**ATTITUDES OF TEACHERS AND PARENT TOWARD CORPORAL PUNISHMENT IN SECONDARY SCHOOL**

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND OF THE STUDY**

Corporal punishment is kind of punishment the causes severe pains to the body. It can be in various forms among which are flogging, picking pains, frog jump, uprooting trees and so on. Flogging which was mostly used in secondary schools was abolished in 1959 by the federal government thus generating argument between and among parents and teachers. Parents, teacher and even the society at large are arguing that corporal punishment be re-introduce to secondary schools. Corporal punishment should be used as a social control mechanism as it helps curbs indiscipline thereby establishing and maintaining a society full morally disciplined pupil. (Sulaiman 2013).

The area of corporal punishment was widely spread in school of Europe some several centuries ago. Corporal punishment formed an important part of the curriculum; Sparta boys were subjected to the ordeals of severe flogging as a test of entrance and manhood (Boycott and king, 1975.)

 Gene et al (1982) defined Corporal punishment as inflicting of bodily or social pin to the leaner. Also according to him, students who misbehave are regarded as “bad” and are in need of punishment is applied it means that all other methods of punishments must have been adopted and failed before the school administer applies corporal punishment. Hence, Corporal Punishment could be seen as presentation of unpleasant stimulus to cause a reduced frequency of emission of behavior. Also Gene views punishment as arranged in order of severity and should be used in order as far as it is necessary to control the situation.

Also when universal free secondary education was introduced in the old Western region 1955, flogging in schools was banned. However, some parents and teachers opposed to it, they argued the Nigeria children are not ready for such a change (Abiri 1976).

Most parents believed that only the use of cane reform children and make them learn. Hence, the adage “spares the rod and spoils the child” they also believed that if one is too lenient in training a child, he will bring misfortune to himself and his family. Parents also stress the importance of obedience and respect to elders and thereby demand unquestionable submission to their will. Thus. They believe that the present indiscipline in schools is due to the ban on the use of corporal punishment. (Daniel 2011).

Since 1975, there has been an increase in public attention to the problem of indiscipline in our country in general and also in our schools system in particular. Early 1977, the issue reached a critical point when the them military government concluded plans to deploy military personnel to secondary schools in order to maintain discipline. (Bulus 1988).

In July 1977, the National Policy Development Centre organized a workshop on discipline in schools as part of its own study on national discipline. Also in 1984, the military government in power launched “war against Indiscipline” in the country. However, its activities towards the use of corporal punishment in secondary school were lukewarm. Although some people view corporal punishment as an act of discipline whiles other perceive it a harsh act of discipline. The application of corporal punishment is what that pupils would not be injured It is clear that the rate of indiscipline in our schools nowadays cannot be over emphasized. This raises the question of effective disciplinary methods in the control of problem behaviors. It is therefore essential to investigate the attitude of parents and teachers towards corporal punishment on erring pupils in secondary schools. (Bulus 1988).

**1.2 SIGNIFICANCE OF THE STUDY**

The significance of this study is just like any other study, is to highlight the importance of punishment because it is a general view that not all forms of rewards can make a pupil to be submissive.

Punishment is intended to effect a change in behavior, or break habits. Punishment is meant to save other children from falling prey to the offender’s act. For instance, if a child is identified as a bully in the school and the behavior is not curbed, he is likely to influence a few other children to practice same. The tendency to graduate into armed robbery is glaring. In a nutshell, punishment is well administered it can accomplish the following result:

(1) Teaching the child respect for authority.

(2) Forcing the child to do something he was not ready to do

(3) Blocking undesirable responses.

**REASONS FOR PUNISHING CHILDREN**

Punishments, whether given by parents or teachers must not be given just for the fun of it. However a child in junior secondary school in a town was noted as a perpetual truant. The efforts of parents and the class teacher to make him attend school regularly failed. To teach him that his behavior was detrimental to his academic progress and the eventual limitation of the behavior by other children in the class. Punishment is well known for the following reasons:

1. Setting an example for potential offenders.
2. Making children pay attention to class work.
3. Motivating students to learn assigned materials ( Blair, Jones and Simpson 1975)

**1.3**  **STATEMENT OF PROBLEM**

Corporal punishment is geared towards maintaining discipline in secondary Schools and it also curls juvenile’s delinquency in the society. However, problems arise when corporal punishment is administered on secondary school pupils. The use of corporal punishment however has generated much argument among educationist, sociologist philosophers as well as the psychologist No one argument aver this because of its controversial nature. This study will look into parents and primary school pupils. (Bello 1978).

**1.4 BASIC ASSUMPTION**

The main assumption of this study is to find out the attitudes of teachers and parent toward corporal punishment in secondary school specifically, the study seeks to:

1. Identify the attitudes of parents towards corporal punishment in secondary schools.
2. Identify the attitudes of teacher toward corporal punishment in secondary schools.

3. Find out ways in which corporal punishment can be properly administered in secondary schools.

**1.5** **RESEARCH QUESTIONS**

 The following research questions were formulated to guide the study:

1. What are the attitudes of parent toward corporal punishment in Secondary schools in Kaduna north local Government?

2. What are the attitudes of teachers towards corporal punishment in secondary schools in Kaduna north local Government?

1. What are the ways in primary schools in Kaduna north local Government?
	1. **SCOPE OF THE STUDY**

The study is centered on attitudes of parents and teachers towards corporal punishment in secondary schools in Kaduna North local government area of Kaduna State. It is also delimited to the teachers and students of the selected secondary schools in Kaduna North Local Government area of Kaduna state. There are Thirteen(13) Secondary School in Kaduna North, while the school listed below: Government Girls Secondary School, Tafawa Balewa Kabala Costain, Rimi College Kaduna, Government Girls Secondary School Doka, and Government Girls Secondary School WTC Independence way Kaduna. Random sampling was used in the selection of this schools to ease our research.

**1.7 LIMITATION OF THE STUDY**

 Due to financial constraint and the mobility, the researcher limit himself. in this study, the basis is on the significance on attitude of parents and teachers towards corporal punishment in selected junior secondary schools in Kaduna North local Government area of Kaduna State. Thus the finding will go a long way to assist both parents and teachers as well as policy makers in resolving corporal punishment in secondary schools.

**OPERATIONAL DEFINATION OF TERMS**

1. Corporal punishment: this is any kind of punishment that causes severe pains to the body.
2. Proper punishment: it is the kind of punishment that is carefully used, to help the teacher or parents accomplish his / her goal.
3. Counseling the offender: This is an open ended problem solving situation which a student with assistance can focus and begin to solve problems.
4. Re-proof: this is an attempt to call the attention of the child to the fact that his conduct has been noted to be unsatisfactory, and a need for a change is require
5. Doubtful punishment: This is punishment that may fail to achieve the desired effects.
6. Attitude: what you think and feel about something.
7. Parents: someone’s father or mother
8. Junior secondary school: A school for student between the ages of 12 and 14 or 15.

 **CHAPTER TWO**

**2.0 REVIEW OF RELATED LETERATURE**

**2.1 INTRODUCTIONS**

Punishment for person is something he dislikes, and it is usually painful or unpleasant. It could also imply a dissatisfying state of affairs deliberately engineered by someone with a retributive intention. (Bello 1978) refers to punishment as a social disapproval of an undesirable act resulting in personal discomfort or pain. Teachers use punishment a lot for the purpose of instilling discipline in the classroom or in the entire school. It is normally administered to an individual as a result of some definite violation of agreed rules or regulations. It ought to be given by someone in authority. The review of related literature was done from many sources. These include text books project and articles obtained from the internet under the following sub-headings:

1. Types of punishment
2. Proper punishment
3. Doubtful punishment
4. Punishment state
5. Reaction of the society towards corporal punishment as a social mechanism

iv. Attitudes of parents and teachers towards corporal punishment.

 Teacher attitudes

Parent attitudes.

**2.2 TYPES OF PUNISHMENT**

There exist two schools of thought concerning classifying punishment into groups or not. The first school argues that punishment needs not be categorized. Hence, the teacher needs not consult a codified list of different types of punishment to pick out a suitable one that is applicable to the offence committed, but to take a look at the underlying cause of the offence and act accordingly. The second school of thought believes in classified punishment to ensure that any punishment meted out suits the offence committed. (Bulus 1988).

The writer would like to uphold the second school of thought for two reasons. First, at the time of committing the offence, the teacher may not be in position to take appropriate action, which is not already laid down. He might not be able to judge on the spot if the punishment is proper, doubtful or improper. The level of immaturity most young teacher’s exhibit these days could lead to meting a punishment wrongly with a disastrous consequence to follow later. So there should be a laid down classification of such punishment. ( Bulus 1988).

(Bello 1978) states that in pronouncing sentences in law courts, judges always try to act within the provisions of the law no matter how personally interested in the case may be.

 **Proper Punishment**

These forms of punishment are title ‘proper’ because first, a careful use of them helps the teacher accomplish his goal of maintaining discipline among children. Secondly, their use will not result to court action or parental agitations.

**2.3 Counseling the Offender:**

Counseling as defined by (Bulus 1988) as an open-ended face-to-face problem-solving situation within which a student with professional assistance can focus and begin to solve problems. If an offender has to be called upon for counseling, his offence is no longer considered has seriously for punishment. The purpose of counseling him is to bring about sober reflection and understanding on the part of the offender over his offence.

**2.3.1** **MEETING WITH PARENT OF A HABITUAL OFFENDER.**

In a situation where a child has become a perpetual offender and private counseling aimed at helping him sober down fails, perhaps it would be necessary to talk things over with the parents. The teacher may, along the line, discover that the causes of the persistent problem is mostly rooted in the family conditions, and may try to remove such causes. Through this approach, he may find the cooperation of the parents quite necessary in affecting the desired change in their child at school. In this connection (Bello 1978) opines that although, some parents have lost control over their children. There are still those whose words are respected and wishes obeyed by their children, whether at home or in school. Such, parent can easily help teachers solves serious disciplinary cases among children. Generally, the need to tell parents serious offences committed by their children cannot be over emphasized, so that if the child has to be expelled or suspended from. The school, if the child has to be expelled or suspended from the school, such parents would not be taken by surprise.

**2.3.3 RE-PROOF**

This is an attempt to call the attention of the child to the fact that his conduct has been noted to be unsatisfactory and the need for a change is quite glaring (Bello 1978.)

 **DOUBTFUL PUNISHMENT**

Doubtful punishments are such that may fail to achieve the desired effects. They include:

**i SENDING OFFENDERS TO THE SCHOOL HEAD**

Any teacher who is in the habit of sending offenders to the school head for disciplinary action may be portrayed as a weak personality, thus lacking confidence in himself and his ability to control a class. Secondly, this approach gives the child the opportunity to complain against the teacher, if he goes to the Head alone. Hence the desired effect is not felt. (Sulaiman 2013)

**ii CORPORAL PUNISHMENT**:

There exist two schools of thought about the issue of corporal punishment in schools. The first school holds that in the 1940s, 50s, 60s, 70s and 80s corporal punishment used to be administered. This accounted for high standard of education at the time, and that the non-administration now has been responsible for assumed dwindling standard. The second school of thought feels that corporal punishment is degrading and fit only for slaves, as such, should not be used at all on normal free-born children. It stands to do more harm to the emotional stability of children than good if frequently used. Similarly they argue that children handled through corporal punishment tend to be aggressive and violent either as children or as adult later in life; hence the doubt cast on this as authentic punishment**. (**Bello 1978).

**2.5 PUNISHMENT STATE**

“There is a thing I quit dislikes, through authorized by custom –the whipping of children”. Quintillion strongly supports the use of indirect punishment as a means of controlling children’s behavior as against whipping. This alternative to corporal punishment has been expressed by others. (Tanimowo 1976) expressed a stronger approval for corporal punishment in his study on “problem of indiscipline in school”. He discovered that apart from expulsion, which is perhaps the greatest form of punishment, it is another effective means of injecting disciplines into students.

Newel (1972) in his research discovered that corporal punishment remained in wide spread use in British schools. He maintained that where it is used, it is not always used a last resort.

**2.6 REACTION OF THE SOCIETY TOWARDS CORPORAL PUNISHMENTS AS A SOCIAL MECHANISM.**

Some school are confused on instilling punishment because when they are able some students as per-delinquents and treat them as such, they may be some tempted to fulfill this expression, (Alan Coffey, 1851).

He further explained that in Mari Borough College then, discipline either abysmally lax or brutally harsh, inevitably triggered rebellion in the society. Ingersoll (1855) says schools encounter favorable reaction from the community.

Also Quinton (1866) examined the person who endures it and the person who actually administer it. He further argues that if the objective of corporal punishment is not vengeance but the preventions of breaches of law, then it seems useless, so far as example is concerned, to flog a child within the school walls.

Pike (1876) was one of those who doubted whether the introduction of flogging has much to do with the cessation go garroting, and so he did not support the demand. During that time he was writing for a further extension of corporal punishment to meet an outbreak of brutal assaults. The detailed description of flogging which he includes in is history may perhaps have been intended as ammunition for those who opposed corporal punishment.

Abdullahi (2011) sap the imposition of punishment is justified only by its ability to re-educate an offender and thereby to the society as an integral being. Wasagu (2009) insisted in varying ways that justice and punishment are subjective affairs for each individual for no individual is like no one situation comparable and same to that of another’s man. The role of corporal punishment is not vengeance but protection of society by discouraging delinquent candidates (Kalgo 2002).

Similarly, Albert Camus (1996) argued that delinquents are not truly intimidate by the possibility of corporal punishment, and that severity he also argued that the society really believes in the deterrent possibility of “making an example” by sever punitive measures, society would celebrate severe punishment with the publicity it now preserves for national holidays and brand of merchandise

**2.7 ATTITUDES OF PARENT AND TEACHERS TOWARDS CORPORAL PUNISHMENT.**

Teacher in the United States have the legal right to administer corporal punishment. This is as a result of direct influence from American colonist who had stayed where whipping featured prominently in school. So, they readily adopted to spare the rod and spoil the child method and took it for granted that corporal punishment would be used to control young people in their schools (Girder Robert 1973).

Taiwo (1990) criticize some teachers for misconceiving discipline to mean corporal punishment .He emphasize that this opinion is incorrect and unhelpful. Some schools supported the use of corporal punishment for disciplinary goals .In 1969, Starr’s Survey showed that 83% of a random sampling of 2002 student teachers in Northern Ireland College were in favour of continuous operation of corporal punishment until other means of checking serious offences were discovered and made effective, while 19.8% of them indicated that all corporal punishment in school should be abolished. In fact, the attitudes of student teachers towards this research could probably be influenced by the difficulties confronted in solving disciplinary problems in their various schools.

 Russell’s (1978), conducted in the Imperial Valley, California. It was discovered that both teacher and parents supported the use of corporal punishment in schools. (Anner’s 1977) stressed on major findings of the study conducted jointly by the local chapter of league of women voters and the American Association of University Women, he reported that:

1. Corporal punishment is used for a wide variety of reasons.
2. It is applied in a wide variety of forms often in anger and often many teachers do not know other means of solving classroom problems.
3. The majority of teachers, principals agreed that need training in alternative to corporal punishment and that more guidance –counselor could help both teachers and students.

**2.7.1** **Parents Attitude**

Newel (1972) described a number of cases in which parents were concerned about their children being caned.

Gerda Sierra et al stated that Seage (1976) noticed that there was strong parental pressure on rural for teachers to use corporal punishment “flogging” through other varieties of physically discipline were also used in the school like forcing the child to kneel down or stand for a long time, the parents viewed discipline as synonymous to punishment.

Levine (1962) found out that among Yoruba parents, 60% of punishment especially for boys are mainly of a physical aggressive nature and involving such acts as canning and beating. Jean Paul Sartre (1946) declared that so many fakes, pompous, inflated self-righteous city parents (father) who pride themselves in obeying the laws and imposing critics and punishment on those who do not confirm.

**2.8 Summary**

Form the information gathered from the literature review and subheading of this chapter. It is seen that the use of corporal punishment started in schools of Europe some centuries back. Also when it comes to the state of punishment, corporal punishment has been an effective means of injecting discipline into student. The society also argued that delinquents are not truly intimidated by the possibility of corporal punishment and also believed in the deterrent possibility of making an example through corporal punishment .the society views corporal punishment as the ability to re-educate an offender and thereby to return him to the society as an integral person. Corporal punishment has an effective means of discipline to teachers in order to maintain law and order in classroom and also the school at large. Teacher also apply corporal punishment depending or their temperament rather than on the basis of the offense committed. Mostly, teachers see it as the only know corrective method for solving classroom problems. (Wasagu 2009.)

On the other hand, parents also use corporal punishment at home and put in pressure on teachers to use corporal punishment in order to induce discipline in their children/ward as all other methods to have been used but failed in terms of discipline.

**CHAPTER THREE**

**3.0 Research Methodology**

**3.1 Introduction**

This chapter discusses on the methods used in carrying out this work under the following sub-heading:

* 1. Research Design
	2. Area of study
	3. Population of the study
	4. Sample and sampling techniques
	5. Instrument for data collection
	6. Validation of the instrument
	7. Procedure for data collection
	8. Procedure for data Analysis

**3.2 RESEARCH DESIGN**

To carry out this research work successfully, the researcher need a research design which is the blue print used by the researcher to guide the conduct of the project write up. Therefore, the historical research and survey design was adopted for the purpose this research work.

The historical design entails gathering of fast information that are relevant and pertinent for the purpose of this research work. While the survey designs consist of gathering relevant information using the questionnaire.

**3.3 AREA OF THE STUDY**

This study is restricted to Kaduna North local government area of Kaduna State. Where some junior secondary school were randomly selected in the local government where selected as case study.

**3.4 POPULATION OF THE STUDY**

Research population involves the number of variables in terms of person or objects that were used in the research work.

The population of this study therefore, involves all teachers and parents of the selected secondary schools in Kaduna north local government area of Kaduna state.

**3.5 SAMPLE AND SAMPLING TECHNIQUE**

 Questionnaire is giving to some of the students to take it to their parents for accessing, which 100 questionnaires were administered to 50 teachers in the selected secondary schools and 50 parents who have children/ward in these schools. About 40 0f the parent fill the questionnaires and returned it back, each of the school were giving at least 100 questionnaire, some parent participated which I used the highest percentage for the sample.

The sample size of the study comprises of 100 respondents 50 from the teachers and 50 from the parents. Simple random techniques was adopted, this is due to the fact that the technique guarantees all elements in the population equal chances of being selected thus, preventing conscious selection.

**3.6 RESEARCH INSTRUMENT**

The instrument for data collection for this research is the use of questionnaires. The questionnaires are structured, giving the respondents option to choose from.

**3.7 VALIDATION OF THE INSTRUMENT**

To validate the instrument, the questionnaire was given to the research supervisor and five educational experts for useful criticisms and suggestions. Their correction and addition were utilized in giving finishing touches to the questionnaire items; the final copy was made for data collection for this study.

**3.8 RELIABILITY OF THE INSTRUMENT**

This sub-section deals with the extent to which the instrument of data collection is consistent in producing the same result. Using the test-retest method which needs refilling of the questionnaires by the sample respondent and having same result. Thus confirming of the instrument used.

**3.9 PROCEDURE FOR DATA COLLECTION**

Questionnaire was the only instrument used for collection of data in this study. The researcher personally administered questionnaire in all the schools under study. The researcher went back the third day for the collection of the dully filled questionnaire by the respondents.

**3.10 PROCEDURE FOR DATA ANALYSIS**

The statistical method used in analyzing the data collected in this research is the simple percentage and presented in a tabular forms. Using the formula: %= x/n \* 100

Where:

% = Percentage

X = Total number of responses

n = total number of questionnaires

100 = conversion of percentage.

**CHAPTER FOUR**

**4.0 DATA PRESENTATION AND ANALYSIS**

This chapter is based on the presentation and analysis of data through the use of tables. The data collected were analyzed and presented based on finding from research questions. One hundred questionnaires were designed and administered to parents and teachers. A total of 93 questionnaires were duly completed and returned.

**4.1 PRESENTATION AND INTERPRETATION OF DATA**

Analysis of Questionnaires Administered.

|  |  |  |
| --- | --- | --- |
| **Total number of questionnaire** | **100** | **Percentage (%)** |
| Number of questionnaires returned | 93 | 93% |
| Number of questionnaires not returned | 7 | 7% |
| **Total** | **100** | **100%** |

 **Table 4.1**

The above table shows that 93% were dully completed and returned while 10 questionnaires representing 7% were not returned.

**Question 1:** What are teachers attitude toward administration of corporal punishment in secondary school?

|  |  |  |
| --- | --- | --- |
| **VARIABLE** | **NO. OF RESPONSES** | **PERCENTAGE %** |
| Yes | 66 | 7 |
| No  | 27 | 29 |
| **Total** | **93** | **100%** |

**Table 4.2**

From the table above, 66 respondent representing 71% are of the view that teachers have a positive attitude towards administration of corporal punishment, while 27 respondents representing 79% are of the view teachers have a negative attitude towards the administration of corporal punishment on secondary school pupils.

**Question 2:** Act of indiscipline in schools nowadays can be attributed to the banned on the use of cane.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE %** |
|  Yes  | 60 | 64 |
| No  | 33 | 36 |
| **Total**  | **93** | **100** |

 **Table 4.3**

It is clear the table that 60 respondents representing 65% are of the view act of indiscipline in schools is as a result of the banned on corporal punishment. Meanwhile, 33 respondents representing 35% are of the view that indiscipline in schools cannot be attributed to the banned on corporal punishment.

**Question 3:** Teachers use the cane because it is the quickest way to punish school offenders and not they are in support of it.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE (%)** |
| Yes  | 83 | 89 |
| No  | 10 | 11 |
| **Total** | **93** | **100** |

**Table 4.4**

From the above table, 83 respondents representing 89% have the view that teachers use the cane because it is the quickest way to punish school offenders not that they are in school of it. While 10 respondents representing 11% view that teachers are in support of the use of cane.

**Question 4:** Does corporal punishment affects pupils learning negatively?

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE (%)** |
| Yes  | 23 | 25 |
| No  | 70 | 75 |
| **Total** | **93** | **100** |

**Table 4.5**

The above table shows 23 respondents representing 25% are saying that corporal punishment have a negative effect on pupils while 70 respondents representing 75% are saying that corporal punishment has no negative effect on pupils.

**Question 5:** Pupils absenteeism in secondary school can be attributed to the use of corporal punishment.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE (%)** |
| Yes  | 18 | 19 |
| No  | 75 | 81 |
| **Total** | **93** | **100** |

**Table 4.6**

From the above, it is clear that 18 respondents representing 19% are in support that the corporal punishment leads to pupil’s absenteeism in secondary school while 75 respondent representing 81% are not in support of that.

**Question 6:** Is corporal punishment the best way of maintaining discipline in secondary schools?

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE (%)** |
| Yes  | 28 | 30 |
| No  | 65 | 70 |
| **Total** | **93** | **100** |

**Table 4.7**

The above shows 28 respondents representing 30% view that corporal punishment is the best way of maintaining discipline in primary schools. While 65 respondents representing 70% view corporal punishment as not the best way of maintaining discipline.

**Question 7:** Student shows and I don’t care attitude towards corporal punishment, therefore, it should be re-introduced.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE (%)** |
| Yes  | 73 | 78 |
| No  | 20 | 22 |
| **Total** | **93** | **100** |

**Table 4.8**

From the above table, it is clear that 73 respondents representing 79% accepted that corporal punishment should be re-introduced in secondary schools while 20 respondents representing 21% are of the view that it should not be re-introduced.

**Question 8**: corporal punishment can reform pupils better than any other form of punishment at home and in school?

|  |  |  |
| --- | --- | --- |
| **VARIABLES**  | **NO. OF RESPONSES** | **PERCENTAGE%** |
| Yes  | 83 | 89 |
| No  | 10 | 11 |
| **Total** | **93** | **100** |

**Table 4:9**

The tables above shows that 83 respondents representing 89% are saying that corporal punishment reform pupils better than any form of punishment while 10 respondents representing 11% are saying that will constitute one of the best ways of solving disciplinary problem in secondary schools.

**Question 9:** parent do ask teacher to assist them in discipline of their children/wards through corporal punishment.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE%** |
| Yes  | 87 | 95 |
| No  | 6 | 5 |
| **Total** | **93** | **100** |

 **Table 4.10**

From the table above, 87 respondents 95% agree that parent do ask teacher to assist them in their children discipline through corporal punishment while 6 respondent respecting 5% are against it.

**Question 10:**  Corporal punishment dose better than harm therefore; parent depend on it for the moral up-bringing of their children

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE%** |
| Yes  | 83 | 89 |
| No  | 10 | 11 |
| **Total** | **93** | **100** |

**Table 4.11**

From the above table 83 respondents representing 89% are of the view that corporal punishment really does more good than harm and parents depend on it for moral up-bringing of their children while 10 respondents representing 11% disagree that corporal punishment does more good than harm.

**Question 11:** Parent opposes the use of corporal punishment.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE%** |
| Yes  | 3 | 3 |
| No  | 90 | 97 |
| **Total** | **93** | **100** |

  **Table 4.12**

From the above table, 3 respondents representing 3% agrees that parents do oppose the use of corporal punishment while 90 respondents representing 97% are of the view that parent do not oppose the use of corporal punishment.

**Question 12:** Corporal punishment is the best way to curb indiscipline in Nigeria society especially in secondary schools.

|  |  |  |
| --- | --- | --- |
| **VARIABLES** | **NO. OF RESPONSES** | **PERCENTAGE%** |
| Yes  | 83 | 89 |
| No  | 10 | 11 |
| **Total** | **93** | **100** |

 **Table 4.13**

From the above table, 83 respondent representing 89% agrees that corporal punishment curbs indiscipline in Nigerian society while 10 respondents representing 11% views the opposite.

**4.2 DISCUSSION BASED ON THE DATA PRESENTED IN THE TABLES.**

The data collected for the study were presented and analyzed in this chapter. The result in percentage using option was arranged in order of the research questions. From the questionnaires returned the researcher was able to get adequate information because the numbers returned is more than that not returned. An indication shows that the large number in sample, population teachers have a positive attitude towards administration of corporal punishment this is because they are not administering it blindly, they knows its effects.

The sample population revealed that act of indiscipline in schools can be attributed to the banned on the use of cane on pupils by teachers. There is an indication that the represented group sample for the impression that teachers use the cane as it is the quickest way to punish offenders not that they really want to use the cane because mostly it scares pupil away.

The sample population revealed that the highest represented group sees that corporal punishment does not affect pupils learning negatively but rather mostly it straightens it make them serious for fear of the punishment. Similarly it also revealed that pupil’s absenteeism in secondary schools cannot be attributed to the use of corporal but rather fear of it reduces lateness and truancy among secondary pupils.

Discipline can be applied to solve problems to indiscipline not really According to the sample population on if corporal punishment is the best way of maintaining discipline, the highest groups were those that say No, it isn’t because other means sticking to the use of corporal punishment.

Furthermore, population sample on if corporal punishment reforms pupils better at home and at school. The highest respondents were of the view that YES it reforms pupils better as it is the easier way of scaring pupils away from doing the wrong thing. However, the sample populations on the issue that parents do ask teachers to assist them in discipline of their children, the highest respondents are to the opinion that Yes parents do ask for assistance from teachers in terms of discipline.

Similarly, the highest represented group has it that corporal punishment does more good than harm therefore, parent depend on it for the moral up-bringing of their children.

Lastly, on the issue that parent opposes the use of corporal punishment. The highest represented groups disagree with that as parents mostly depend on it. Also the highest represented group on corporal punishment as the best way to curb indiscipline in our Nigerian society especially in secondary schools are to the view that Yes it is the easiest way to curb indiscipline.

**CHAPTER FIVE**

**5.0 SUMMARY, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS**

This chapter is discussed under the following sub-heading:

* Re-statement of the problem
* Summary of procedure
* Implications of the study
* Conclusion
* Recommendations
* Suggestion

**5.1 RE- STATEMENT OF THE PROBLEM**

Corporal punishment is geared towards maintaining discipline in secondary schools and also to curb juvenile delinquency in the society. The use of corporal punishment however has generated much argument among educationist, sociologist, philosophers as well as psychologist. There is one agreement over this because of its controversial nature.

**5.2 SUMMARY OF PROCEDURE**

This write up is based on attitudes of teachers and parents towards corporal punishment sampling out selected secondary schools in Kaduna north local government area of Kaduna state. The research work is aimed at providing the necessary answer to questions that puzzles the parents. The study also shed light on the attitudes of the society towards corporal punishment as a social control mechanism. Base on the topic, the researcher having viewed lots of related literature and analyzed questionnaires, data were also presented and discussion were made based on the finding on questionnaire.

**5.3 IMPLICATION OF THE STUDY**

The findings of this study have some implication for academicians, educationist as well as parents particularly secondary school teachers on the use of corporal punishment. This study reveals that corporal punishment really helps in maintaining discipline if properly administered.

There is also the implication that both academicians and parishioners in education will come to know that corporal punishment is also accepted by the society at large as a social control mechanism which will encourage its usage by proper personnel, also administered properly in order to curb acts of indiscipline among secondary school pupils.

The findings equally have the implication of alerting parents and guardians on the need to understand the use of corporal punishment on their children/wards.

**5.4 CONCLUSION**

In as much as corporal punishment is meant to maintain discipline and moral guidance in secondary schools, its extreme use is sometimes disadvantageous because it causes severe pain and injuries to the body. Nevertheless, if only corporal punishment would be used at the appropriate time and also accordingly, its aim would be achieved.

It is also indicated that corporal punishment should be re-introduced in schools but it should be used sparingly as it serve as a tool for discipline and moral up-bringing of children at home and at school.

Finally, if both teachers and parent play their significant roles well, and all recommendations put forward are put to use, corporal punishment will constitute one of the best ways of solving disciplinary problems in secondary schools.

**5.5 RECOMMENDATION**

1. Teachers should have control of their classes and pupils in order to maintain discipline.

2. Corporal punishment should be administered by either the Principe or disciplinary master if so the need arises.

3. Head master/mistresses should come up with category of offences and mode of discipline of each offence that would be pasted on each class notice board; this will help on the type of punishment teachers should administer on pupils.

4. Government should organize seminar and parents, teachers as well as student on issues relating to corporal punishment and offenses.

**5.6 SUGGESTION FOR THE STUDY**

The researcher wish to suggest that further research should be carried out on the kinds of offenses that will be effectively controlled by corporal punishment. Other form of punishment can reform pupil’s not only corporal punishment.

**REFERENCE**

Abiri J.O (1976) “Modern Concept of Discipline and Nigeria School Child” Paper Presented at the inaugural conference of Education Studies Association of Nigeria held at the Faculty of Education, University of Ibadan.

Genn M.B, Steward R.J, Ray H.S (1966), Education Psychology (New York Education). The Macmillan Company.

Musgraave P.W (1977), Corporal Punishment in some English Elementary Schools (1990-1937, research in Education NO.17)

Mangham K., Steward W. (1970), An Introduction to the sociology of Education. Compton Printing Limited, London.

Pike L.O> (1976), A History of crime in England (Vol. 11)

Rust R.R. (1979), Doctrine of the great Educator. Macmillan Press Ltd.\

Start J.W (1978), Discipline and corporal punishment in schools. Longitudinal study of the attitude of a group of students and probationary teachers’ researcher in Education, No 19

Tanimimo (1976), Problems of Discipline in schools (teachers Forum Vol.4, N0 2)

Bello, J.Y. (1978). Basic Principle of Teaching. ABU Zaria: Monograph

Bulus, I. (1988). Essentials of counseling Theories. Enugu: Abic Books.

**QUESTIONNAIRE**

**NATIONAL TEACHER’S INSTITUTE**

I am a student in the above mentioned institution currently undertaking a research study on attitude of teacher and parents towards the use of corporal punishment in secondary schools. In Partial Fulfillment for the Award of Post Graduate Diploma in Education.

Your cooperation and objectively is earnestly required to make this research a success. Your views will be treated as confidential.

**ABDULHAMID SULAIMAN**

**PGDE/NTI/2012/1067**

Instruction – please tick where appropriate from the options given.

Name of school\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section (A) personal data.**

**Gender**

1. Male ( ) Female ( )
2. Age 20-30 ( ) 30-40 ( ) 40 above ( )
3. Is your school only boys ( ) girls ( ) mixed ( )
4. What class is your child / you are teaching?

Jss 1 Jss 2 Jss 3 ( )

**Section (2) Teachers**

1. What are teachers attitude towards administration of corporal punishment?

Yes ( ) No ( )

6. Act of discipline in schools nowadays can be attributed to the banned on the use of cane.

Yes ( ) No ( )

7. Teachers use the cane because it is the quickest way to punish school offenders and not that they are in support of it.

Yes ( ) No ( )

8. Does corporal punishment affects pupils learning negatively?

Yes ( ) No ( )

9. Pupils absenteeism in secondary school can be attributed to the use of corporal punishment.

Yes ( ) No ( )

10. Is corporal punishment the best way of maintaining discipline in?

Secondary schools?

Yes ( ) No ( )

11. Student show and I don’t care attitude towards corporal punishment; therefore, it should be re-introduced.

Yes ( ) No ( )

**Section (3) parents**

12. Corporal punishment can reforms pupils better than any other form of punishment at home and in school.

Yes ( ) No ( )

13. Parent does ask teachers to assist them in discipline of their children/wards through corporal punishment.

 Yes ( ) No ( )

14. Corporal punishment does more good than harm therefore; parents depend on it for the moral upbringing of their children.

 Yes ( ) No

15. Parents oppose the use of corporal punishment.

 Yes ( ) No ( )

16. Corporal punishment is the best way to indiscipline in our Nigeria

Society.

 Yes ( ) No ( )