fiba omo wi ti o tase ipawopo ibawi ninu ile iwe-wa.

_____

_____

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TELEGRAMS..... TELEPHONE.....

MINISTRY OF HEALTH

DEPARTMENT OF PLANNING, RESEARCH & STATISTICS DIVISION

PRIVATE MAIL BAG NO. 5027, OYO STATE OF NIGERIA

Your Ref. No. .....

All communications should be addressed to the Honorable Commissioner quoting

Our Ref. No. AD 13/ 479/ 196 2nd May, 2012

The Principal Investigator,
Department of Health Promotion
& Education,
Faculty of Public Health,
College of Medicine,
University of Ibadan,
Ibadan.

Attention: Olakitan Tolulope Success

Ethical Approval for the Implementation of your Research Proposal in Oyo State

This acknowledges the receipt of the corrected version of your Research Proposal titled: *"Perception and Attitude of Parents and Teachers towards Corporal Punishment in Public and Private Senior Secondary School in Ibadan North-East Local Government"*.

The committee has noted your compliance with all the ethical concerns raised in the initial review of the proposal. In the light of this, I am pleased to convey, to you, the approval of committee for the implementation of the Research Proposal in Oyo State, Nigeria.

Please note that the committee will monitor, closely, and follow up the implementation of the research study. However, the Ministry of Health would like to have a copy of the results and conclusions of the findings as this will help in policy making in the health sector.

Wishing you all the best,

OYO STATE RESEARCH ETHICAL REVIEW COMMITTEE
Signature & Date

Mrs. N. A. Adepoju
Director, Planning, Research & Statistics
Secretary, Oyo State, Research Ethical Review Committee