

**EFFECTS OF CORPORAL PUNISHMENT AS A CORRECTIVE MEASURE ON
STUDENTS' ACADEMIC PERFORMANCE
(A STUDY OF SELECTED SCHOOLS IN OYE EKITI LOCAL GOVERNMENT)**

BY

SURAJUDEEN SULAIMON OLAWALE

SOC/11/0240

Department of Sociology

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

FEDERAL UNIVERSITY OYE-EKITI

EKITI STATE, NIGERIA.

SEPTEMBER, 2015.

TITLE PAGE

**EFFECTS OF CORPORAL PUNISHMENT AS A CORRECTIVE MEASURE ON
STUDENTS' ACADEMIC PERFORMANCE
(A STUDY OF SELECTED SCHOOLS IN OYE EKITI LOCAL GOVERNMENT)**

BY

SURAJUDEEN SULAIMON OLAWALE

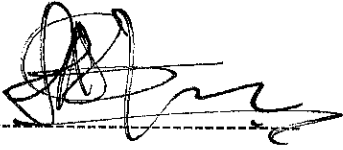
SOC/11/0240

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY,
FACULTY OF HUMANITIES AND SOCIAL SCIENCES. FEDERAL UNIVERSITY OYE-
EKITI, EKITI STATE. NIGERIA. IN PARTIAL FULFILLMENT OF THE REQUIREMENT TO
THE AWARD OF BACHELOR OF SCIENCE (B.SC. HONS.) IN SOCIOLOGY**

SEPTEMBER, 2015.

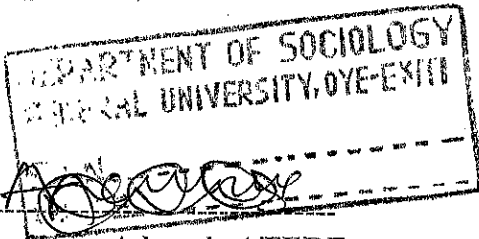
CERTIFICATION

This is to certify that the research was carried out by Surajudeen Sulaimon Olawale with Matriculate Number SOC/11/0240 under my supervision in the department of sociology, Federal University Oye Ekiti, Ekiti State.



Dr. Babatunde OMOTOSHO (Ph.D)
(Supervisor)

Date: 14/5/15



Professor Adewole ATERE
(Head of Department)

Date: 13/10/2015

(External Examiner)

Date:-----

DEDICATION

This research work is wholeheartedly dedicated to God Almighty and also to my Parents, Alhaji & Alhaja S. Oyedemi for their love, caring and encouragement for me to achieve my educational goals.

ACKNOWLEDGEMENTS

I thank God Almighty for guiding and directing me throughout the duration of my programme particularly in this research work. Thanks for teaching me to run the race at your pace and seek your face at every phase. May nothing bitter quit my songs of praise.

My love and most gratitude go to my incomparable parents who showered me love, care, financial support and made me understand the purpose in life; I love you both with every bit of my heart. I specially acknowledge my dynamic project supervisor, Dr. B. J. OMOTOSHO, who has dedicated his time out of his invaluable busy schedules to read through the manuscripts, made the necessary corrections, gives objective criticisms and facilitate the completion of this research work. I say Thank You Sir. I admire your style.

My sincere appreciation goes to my loco-parentis & able Lecturers; Prof. Adewole Atere, Prof. S. Metiboba, Dr. O.O. Fasoranti (Our able D.S.A), Dr. Babatunde Omotosho (My mentor), Dr. K.T. Olabode (Say Baba), Dr. H.O. Abimbola, Dr. C.A. Abrifor (My Oga), Mr. T. Fasoranti, Rev. Adebayor (Father) Dr. A. Lawal of PSY and finally, Miss Adeoye (Mummy), who shared their wealth of experience through their advices, teaching and counseling during my studies. Thanks for granting me a footing in the world of sociological discipline.

Every bit of my heart says thanks to all members of my big family, (The Oyedemis,) my siblings & cousins; Mr. Wahid Oyedemi, Bro. Yusuf (The Valuer), Bro. Muhmin, and Little Aishat & Lateef Oyedemis and also Suraj Adekunle (Ali Baba) for their understanding and encouragement, most especially your prayers over me. I love you all. To my fellow colleagues and course mates, Ogunmola Temitayor (Marax), Azeez Adekola (A1), Adewunmi Adewole (Hactor), Ewenla Abiodun (Skilz), Prince Babatunde Mayowa, Princess Ester Salako, Dr. Azeez Adekunle, Dr. Adekola Peters, Sikiru Akinola of Nigeria (SAN), Babatunde Kessington (Ife encyclopedia), H.Soweto, Adebaor Sadiq (Oye), Osaloni Oluwasegun, Olaoyenikan Niyi (Neyo), Orumah Sylvester (Sly), Alao Kafilat (Alhaja), Adenekan seun, Ayebusiwa Daniel, to mention but few, I say Great Ife! Great Akoka!! Great UI, Great FUYOYE!!! to you all. Together we made it at last. I believe the future holds great things for us. You guys are the best.

My immensely thanks goes to my friends most especially, my hostel mates, NSASITES Oladehinde Walihi Olalekan (Dendy), Akinola Basit (Oladhayor), Gabriel Physics, Jayne ELS, Imolehin Nelson, Adebessin Tobilola (Shoggy), Bello Saidu Isa (Ayatul), thanks for creating peaceful atmosphere throughout the years we shared together. Appreciate you all.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	v
Abstract	vi
CHAPTER ONE: INTRODUCTION	
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Research Questions	7
1.4 Objectives of the Study	7
1.5 Significant of the Study	8
1.6 Scope of the Study	9
1.7 Definition of Terms	9
CHAPTER TWO: LITERATURE REVIEW	
2.1 Corporal Punishment in Schools: an Overview	11
2.2 Conceptual Framework	28
2.3 Theoretical Framework	29
2.4 Study Hypotheses	32

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Historical Background	34
3.2	Design of the Study	36
3.3	Population of the Study	36
3.4	Sample Size	36
3.5	Sampling Technique	37
3.6	Method of Data Collection	37
3.7	Validity and Reliability of the Instruments	38
3.8	Data Analysis	38
3.9	Ethical Consideration	38

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0	Introduction	39
4.1	Analysis of Research Questions	39
4.2	Test of Hypotheses	56

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1	Summary of the findings	58
5.2	Conclusion	59
5.3	Recommendations	60

REFERENCES	62
-------------------	----

Appendixes	67
------------	----

ABSTRACT

Discipline and academic performances are the core of our today's education. Some scholars have attributed poor performance of students in academic to high level of indiscipline among students while others disagreed. Nevertheless, it becomes essential in recent times that many schools have traded away discipline and as a result led to poor academic performance of students. This study was carried out to establish the relationships between schools discipline and students' academic performance. The study was conducted in Oye Ekiti Local govt., a town in Ekiti State, Nigeria. The study employed cross sectional research survey design in which questionnaire was the main instrument of data collection in addition to interview guide and document review. Data was collected from 205 respondents in high schools' students using semi-structured questionnaire method. Simple percentage and Chi-square statistical method were used to analyze the data. The results show that corporal punishment has multidimensional impacts upon students' academic performance/career, psyche and personality development. The study concludes that the adoption of Corporal punishment has various effects on students psyche, emotion and personality, this therefore resulted to student inability to relate well with their peers, and they become highly aggressive and at the same time affect their academic performances.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Children are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined. School corporal punishment, a form of corporal punishment, covers official punishments of school students for misbehavior that involve striking the student a given number of times in a generally methodical and premeditated ceremony. It has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviors, examination malpractice, lateness and poor academic performance among students. The punishment is usually administered either across the buttocks or on the hands, with an implement, specially kept for the purpose such as a rattan 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.

Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, rather than being suspended from school. Opponents believe that other disciplinary methods are equally or more effective. Some regard it as tantamount to violence or abuse. In fact, 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. Unfortunately, flogging, as an example of corporal punishment and as a disciplinary measure is fast declining in most Nigerian schools, a situation many attribute to the decadence among students these days. Many teachers believe flogging students has no place in today's education. To them, the advancement of technology has made it imperative that teachers develop better ingenious ways of correcting students when they err instead of resorting to corporal punishment while others believe that teaching must necessarily include the use of the cane in a world indiscipline has eaten too deep into the moral fabric of the society. However, it will become unacceptable when flogging gets to the extreme. Some teachers are just too harsh and over a little provocation, they descend on students and beat them with any kind of stick available and in the process inflicting severe injuries on their body, the scars of which may have to live with them forever. Such types of correctional measure should not be allowed in school and also at home. Corporal punishment entails physical chastisement of a pupil in a school. It is a punitive response to students' misbehavior and even has an extensive biblical support in the book of Proverb 22:15 and 23:12, which says:

Apply thine heart unto instruction and thine ears to the words of knowledge... foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him... withhold not correction from the child; for if thou bestest him, he shall not die. Thou shalt beat him with the rod, and shall deliver his soul from hell.

Today, the desirability and effectiveness of corporal punishment had been called to question (Nakpodia, 2008). While some school administrators and teachers support its use, others are strongly opposed to its use. However, school administrators and teachers have power and authority to administer a school disciplinary programme. This power to control and discipline students for infractions is traceable to the age doctrine of in-loco-parentis (in

place of parents). This position of principals and teachers with regard to disciplinary control of students, especially in imposing corporal punishment is well explained in the body.

Julis Secundum (79 CJS: 493). As a general rule, school principals to a limited extent at least, standing in-loco-parentis to pupils under his charge and may exercise such powers of control, restraint and corrections over them as may be reasonably necessary, he is subject to such limitations and prohibitions as may be defined by law. The court in democratic societies all over the world has also viewed school officials as standing in-loco-parentis, allowing them to regulate the students in any manner subject only to the standards and restraints that the parents would use in supervising the welfare of the child (Nakpodia, 2011).

Over the years, the inflation of corporal punishment on recalcitrant children in the country has become an accepted method of promoting good behavior and instilling notion of responsibility and decorum into the heads of mischievous students (Nakpodia, 2011). It is presumed that any parent who sends a child to school gives this authority to school officers. But the desirability and effectiveness of corporal punishment have been called to question in recent times. While some parents, teachers and school principals favour the use of corporal punishment, others are strongly opposed to its use in schools. Gregory (1995) cited in Nakpodia (2007) made the following points in support of corporal punishments that some students only respond to corporal punishment; and that corporal punishment is effective because it makes students to think twice before committing the same offence.

In addition, the use of physical punishment can be a deterrent to other students who might violate a rule in the absence of such punishment. On the other hand, Rathiff (1980) also cited in Nakpodia (2007) opposed corporal punishment based on the following reasons “that it is cruel; unreasonable corporal punishment is too difficult to prove in court, holds considerable potential for child abuse and tends to be discriminating; and also there are more effective non-physical alternative that can be used in correcting student misbehavior. Each

year, hundreds of thousands of students are subjected to corporal punishment in public schools despite the many problems associated with the hitting or paddling of students. Aside the infliction of pain and the physical injuries which offer result from the used of physical punishment, these violent disciplinary methods also impact students' academic achievements and long – term well-being even after school. Despite significant evidence that corporal punishment is detrimental to a productive learning environment, there is still no federal prohibition on the use of physical discipline against children in public schools. On the other hand, corporal punishment tends to prevent students from committing any serious offence; it creates fear in the minds of pupils and reforms the offender because pupils generally do not like their names to go into such books. Below is a format of a corporal punishment book; as one of the major pillars of punishment in general:

Table 1: Corporal Punishment Book

Date	PUPIL'S NAME	Sex	Age	Class	Offences	Punishment	By Whom Given	Principal's Remark
5/01/2012	Akpasubi Joel	M	12	1A	Fighting and injuring Obornodje Gloria	10 strokes of the cane and a field to cut	Vice Principal Mr. Onosakponome	As a deterrent

Adapted from Nakpodia, 2012.

The question is, does corporal punishment book exist in all post primary schools in Nigeria most especially in Oye-Ekiti? If yes, do the school management care to put it into use as at when due? Does it really serve as deterrent to the students in reducing immoral acts among the students? Oredugba (1986) opined that “discipline in post primary school should be interpret as the training of our pupils during the transitional period from childhood to adulthood so that by the time they gain full maturity, they are fully prepared emotionally, morally, intellectually and disciplined.

The study is not just necessary but also relevant in our society. The study is so important to the society because of the high level of so many children are being abused today. Also, the study is relevant to children, government, families and religious organizations because it could help to lessen the trend and enlighten the public of the child right act. Both local and international literatures suggest that Black parents believe that corporal punishment is part of the African culture of child-rearing practices (Dow and Mogwe 1992; Sebonego 1994; Shumba 2003a and 2001; Zindi 1995). It is common practice by most Black parents to use corporal punishment when disciplining their own children at home and some parents believe that corporal punishment makes pupils 'perform well' in school (Shumba 2003a, b, 2001). Many countries such as Norway, Denmark and Finland have banned corporal punishment in schools, considering it as a source of school violence (Larzelere, 1999:15-16). Most of the child welfare organizations have policies opposing the use of corporal punishment.

An interview granted to some available artisans in the Local Government area such as electronic and mechanical works reveal that the use of corporal punishment have contributed little or no positive effect on their apprentices. The use of spanking, kicking or even heating would rather make them hardened and lost total control at a later time. Many of them repeated the same offense in which they had earlier been scolded on, having it in mind that the consequences would not be more than punishment. It is against this background that this study seeks to investigate the effects of corporal punishment on students' academic performance in some selected secondary schools in Oye-Ekiti.

1.2 Statement of the Problem

Children are said to be the leaders of tomorrow and future of a nation. It is therefore necessary to develop this stratum of the society. Without giving proper attention to children; it will be impossible to get the desired goals of development as intended development can be obtained through qualified people and quality education. Youths make up increasing shares of the world population and they cannot be underestimated in the development of the nation.

For the overall development of a child; there is a need for cooperative and expressive family environment, productive peer group's environment as well as effective school and classroom environment. A number of these are however lacking within schools in Africa (Concentric Models, 2015). Experience derived in school after family orientation has remarkable effects on emotional, personal and social development of children (Gershoff, 2002). It is school or classroom that is considered as a place of learning, socialization, self expression and development for children (students). A study investigating effect of corporal punishment on students' academic performance therefore becomes important.

Teachers have utmost importance to play in the development of a nation or country by producing quality students and that of quality education. Corporal Punishment given by the teachers to students in classrooms is one of these threatening factors, which affect students psychologically, socially and in long term their academic career and performance is affected as well (Bauman, 1998). As a matter of concern; long term results of this kind of punishment are to react against or to surrender. But can this assertion hold in Nigerian school environment? Studies in developed societies have affirmed that corporal punishment causes students' mental activities to reduce, play truant from school, increase in reacting against to existing social system, loss of self confidence and boldness, creates cramming qualities in students overturn to aggression, lack of respect towards teachers and elders (Friedman, 1998). Studies from Africa on the subject matter may however oppose this standpoint as it is

believed to be cultural punishment is a form of moral teaching. (Olukoya, 2004). Notwithstanding in recent times, both the African and western cultures oppose the administration of corporal punishment in an abusive manner and these acts of indiscipline engage by the schools disrupt learning and have direct impact on students' achievement(wolffs, 2004). These issues and others therefore make a study on the effect of corporal punishment on students' academic performance crucial.

1.3 Research Questions

The following research questions will guide the study and will be answered in the course of this study.

- i. Who administer corporal punishment that students undergo in the selected schools in Oye-Ekiti?
- ii. What are existing forms of corporal punishment and those restricted to management in the selected secondary schools in Oye-Ekiti?
- iii. What is the relationship between corporal punishment and students' academic performance among students in selected secondary schools in Oye-Ekiti?
- iv. What are teachers' and students views on the use of corporal punishment and its effects on academic performance in selected secondary schools Oye-Ekiti?

1.4 Objectives Of the Study

The general objective of this study is to investigate the effect of corporal punishment on students' academic performance in some selected secondary schools. The specific objectives of this study are to:

- i. Recognize those that have the hegemony to administer corporal punishment in the selected secondary schools in Oye-Ekiti;

- ii. Identify the existing and functioning forms of punishment in the selected secondary schools in Oye-Ekiti Local Govt;
- iii. Examine the relationship between corporal punishment and students' academic performance in selected secondary schools;
- iv. Explore teachers' and students views on the use of corporal punishment and its effects on academic performance in selected secondary schools Oye-Ekiti;

1.5 Significance of The Study

This significance of the study tends to treat both the theoretical and practical importance of the adequate use of corporal punishment such that it does not in any way affects the academic performance of the students. Theoretically, this study will add to the already, existing knowledge of the effects of corporal punishment among children of Ekiti State, in Oye L.G.A. the study was written in order to know the causes and effects of corporal punishment on students' academic performances and at the same time proffer solution to them. More so, the study will be a guide to future researchers in their research and look for means of tackling those problems.

Practically, this research work will enable the parent, teachers and even the government to know the dangers surrounding the use of corporal punishment, so as to stop the rising wave of indiscipline among children. Therefore, there will be need for government to make new policy in introducing alternative means of child discipline. Alternative measures to student discipline, like use of rewards and counseling are important; Human Rights Watch (1999) found out that many opponents of corporal punishment argue that instructors may also discipline a child by assigning non abusive physical tasks. They state that student might be instructed by teacher to perform light chores, to water, weed a school farm or fix what they have broken. Learners who assemble chairs are not apt to break them. Learners who wash walls are not to make them litter on purpose. If learners are hold responsible for keeping their

school yard neat and clean, they are less likely to throw thrash on it. However, these punishments should be administered in thoughtfully and not in an excessive or exploitative manner.

1.6 Scope of The Study

This research covers effects of corporal punishment on students' academic performance in Oye Ekiti Local government area. It will examine the consequences and challenges face by the affected children and point the alternative means in which parent/teacher can adopt in lieu of corporal punishment

1.7 Definition of Terms

For the purpose of clarification, the following terms are defined as used in this research work;

Corporal Punishment: In the context of criminology refers to some manner of physical punishment inflicted by judicial order on the body of an offender. The term generally refers to flogging, branding, or mutilation as punishment for a crime (Encarta, 2009). In educational context the term corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, and control, changing behavior or in the belief of educating/bringing up the child. Physical pain can be caused by different means such as hitting the child with a hand or other objects, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping etc.

Education: Is a learning process and the term "to Educate" refers to "the development of knowledge, skill. Thus, it might be assumed that the purpose of education is to build the capacity and develop the faculty of student in respect of knowledge, skill, or character.

Administrators: These are the authorized individuals who are qualified to discipline students for any sort of unruly behavior in which they may be caught upon.

Alternative Forms Of Correction: systematic ways of adopting other forms of punishment rather than the use of physical pain, e.g. the repairing of damaged properties, writing letters of apology to the management, wetting of grass etc.

Academic Performance: level of intellect of an individual in school

Loco-Parentis: An individual who stands as guardian though not biological parent of a child, E.g. Teacher, principal etc.

Forced Manual Work: The process where students are being sentenced on hard work with the intention to cause pain for his/her unruly behavior.

CHAPTER TWO

LITERATURE REVIEW

2.1 Corporal Punishment in Schools: an Overview

In Nigeria, the administration of corporal punishment has led to the loss of lives and permanent injury or disfigurement of pupils. The results of such unreasonable brutal and excessive corporal punishment has on several occasions led to legal suits by parents or guardians against the teacher concerned and the state Ministry of Education. Most state Ministries of Education in the country have therefore, responded by restructuring the category of staff who can administer the cane. Gregory (1995), Imo State Education Edict in 1989 in Nigeria states that:

All punishment shall be reasonable, taking into account the age and sex of the offender and the nature of the offence. Corporal punishment shall be administered only by the school head, and no male teacher shall administer corporal punishment on a female student (p.11).

The Rivers State Ministry of Education Circular Letter of May, 1984, referred to in the chapter, even went steps further to dictate the maximum number of strokes (6) that may be administered and the offences that may attract such punishment. The dangers and fears associated with corporal punishment are very real. For instance, in the case of Fadahunsi Kokori versus Ukhure and the Benin Board of Education (1977), a student lost one of his eyes consequent upon the corporal punishment administered by his teacher in the classroom. The teacher was charged for tort liability and negligence. The teacher's action contravened the fundamental right of the student – the respect for dignity of the human person, freedom from any form of torture, or inhuman or degrading treatment and the right to life, as

entrenched in the 1999 Nigerian Constitution. The Benin High Court awarded the student N20, 000.00 as damages. The National Association of School Nurses define it as “the intentional infliction of physical pain as a method of changing behavior, which may include methods such as hitting, slapping, punching, kicking, pinching, shaking, use of various objects (paddles, belts, sticks or other), or painful body postures. Wikipedia free Encyclopedia sees school corporal punishment as covering all official punishments of school student for misbehaviors that involves striking the student a given number of times in generally methodical and premeditated ceremony, the punishment is usually administered either across the buttocks or on the hands with an implement specially kept for the purpose.

The American College Dictionary, (1953) defines corporal punishment as “physical injury inflicted on the body of one convicted of a crime and including the death penalty, flogging, sentence to a term of year etc,” The Californian Educational Code, (1990) Compact Edition, Section 49001 defines it as “the willful infliction or willfully causing the infliction of physical pain on a pupil”.

2.1.1 What is Corporal Punishment (WCP)?

Corporal punishment is a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child’s unacceptable behaviour and/or inappropriate language. Alhassan (1993,2012) identified sixty items of unacceptable behaviours which are categorized as conduct problems: vandalism, fighting, disregards of the rights of other students, verbal abuse, verbally threatens teachers, rudeness, disrespecting teachers, and damages class furniture; personality problems: stealing, cheating at examinations, mid-school truancy, lateness, impoliteness, failure to do homework, non-completion of homework, temper tantrum; problems of emotional and social immaturity: restlessness, hyperactive and having a short attention span. Truancy is a disciplinary problem. It is one of the delinquencies committed by adolescents in Nigeria that often leads to

unacceptable behaviours such as maladjustment, poor academic performance, school drop-out and substance abuse (Alhassan 1992; Adeloye 2009).

Corporal punishment is the use of physical force with the intention of causing a child pain, but not injury, for the purpose of correction or control of the child's behaviour (Straus 2001). Wikipedia, the free encyclopedia, corporal punishment is a form of physical punishment that involves the deliberate infliction of pain on the student a given number of times in generally methodical and premeditated ceremony as retribution for an offence, or for the purpose of discipline or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable, whether in judicial, domestic, or educational settings (<http://en.m.wikipedia.org>). Corporal punishment is defined by the United Nations Committee on the Rights of the Child (UNCRC) (2001) as 'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.' The punishment is usually administered either across the buttocks as stated in the Student/Parent Information Guide and Code of Conduct, 2008 - 2009 or on the hands (Globe and Mail, Toronto, 1971) with an implement specifically kept for the purpose such as a rattan 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.

The American College Dictionary (1953) defined corporal punishment as physical injury inflicted on the body of one convicted of a crime and including the death penalty, flogging, sentence to a term of year, and so on; while the Californian Education Code (1990), section 49001 defined it as the willful infliction of physical pain on a pupil. Alhassan's Concise Modern Dictionary of Educational Psychology (2011) defined corporal punishment as a method in which delinquent/maladjusted students are spanked or caned with objects as a means of curtailing the reoccurrence of their maladaptive behaviours such as lateness to

school, truancy, fighting, inattention, lying, cheating and willful disobedience. Corporal punishment of minors within domestic settings is lawful in all 50 of the United States and, according to a 2000 survey, is widely approved by parents (Reaves 2000).

It has been officially outlawed in 32 countries (Global Initiative to End All Corporal Punishment Of Children (GITEACOPOC). Corporal punishment in school has been outlawed in Canada, Kenya, Korea, New Zealand and nearly all of Europe. It remains legal in some parts of the world, including France where it is lawful in the home and is not explicitly banned in schools, but it is unlawful there however, as a sentence for criminal punishment (France State Report, GITEACPOC). In the United States, it is legal in both public and private schools in 19 states. It is explicitly unlawful in the U.S. states of New Jersey and Iowa (<http://www.endcorporpunishment.org/pages>). In Zimbabwe, school corporal punishment is lawful and normal (www.corpun.com/vidzws1.html).

Corporal punishment in schools is unlawful in South Africa, according to the South African Schools Act (1996, articles 10) which banned it, yet research reveals that this form of penalty is still prevalent within many schools. (www.endcorporpunishment.org/.../reports/south-africa.html). 1 in 5 children experience corporal punishment at school (www.unicef.org/southafrica/media-1038.html). It is for this reason that the South African Human Rights Commission (SAHRC) expresses immense concern at the rise in incidents of corporal punishment in schools across the country (allafrica.com/stories/201307100232.html). In Zambia, corporal punishment is unlawful.

2.1.2 Types of Corporal Punishment (CP)

Corporal punishment which is a kind of physical punishment that involves a deliberate infliction of pain as retribution for an offence may be divided into three (3) main types:

- (a). **Parental or domestic corporal punishment:** This involves that inflicted by parents/guardians on their ward because most parents believed nothing else has worked except corporal punishment. It encompasses all forms of corporal punishment administered at home by parents or guardians.
- (b). **Judicial Corporal Punishment:** This is part of a criminal sentence ordered by a court of law, closely related to, it is prison corporal punishment ordered either by the prison authorities or by a visiting court.
- (c). **School Corporal Punishment:** This is corporal punishment administered within schools, when pupils'/students are punished by teachers or school administrators for wrong done against rules and regulations, or, in the past, apprentices by master craftsmen.

2.1.3 Different forms of Corporal Punishment

Umezinwa & Elendu (2012) listed the following forms of corporal punishment:

- i. Scolding and verbal assault to the pupil.
- ii. Making the pupil to stay back after school.
- iii. The pupil cutting of grasses.
- iv. The pupil fetching of water.
- v. The pupil scrubbing the floor of the class.
- vi. The pupil sweeping the whole class.

- vii. The pupil washing the whole toilets.
- viii. Sending the pupil out of the class.
- ix. The pupil kneeling down or standing for a long time.
- x. Flogging the pupil with stick or cane.
- xi. Giving the pupil knock on the head.
- xii. Slapping or beating the pupil with hands.
- xiii. Kicking and pushing the pupil with legs and
- xiv. Pulling the pupil's ear or hair.

Other forms of corporal punishment that finds expression in implementation at the global level include belting, birching, caning, cat o'nine tails, flagellation, foot whipping, knout, paddle, slippering, spanking, strapping, switch and tawse in Afghanistan, Malaysia, Singapore and Taiwan (<http://en.m.wikipedia.org>). Although there are ministerial directives discouraging it, corporal punishment is lawful in Ghanaian schools, and unreliable evidence suggests it is in widespread use (Ghana News Agency, 2011).

Action Aid, Ghana, conducted a survey which revealed that seven out of eight boys are of the view that corporal punishment such as caning, kneeling, pulling one's ear, weeding and digging pits are necessary for the training of the child but girls resent corporal punishment. More than a quarter of the girls interviewed said they would absent themselves from school because of the fear of the corporal punishment (www.corpun.com). A survey conducted in four districts of Ghana by the Campaign for Female Education (CAMFED), a Non Governmental Organization (NGO) indicates that 94 per cent of Ghanaian parents endorse corporal punishment as a means of correcting mischievous students. The survey which sampled 2,314 parents, students and graduates also revealed that 92 percent of student

support corporal punishment while 89 per cent of female graduates endorse it. Sixty-four per cent of teachers say corporal punishment must be tolerated (Ghana News Agency (GNA) 2012).

In Nigeria, teachers argue that their hands are tied in effective disciplining of school children because parents resist the use of old methods, including corporal punishment. But the use of corporal punishment in maintaining discipline in schools is frowned upon by majority of Nigerian teachers. The use of persuasion is advocated by the progressives; while traditionalists insist on the use of the cane whenever the situation demands it but they argue that only the school head should administer corporal punishment whenever the need arises.

In addition, school Heads complain that teachers are no longer amendable to discipline since the new trend in state take-over of schools, which has resulted in the establishment of State School Management Boards (SSMBs) and Teachers Service Commissions (TSCs) which handle the appointment, promotion, discipline and teacher's conditions of service (Okeke 2001) Corporal punishment is most frequently used in the secondary schools of Delta State (Egwunyega 2009).

2.1.4 Aims of School discipline

Mbiti cited in Simatwa (2002) noted that the major aims of discipline both in the school and in the home should be to nurture young people who will be responsible citizens in future. The aim of school discipline should therefore be seen to help students cope well, be happy, safe and useful to the society they belong (Nakpodia, 2010). It has been noted that a culture of physical punishments may increase aggressiveness if it is demonstrated that aggression is a way to cope with the problems. This explains as to why most aggressive delinquents and abusive parents tend to be products of abusive households (Myers, 2003) and that frequently spanked kids are at increased risk for aggression, depression and low self-esteem (Myers, 2003). Since the aims and objectives of the Education and Training policy in

Tanzania are stated as meant to inculcate a sense of self confidence, to develop enquiring minds in students, to develop respect for human dignity and to make students socially responsible for the nation's welfare (Ministry of Education & Culture, 1995), aggressive forms of disciplining students are most unlikely to churn out graduates laden with positive values as stated above. It has been noted that, 'education processes ought to take into account the whole child', that the adjustment and learning facets of the child must not be separated, integrating also the teacher's personality which is considered a significant factor of the relationship. Teachers may need to rethink the cultures they bring into schools; particularly the unjust and often sadistic ways of applying punitive measures (Tshabangu, 2008). As models, teachers' behaviors and expectations have a greater influence on students' behavior even later in life (Cole et al, 2005).

2.1.5 School disciplinary trends

Disciplinary problems are a major challenge that teachers face (Llyod & Judith 1997). It has been established that students engage in unaccepted behaviors in schools due to a variety of reasons including living in dysfunctional homes, going to school hungry, being tired or upset, being bored, due to use of drugs and drug abuse, family conflicts and parents separation, peer pressure, teachers' authoritarian nature and lack of commitment on the part of students (Yahaya et al, 2009; Tshabangu, 2008). Bad behavior is often a sign that the child has difficult in coping with the environment, or feelings of uncertainty or unhappiness about the future culminating also in loneliness and the inability to make friends easily. The most common misbehaviors among students that teachers face are work avoidance, talking out of turn, lack of punctuality, unnecessary noise, physical abuse of other students, rowdiness which includes bullying, vandalism, alcohol consumption, substance abuse, truancy, lack of willingness to study at home and theft (Kiggundu, 2009).

2.1.6 The contested nature of school discipline

The concept of 'loco parentis' allows schools to have considerable authority and responsibility in caring for students and disciplining them. In a broader context, teachers have a right to discipline students who contravene school regulations (Nakpodia, 2010). But, despite the fact that corporal punishment may be a legal statutory instrument, it is argued that punishments should only be a last resort when all possibilities for peaceful settlement has failed and should not be demeaning or used as a behavior management tool (Tshabangu, 2008). Corporal punishment in some schools is often done in excess and that some rules are set without students' participation hence leading to students resistance and breaking of these at times (Tshabangu, 2008; Kiggundu, 2009).

Several research findings have continued to challenge the use of punishments as a means to manage students' discipline (Losen, 2011, Dunlap, 2007) as some teachers admit to striking first and seeking for explanation later, claiming lack of time and energy to talk to students". The continued recurrence and surge of disciplinary problems in some of Tanzanian schools despite use of physical punishment may serve as an indicator that the physical punishment approaches may not be effective. It is noted that teachers who go on to personally brutalize students for a desire to bring about a utopia of harmony in schools often do it to satisfy own ends and mostly do not adhere to statutory regulations (Tshabangu, 2008). African Charter on Human and people's Rights article 5 it can be argued that Corporal punishment indexes a violation of children's rights within some schools. The unnecessarily harsh disciplinary policies are often applied unfairly and disproportionately to some students, which in turn, negatively affects their academic achievement and preparation as democratic citizens (Tshabangu, 2008, Losen, 2011).

2.1.7 Why Do Teachers Administer Corporal Punishment (WDTACP)?

Alhassan, Aboagye and Kankan, (2000a), found that corporal punishment is administered in most Ghanaian Schools and that majority of the teachers, 147(73.5%) comprising sixty-five (65) males and eighty two (82) females were in favour of it and want to continue to use it because they believe that it makes 'children change their bad behaviour' 45 (30.7%) (30 males and 15 females); 'this is the only language they understand' 20 (13.7%) (5 males and 15 females); 'parents flog their children constantly at home 50% (34.1%) (20 males and 30 females); and 'parents demanded that I punish them' 27 (18.5%) 10 males and 17 females. 53(26.6%) teachers were not in favour of corporal punishment in schools. Teaching in schools goes beyond gathering students for learning. It is all encompassing and discipline forms an integral part of it.

For Africans, particularly in Nigeria and Ghana, not sparing the rod is one essential aspect of discipline. School administrators and teachers have power and authority to administer a school disciplinary programme. This power to control and discipline students for infractions is traceable to the age doctrine of in loco-parentis (in place of parents). This position of principals and teachers with regards to disciplinary control of students, especially in imposing corporal punishment is well explained in the Corpus Julis Secundum (79CJS:493 cited in Nakpodia 2012).

The court in democratic societies all over the world has also viewed school officials as standing in loco-parentis, allowing them to regulate the students in any manner subject only to the standards and restraints that the parents would use in supervising the welfare of the child (Nakpodia, 2011). This is appropriate and relevant because every great person was once a child. World Corporal Punishment Research, (<http://www.coe.int/t/dg3/children/corporal>) reported that in the United Kingdom (UK) and generally in the English-speaking world, the use by schools of corporal punishment has

historically been convened by the (same) common law doctrine of in loco parentis, whereby a school has the same rights over minors as their parents. In most places nowadays where it is allowed, corporal punishment in public schools is governed by official regulations laid down by governments or local education authorities.

2.1.8 Administration of Corporal Punishment (ACP)

In 2012, a teacher, Mrs Njideka Imoka, flogged her pupil, Chidinma Ukachukwu, to death. The girl was a pupil of St. John of God Secondary School Awka, Anambra State. Her offence: She refused to do her assignment. In Osun State, Joshua Ajayi, a pupil of Geometry International Group of Schools was beaten to death by his teacher over a case of truancy. The killer teacher is still facing trial. In port Harcourt, Rivers State a 13-year-old student of Shiloh Hills Remedial and Advanced College was flogged till he slumped and died by his Principal, Mr. Chudi Nwoko.

Omotunde Azeez, the 12-year-old pupil of a primary school in Eti Osa LGA and Kabiru Lawal of the same school, were both sad examples of the psychological trauma corporal punishment can inflict on children. In spite of several campaigns, Acts of Parliament and treaties against the administration of corporal punishment, the situation unfortunately persists in public and private schools in Nigeria. Public schools across Nigeria are still like police stations where out-of-control teachers apply the severe form of corporal punishment on hapless pupils. The result is that more pupils are dropping out of school out of fear (<http://www.punchng.com>).

It is to be noted that the prevalence of corporal punishment in Nigeria's schools today is contrary to the United Nations Convention on the Rights of Child (UNCRC) which Nigeria, as a member nation, ratified and signed in 1990. Article 19 of the UNCRC says State parties shall take all legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent

treatment or exploitation, including sexual abuse, while in the care of parent(s) or any other person who has the care of the child. Importantly, in 2011, the Lagos State House of Assembly assented to a bill banning all forms of corporal punishment in public schools in the State. Yet, many teachers continue to flout the rule banning the administration of corporal punishment.

2.1.9 Justification and Criticism of School Corporal Punishment

The issue of school corporal punishment have raised a lot of problems round the world as most people and countries sees it as inhuman, a physical and psychological danger to its receivers and a source of abuse to the child. During the 18th century, the concept of corporal punishment was attacked by some philosophers and legal reformers, some believe merely inflicting pain on miscreants it inefficient, since corporal punishment influences the subject only for a short period of time and effects no permanent change in their behavior whose purposes should be reformative and not retribution.

Poole, Ushkow and Nader (1991), supporters of corporal punishment in schools say that "as soon as the student has been punished he can go back to his class and continue learning in contrast to out-of-school suspension which removes him from the education process and gives him a free holiday." Berrigan, a catholic priest also justifies the use of corporal punishment as it saves much staff time that would otherwise have been devoted to supervisory detention classes or in-school suspension. Most people take school punishment as a disregard to humanity, unreasonable, holds considerable potential for child abuse, tends to be discriminatory with children from poor home etc.

2.1.10 Guidelines in Imposing Corporal Punishment in Schools

Gorton (1983) identified the following ten guidelines extracted from various court cases and often recommended by educational authorities:

- a. Corporal punishment should not be used at all except when the acts of misconduct are so antisocial in nature or so shocking to the conscience that extreme punishment seems warranted – Actus Rea “actual performance of the act” as opposed to Mens Rea.
- b. The particular offences that will result in corporal punishment should be specified.
- c. Evidence that other non-physical methods were used earlier in attempt to help improve the students’ behaviour should be required before corporal punishment is employed.
- d. Corporal punishment should not be used in those situations where physical restraint is more properly called for.
- e. If possible, a neutral party, specifically identified should administer the punishment, rather than the person who was in conflict with the student.
- f. Corporal punishment should be administered only in the presence of another or administrator (or parent) as witness, an individual who was not in conflict with the student – Amicus Curiae “a friend in the matter, one who is not a party to the case but appears to call his attention to some point of law or facts”. Also, the school administrator can authorize another teacher to inflict the punishment “colore – extending one’s authority by the virtue of his office”, “exofficio – by virtue of his office”.

- g. Exempt from receiving corporal punishment those students who have psychological or medical problems.
- h. Provide due process before administering the corporal punishment, including informing the student of the rule that has been broken presenting the student with the evidence indicating that the student has violated the rule and providing the student with an opportunity to challenge the allegation – Audi Alterem Partem “give the other side a chance; judgment can only be passed after hearing both parties to a case”.
- i. Specify the kinds of documentation that will be required for administering corporal punishment.
- j. Forbid corporal punishment to be used on a continuing basis for those students whose behaviour does not improve after it has been initially administered.

2.1.11 Effects of Corporal Punishment on Students

Harsh physical punishments do not improve students' in-school behavior or academic performance but one way or the other cause more harm than what we have already. The following are some effects of school corporal punishment:

1. Causes depression, fear and anger.
2. Causes withdrawal from school activities.
3. Lowered school achievement.
4. Difficult with concentration.
5. Antisocial behavior.
6. Intense dislike of authority.
7. Somatic complaints and lose of respect.

The above mentioned effects of school corporal punishment have made some organizations opposed to the issue of corporal punishment in our schools nowadays.

2.1.12 Alternate methods to physical Punishments

Children's social behavior can be modeled positively when teachers see themselves as role models for pupils and expertly create deliberate interactions in classrooms in such a way as to foster satisfaction than frustrations. Under such an environment, cooperation, efficiency, cohesion, trust and mutual identification is most likely to result since it is believed that teachers are also aware that classroom experiences provide opportunities for children to mature socially and acquire knowledge (Wolf, 2004). A view is advanced that the proper process of managing discipline is by constantly emphasizing positive behavior and that the action needs to maintain both students and teachers dignity' (Curwin et al, 2008). When disciplinary measures are used excessively they frustrate students (Ofuyuru & Lawrence, 2011).

Yang (2009) argues that "interventions based on robotic protocol, heavy use of suspensions and expulsions and rule-bound approaches that prescribe same treatment for dissimilar offenses do not improve school climate and do not reduce incidents of violence". Hughes et al, (1985) further contended that teachers, parents and pupils needed to create positive relationship for the effectiveness and harmonious function of a school without a climate of hostility.

2.1.13 Problems with Punishment (PWP)

Any kind of punishment should be considered very seriously. Punishment backfires.

1. For one thing, strong punishment produces aggression in the recipient.
2. Next, punishment does not on and of itself establish a new, acceptable behaviour.

3. Third, children imitate adults, and may consider this aggression something they can do.
4. Punishment should be used carefully and appropriately because it can result in a pupil who is very afraid of many things, not just the problem area; it can create a pupil who begins to feel so inadequate that he or she desires punishment to try to reduce continuous feelings of guilt (Martin & Pear 2003).

Physical punishment over time has a very deceptive advantage: it tends to escalate. The administrators of the punishment become more aggressive and those receiving the punishment develop many problems such as dependency, anger, and resentment. Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, rather than being suspended from school. Opponents believe that other disciplinary methods are equally or more effective. Some regard it as tantamount to violence or abuse. Violence breeds brutality, particularly when it is used as a form of retribution (paying someone back). One author examined 70 different psychology studies on punishment. All of the experiments in the studies concluded that physical punishment is not a desirable method of handling problems (Mauer, 2004).

Other studies have linked corporal punishment to adverse physical, psychological and educational outcome including, increased aggressive and destructive behaviour, increased disruptive classroom behaviour, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, low self-esteem, anxiety, somatic complaints, depression, suicide and retaliation against teacher (Alhassan 1993a; Alhassan 1999d; Reynolds 1999; Poole et al. 2008). The academic success, health and fitness of a punished pupil may be affected as he or she may lose interest and withdraw from the teacher and school activities including sports due to the psycho-social effects associated with punishment. Newell (1972:9) assumes that perhaps the most influential writer on corporal

punishment was the English philosopher John Locke, whose *Some Thoughts Concerning Education* explicitly criticised the central role of corporal punishment in education. Locke's work was highly influential, and may have helped influence Polish legislators to ban corporal punishment from Poland's schools in 1783, the first country in the world to do so. It is now relevant to reflect on what professional associations have to say on school corporal punishment.

2.1.14 Reason Why School Corporal Punishment should be banned

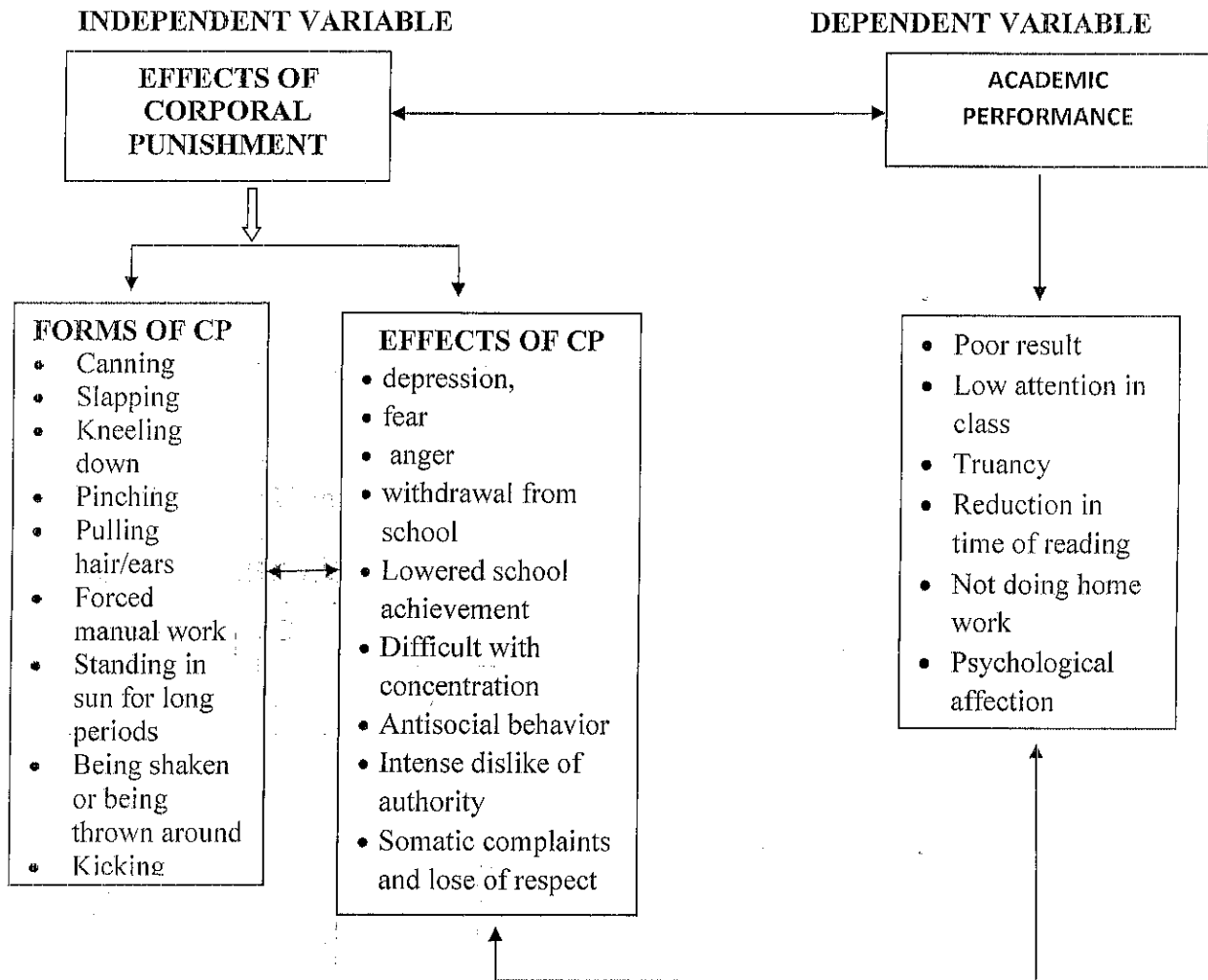
Due to the lasting effects placed on pupils when given these painful punishments, some countries have banned the use of corporal punishment in schools, while some still regards it as good means of punishment because it serves as a means of determent to others.

The reasons why it should be banned are:

1. It has no place in the education of children. Corporal punishment is not allowed in the military, mental institutions and prisons; research shows that children who are beaten and abused are more likely to be prone to depression, low self-esteem and suicide.
2. It perpetuates the cycle of abuse.

Despite the above two reasons why corporal punishment should be banned, 20 states still permit it in its schools. They are Alabama, Arizona, Arkansas, Colorado, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, etc.

2.2 Conceptual Framework



The above consist both independent and dependent variables. The above show a keen nexus between the two variables. The independent variable (effects of corporal punishment) shows both forms of corporal punishment and the effects of corporal punishment. The dependent variable (academic performance) which is the main reason for this study displays the indicators to measure academic performance among secondary school students. The framework also reveals a relationship between academic performance and effects of corporal punishment.

2.3 Theoretical Framework

The following theories were reviewed in this study.

- 1. The Social Learning Theory**
- 2. The Social control Theory**

2.3.1 The Social learning Theory

Social learning theorists such as Albert Bandura (1971), Julian Rotter, share many assumptions with behaviourists, particularly the belief that people are shaped in fundamental ways by their environment through learning processes. According to social learning theory (SLT), aggressive behaviours are learned through reinforcement and the imitation of aggressive 'models' (Bandura, 1965, 1973, 1994). Social learning theorists also acknowledge that classical and operant conditioning is an important influence on human behaviour. However, they add to these learning processes a third: observational learning. They believe people learn by observing others and therefore that other people (the social environment) are particularly important as an influence on behaviour. With the emphasis on observational learning comes a belief that it is impossible to explain human behaviour without considering the role of internal, mental processes in human behaviour, something that behaviourists reject. Observational learning involves a number of cognitive and behavioural processes. In order to learn the behaviour of another, the person must first pay attention to what the other person (called a model) is doing. They must then encode and form a memory of the behaviour the model performs. At a later time, this memory must be translated back into a behaviour so that the observer may imitate it. In order to imitate the behaviour effectively the observer may need to practice it. Whether or not the observer actually makes use of the behaviour they have learned depends on whether they are motivated to do so. The observer's motivation may be affected by several factors, principally, whether they believe that reinforcement is available if they imitate. Their beliefs may be influenced by the

consequences of their past behaviour (as in behaviourism) but also by the observed consequences of the model's behaviour. Imitation is also more likely when the model has high status and is attractive and when the observer has low self-esteem. Furthermore, the parental style that is, Authoritarian, authoritative and permissive styles could be used in explaining this,

According to Baumrind's theory, the way in which children are raised has a major impact on their functioning and well-being. She noted that the manner in which parents meet the joint needs of children for nurturance and limit-setting greatly influences their degree of social competence and behavioural adjustment (Baumrind, 1991, cited in Slicker, 1998). Of the four parenting styles mentioned in Baumrind's typology, authoritative parenting appears to have the most positive behavioural and emotional outcomes. Children of such parents tend to be more socially competent and responsible, more self-reliant and confident and less susceptible to both internalizing and externalizing problems than children exposed to other parenting styles. (Patock-Peckham & Morgan-Lopez, 2007).

- **Authoritarian parenting styles** generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem.
- **Authoritative parenting styles** tend to result in children who are happy, capable and successful (Maccoby, 1992).
- **Permissive parenting** often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.

The combination of low care and high control which characterizes authoritarian parenting has been shown to have opposite effects on children. Among middle class European-Americans, it appears to be associated with the most problematic outcomes among

children and adolescents (Bush & Peterson, 2007). Among U.S. samples, researchers have also found this style to be associated with negative outcomes such as conduct disorder, externalizing behaviour and lower levels of social competence (Baumrind, 1971, cited in Bush & Peterson, 2007). [showmyads]

Bandura's social learning theory suggests possible reasons for the negative effects of authoritarian parenting often cited in the existing literature. Bandura's theory emphasizes the importance of observing and modeling the behavioural, emotional and attitudinal responses of others in our environment. He suggests that we rely on others for information about ourselves, our world, and the way in which we should behave (Bandura, 1977, cited in McPherson, 2004). We observe the behaviours of others as well as the outcomes of their actions and expect to obtain similar results if we imitate them. However, we are more likely to attend to and imitate these behaviours if the person modeling them has an admired status (McPherson, 2004)

Bandura's theory suggests that adolescents observe, interpret, and imitate the actions and emotional reactions of their parents. If parents are harsh, controlling and emotionally cold, children may imitate these patterns in their own interactions, increasing the likelihood of behavioural problems. Adolescents may also interpret these parental behaviours as signs that they are unloved and this could lead to persistent feelings of sadness or depression. Authoritarian decision-making by parents may also be judged as an indication of incompetence on the part of adolescents, causing them to feel helpless and unable to control their own lives.

2.3.2 Social Control theory

Social control theory (Gottfredson & Hirschi, 1994; Hirschi, 1969) contends that how parents socialize and discipline their children is a strong determinant of whether children develop the self-control that prevents them from engaging in aggressive or criminal behavior. Parents' use of harsh punishment, including corporal punishment, is thought to prevent moral internalization by eroding the attachment bond between parent and child; children who do not feel an attachment bond to their parents will fail to identify with them and internalize the parents' values and those of the society, which in turn will result in low self-control (Hirschi, 1969). In turn, individuals low in self-control ignore potential long-term costs and engage in aggressive, antisocial, and criminal acts because they provide immediate and easy gratification of desires (Gottfredson & Hirschi, 1990, 1994, 1995; Hirschi, 1969; Sampson & Laub, 1994). Thus, parents' use of corporal punishment can initiate feelings of low self-control in children, which may predispose children toward aggressive, antisocial, and delinquent or criminal behaviors.

Social control and Social learning theories were adopted as the theoretical framework for the study because, it provides the much needed theoretical structure for the study by offering that children socialize and internalize most of their actions through learning and observation.

2.4 Study Hypotheses

The following research hypotheses formulated for the study based on the research hypotheses.

1. Hypothesis One

Null Hypothesis

H_{01} : There is no significant relationship between canning student and students' academic performance

Alternate Hypothesis

H₁: There is significant relationship between canning student and students' academic performance

2. Hypothesis Two

Null Hypothesis

H₀: There is no significant relationship between student' forced manual work and students' academic performance

Alternative Hypothesis

H₁: There is a significant relationship between student forced manual work and students' academic performance.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter looks at the step-by-step on how this study will be carried out using most appropriate scientific approach to avoid bias.

3.1 Historical Background of Oye-Ekiti

Oye Local Government Area was carved out from the defunct Ekiti North Local Government on 17th May, 1989. Oye Local Government is bounded by Ilejemeje Local Government to the North, Irepodun/Ifelodun to the South, Ikole local Government to the East and Ido/Osi Local Government to the West. It comprises of the following towns and villages: Oye Ekiti, Ilupeju Ekiti, Ayegbaju Ekiti, Ire Ekiti, Itapa Ekiti, Osin Ekiti, Ayede Ekiti, Itaji Ekiti, Imojo Ekiti, Ilafon Ekiti, Isan Ekiti, Ilemeso Ekiti, Omu Ekiti, Ijelu Ekiti, Oloje Ekiti and a host of others.

There are no distinctive ethnic groups in the Local Government as a greater percentage of the people residents are of the Yoruba Language race. Nearly all the people speak Yoruba Language with negligible dialectical variations. The people co-habit with people of diverse race in the Local Government such as Igbiras, Igbos, Idomas, Fulanis and the Hausa communities who pitch their tents in the council areas primarily for economic reasons. Also, the localization of the Federal University in the town has also widened the landscape of Oye Ekiti where all tribes of the federation thereby found the town as a dwelling place.

Economically, the geographical vegetation and the influence of the Federal University located in the town have thus far plays an important role in shaping the economy of Oye Ekiti and have also improved the inhabitant's standard of living. There are variety of Agricultural product in the Local Government Area, prominent among the cash crops are Cocoa, Timber, Cashew, Kola nut, Cassava, Rice, Plantain, Yam, Banana, Oranges, Coconut, Walnuts among others. Agriculture and other petty trades has been the major occupation of Oye dwellers until recent time when the Federal University has been localized. There has been rapid increase in other occupational routines such as tailoring, photographers, commercial motorcycles, food vendors, hostel developers, carpentry works, electricians, etc. Industrially, Oye produces basically nothing at any tangible rate except their subsistence farming activities.

In terms of social life, it is said that, human beings must socialized and interact in the society. Oye people are not left out of this, evidence of this shown in the vast rate of development in Oye Ekiti in the recent time. As one of the influential local government of Ekiti State, Oye Local Government has witness advancement both in population and human resources in the recent time which has immensely contributed to their social life. Different people both students, staffs and others who have got something to do in Oye Ekiti have been able to repose their social status in the town where it's now been transcending from homogeneous society to a more complex whole. People from all over the world now visited Oye Local government to stay and as tourism.

Religiously, the people of Oye by way of worship are predominantly Christians and few Muslims. They believe in the existence of the Supreme Being. Outside this, they still have the practice of traditional worshipping with their unique shrines for their various deities like, Ogun, Obatala and other way of celebrating their cultural duties.

3.2 Design of the Study

This study is a descriptive study. In this study, both primary and secondary data were implored for the study. Primary data was collected from the students in the selected secondary schools. Both qualitative and quantitative method of data collection was used. In-depth Interview was used for the qualitative method while quantitative data was collected using the semi-structured questionnaire method. The instrument was administered on the students to elicit relevant information on the subject matter.

3.3 Population of the Study

The adequate population for this study was simply of all the students in the selected secondary schools in Oye-Ekiti Local Govt. All the existing arms of the classes in both senior and junior secondary schools were represented base on the sample size decided for this study as adequate representation for this study.

3.4 Sample Size

For the sample size of this study, 20% of the total number of the students from all the selected secondary schools was sampled. This enables the sample size to be a good representative of the population. The table below explains better the selected secondary schools, population of the targeted students and the sample size from each school. From the table below, a total of two hundred and twenty (220) students represent the total population of the selected secondary schools in Oye Ekiti Local government; they were administered semi-structured questionnaire to elicit information on their individual experience on the effect of corporal punishment on academic performance of students in across all the selected secondary schools in the Local government. See Table 1 below for the distribution of the respondents.

Table 1: The Distribution of Students from each Selected Secondary Schools in Oye-Ekiti

S/N	Selected Secondary schools	No. of Students in each selected Schools	Sample Size of each school
1	Our Ladies College Oye-Ekiti	150	30
2	Concentric Model College	145	29
3	St. Augustine Sec. Sch. Oye Ekiti	200	40
4	Community Sch. Aiyegbaju	220	44
5	Oluwanifesimi Private Sch. Ilupeju	100	20
6	Obalatan Sec. Sch. Ilupeju	85	17
7	Shekinat private Sch. Itapa.	125	25
	TOTAL		220

Source: Field Work, 2015.

3.5 Sampling Technique

Because of the nature and peculiarity of this study, the multi stage sampling was explored. That is, the researcher used grab or judgmental sampling technique to select seven (7) secondary schools in Oye-Ekiti community; the next stage was the adoption of purposive sampling technique to select arms of both junior and senior sets in all the selected secondary schools in the Local Government area. The last stage was the adoption of simple random technique to select the students that will participate in responding to the questionnaires in all the selected secondary school.

3.6 Method of Data Collection

For this study, a questionnaire method was explored for data collection. Data or information was collected through direct administration of the instrument to the respondents in their respective schools. The questionnaire was thematically arranged based on the objectives of this study for easy attainment of the objectives. The observational method was also put into use in order to capture some salient information germane to this study which may not be captured by any of the instruments. The researcher moved from one selected secondary school to another to administer the questionnaire to the students. He thereby

monitored the way and manner the students responded to the questions in the instrument to ensure adequate compliance to the questions in the questionnaire.

3.7 Validity and Reliability of the Instruments

To test the validity and reliability of the study, a pre-test was done to ensure that the instrument is capable of attaining all the specific objectives set for this study.

3.8 Data Analysis

The quantitative data collected was analyzed using the SPSS computer software package. These descriptive statistics was presented using mean, frequency tables, percentages, where applicable and cross tabulations tables. The hypotheses for this study were analyzed with the aid of Chi-Square and cross tabulation. The Spearman correlation coefficient to ascertain the statistical relationship in the variables. In each of the hypotheses was tested at 0.05 level of significance. Secondary data sourced on corporal punishment and academic performance from the selected secondary schools was analyzed using content analysis, and categorization of variables.

3.9 Ethical Consideration

The right and emotional state of the students was not infringed upon in any way or form. To this end, the consent of the students was sought with the collaboration of the school Principals. A copy of the instrument for data collection was submitted to hegemony of each of the selected secondary schools in Oye-Ekiti Local Govt. area.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.0 Introduction

This chapter includes the presentation of analysis and interpretation of data collected in the field. Furthermore, the section presents and discusses the results based on the specific objectives and research questions stated in chapter one.

4.1 Analysis of Research Questions

Out of two hundred and twenty (220) questionnaires that were distributed, only a total numbers of two hundred and five (205) were completed and returned. The analysis of data is based on the returned questionnaires.

TABLE 4.1.1: SCHOOL OF RESPONDENTS

VARIABLE	FREQUENCY	PERCENTAGE (%)
SCHOOL OF RESPONDENT		
Obalatan Secondary School	17	8.3
St. Augustine	40	19.5
Shekinat Private School	25	12.2
Our Ladies	30	14.6
Oluwanifesinmi Private School	20	9.8
Community High School	44	21.5
Concentric School	29	14.1
TOTAL	205	100.0

Source: Author's Field Survey, 2015.

Table 4.1.2 shows that out of 205 respondents sampled in the study, 17 (8.3%) were from Obalatan Secondary School, 40 (19.5%) were from St. Augustine School, 25 (12.2%) were from Shekinat Private School, 30 (14.6%) were from Our Ladies Private School, 20 (9.6%) were from Oluwanifesimi Private School, 44(21.5%) were from Community High School and 29(14.1%) were from Concentric Schools. This indicates that respondents from Oluwanifesimi Private School were fully represented while respondents from Obalatan

Secondary School were less represented. This means that there is no equal representation in the research processes.

SECTION A

4.1.2: SOCIO-DEMOGRAPHIC CHARACTERIATICS OF THE RESPONDENTS

VARIABLE	FREQUENCY	PERCENTAGE (%)
AGE		
11-15	75	36.6
16-19	92	44.9
20-23	32	15.6
Others	6	2.9
TOTAL	205	100.0
SEX		
Male	107	52.2
Female	98	47.8
TOTAL	205	100.0
RELIGIONS		
Christianity	139	67.8
Islam	43	21.0
Traditional	18	8.8
Others	5	2.4
TOTAL	205	100.0
FATHER'S OCCUPATION		
Civil Servant	81	39.5
Businessman	77	37.6
Artisan	22	10.7
Others	25	12.2
TOTAL	205	100.0
MOTHER'S OCCUPATION		
Civil Servant	78	38.0
Businesswoman	92	44.9
Artisan	18	8.8
Others	17	8.3
TOTAL	205	100.0

Source: Researcher's Field Survey, 2015.

The table above shows the socio-demographic characteristics of the respondents sample in the study. It was discovered that, 75 respondents representing 36.6% were between the ages of 11-15 years, while 92 respondents representing 44.9% were within the ages of 16-19 years, 32 respondents representing 15.6% were ages of 20-23 years and 6 respondents representing 2.9% were 23 years and above.

As regards the gender distribution, out of 205 respondents, 107 were male representing 52.2% of the total number of respondents, while 98 respondents representing 47.8% were female.

Concerning the religious affiliation of the respondents, the table shows that 67.8% of the respondents are Christians while 21.0% are Muslims, 8.8% are traditionalists, other believe systems occupies only 2.4 percent. This studies shows that most of the respondents in this study are predominantly Christians and this may probably due to the fact that Oye Ekiti is predominantly occupied by Christians.

Furthermore, the occupational backgrounds of the respondents' fathers were reviewed, 39.5% are civil servants, 37.6% are businessman, and 10.7% are artisans, while others fall in the range of 12.2%.

The table also shows that 38.0% of the respondents' mothers are civil servants, 44.9% are businesswomen, 8.8% are artisans and others are in the range of 8.3%

Table 4.1.3: Socio-Demographical Characteristics of respondents

PARENT LIVING TOGETHER		
Yes	154	75.1
No	51	24.9
TOTAL	205	100.0
WITH WHOM LIVING		
Both Parents	147	71.7
Father Only	16	7.8
Mother Only	23	11.2
Grand Parent	13	6.3
Relative	6	2.9
TOTAL	205	100.0
FATHER'S LEVEL OF EDUCATION		
No Education	27	13.2
Primary	15	7.3
Secondary	68	33.2
Post Secondary	76	37.1
Others	19	9.3
TOTAL	205	100.0

As regards the living condition of the respondents' parents, 75.1% of the parents live together while 24.9% live separately. This may be as a result of divorced or other factors such as migration or working condition.

Also, the respondents were asked of whom they live with, 71.7% of the respondents live with both parents, i.e. they live with both their biological parents while 7.8% of the respondents live with their fathers only, 11.2% live with their mothers only, 6.3% live with Grandparents, and 2.9% live with Relatives.

The educational qualification of the respondents' fathers indicate that, 13.2% of the fathers are with no educational backgrounds, 7.3% are with primary educational level, and 33.2% are secondary school leavers while 37.1% are post secondary school leavers, others fall in the range of 9.3%

Table 4.1.1.2

MOTHER'S LEVEL OF EDUCATION		
No Education	29	14.1
Primary	15	7.3
Secondary	61	29.8
Post Secondary	78	38.0
Others	22	10.7
TOTAL	205	100.0

Only 14.1% of the respondents' mothers are with no educational background, 7.3% are primary school leavers, 29.8% are secondary school leavers, while 38.0 are with post secondary school certificates and others fall in 10.7%

SECTION B

TABLE 4.1.3: THOSE AUTHORIZED TO ADMINISTER CORPORAL PUNISHMENT

TEACHER ON DUTY	FREQUENCY	PERCENTAGE (%)
Yes	160	78.0
No	43	21.0
Not Sure	2	1.0
TOTAL	205	100.0
CLASS TEACHER		
Yes	160	78.0
No	39	19.0
Not Sure	6	2.9
TOTAL	205	100.0
SUBJECT TEACHER		
Yes	160	78.0
No	40	19.5
Not Sure	5	2.4
TOTAL	205	100.0
DEPUTY HEAD		
Yes	146	71.2
No	48	23.4
Not Sure	11	5.4
TOTAL	205	100.0
HEAD TEACHER		
Yes	153	74.6
No	43	21.0
Not Sure	9	4.4
TOTAL	205	100.0
PREFECTS		
Yes	102	49.8
No	88	42.9
Not Sure	15	7.3
TOTAL	205	100.0
ALL OF THE ABOVE		
Yes	125	61.0
No	65	31.7
Not Sure	15	7.3
TOTAL	205	100.0

The table above indicates and seek the respondents opinions on those authorized to administer corporal punishment on students, in the table, it was discovered that the majority of the respondents i.e., 78.0% agreed that the teachers on duty are authorized to administer corporal punishment on students. An in-depth interview conducted captured some of the views of the respondents:

Only the principal is authorized to administer corporal punishment. Whenever a male teacher administers punishment on the female students, he may at the same time infringe on the personality of such given student. (IDI, Concentric Priv. Sch. Oye Ekiti, 2015).

Another respondent had this to say:

“The prefects and Head teachers are also authorized to administer corporal punishment on students since they may have been granted the permission from the management to do so. The prefects in my school are allowed to administer light cores such as picking of dirty substances on the ground, cleaning and darkening the chalk board and so on. (IDI, St. Augustine Sec. Sch. Oye Ekiti 2015)

Also in the table, 78.0% of the respondents agreed that the class teachers are authorized to administer corporal punishment on students. The majority of the respondent, precisely 78.0% further suggested in the table that the subject teachers are also authorized to administer corporal punishment on students. A substantial amounts of the respondents, in an accurate figure of 71.2% also agreed that the Deputy Head teachers are authorized to administer corporal punishment on students. The respondents further suggested that the Head Teachers are also authorized to administer corporal punishment on students.

The above table also indicates that 49.8% of the respondents are also in support of the prefects in administering corporal punishment in school. Majority of the respondents i.e. 61.0% agreed that all of the above personnel are authorized to administer corporal punishment on students.

SECTION C

TABLE 4.1.3: FORMS OF COPORAL PUNISHMENT

	FREQUENCY	PERCENTAGE (%)
CANING		
Yes	165	80.5
No	37	18.0
Not Sure	3	1.5
TOTAL	205	100.0
KNEELING DOWN		
Yes	159	77.6
No	36	17.6
Not Sure	10	4.9
TOTAL	205	100.0
FORCED MANUAL WORK		
Yes	111	54.1
No	78	38.0
Not Sure	16	7.8
TOTAL	205	100.0
STANDING IN SUN		
Yes	70	34.1
No	127	62.0
Not Sure	8	3.9
TOTAL	205	100.0
OTHERS		
Yes	2	1.0
No	9	4.4
Not Sure	2	1.0
TOTAL	13	6.3
System	192	93.7
TOTAL	205	100.0

The findings reveal that 80.5 % of the respondents acknowledged the fact that the use of canning is a form of corporal punishment known to them. This implies that canning is a common form of corporal punishment generally known to students in the community as a whole. The table further suggested that 44.4% of the respondents agreed that slapping is also a form of corporal punishment used in schools by the teachers. Also the study indicates that majority of the respondents i.e. 77.6% agreed that kneeling down is also a form of corporal punishment used in schools by the teachers. A numbers of respondents, 54.1% agreed that the used of forced work such as weeding, washing of cotton or toilets are also a form of corporal punishment used in schools by the teachers. An interview granted to the respondent reveals that:

“The writing of apology letters to the management is a form of corporal punishment used in my school; students can also be forced to stand at the front of the class for a specific duration so as to serve as deterrent to others. (IDI, Obalatan Sec. Sch. Ilupeju, 2015).

Respondents agreed to the fact standing in sun is also a form of corporal punishment used in schools by the teachers where 34.1% of the respondents agreed to this. In addition, 22.4 % of the respondents agreed that all of the aforementioned forms of corporal punishment are used in their schools. The study also indicates that 29.8% of the respondents agreed that none of the forms of corporal punishment are used in their schools. Finally, 1.0% of the respondents agreed that other forms corporal punishments such as letter writing, washing of cottons are used in their schools.

From the In-depth Interview granted;

Majority of the respondents granted interview stated that canning, kneeling down and forced on manual job are the most used common forms of corporal punishment known to them. (IDI, all interviewed individuals from selected schools)

SECTION D

TABLE 4.1.4: RESPONDENTS RESPONSES ON EFFECT OF CORPORAL PUNISHMENT ON STUDENTS' ACADEMIC PERFORMANCE

AFFECT STUDENTS' ACADEMIC PERFORMANCE	FREQUENCY	PERCENTAGE (%)
Agree	80	39.0
Strongly Agree	47	22.9
Undecided	21	10.2
Disagree	31	15.1
Strongly Disagree	26	12.7
TOTAL	205	100.0
DOES NOT ALLOW STUDENT TO CONCENTRATE		
Agree	66	32.2
Strongly Agree	55	26.8
Undecided	21	10.2
Disagree	29	14.1
Strongly Disagree	34	16.6
TOTAL	205	100.0
AFFECT MY ACADEMIC PERFORMANCE		
Agree	65	31.7
Strongly Agree	52	25.4
Undecided	19	9.3
Disagree	40	19.5
Strongly Disagree	29	14.1
TOTAL	205	100.0

In the table above, all respondents agreed that the use of corporal punishment affect them academically most especially when it is used in excessive way. There was a varying response. 39.0% of the respondents agreed that the use of corporal punishment affect their academic performances while 22.9% strongly agree, 10.2% remain undecided, 15.1% disagree and 12.7% strongly disagree to the fact that corporal punishment affects their academic performance. It should be noted that majority of the respondents agree that the use of corporal punishment affect them academically but what is surprising was that a good proportion of respondents (though not majority) don't see this measure as a problem.

Furthermore, it could be observed that 32.2% of the respondents agree that the pains of corporal punishment does not allow students to concentrate on their studies 26.8% strongly agree to this fact, 10.2% remained undecided while 14.1% of the respondents disagree and

16.6 strongly disagree to this notion. The total positive response here is 59.0% showing that the pains experienced on the administration of corporal punishment has a great influence on academic performance.

The data shows the responses on “Corporal punishment affects my academic performance, 31.7% agree to the fact that Corporal punishment affects their academic performance, 25.4% strongly agree to this assumption, 9.3% remain undecided, while 19.5 disagree and 14.1% strongly disagree that Corporal punishment affect them academically.

Four different individuals granted interview agreed that the use of corporal punishment affect their academic performance when used in an abusive or excessive manner. This would therefore make them to be backward in their academic pursuance. (IDI, Community, Oluwanifesimi, Our Ladies & Shekinat Priv. Schools.)

Another respondent have this to say”

The use of corporal punishment leads to loss of memory, depression, and low self esteem and so on. On this basis, it will affect my academic performance. The use of corporal punishment can therefore make me to run from school and this affect my result at the end of the session.

DOES NOT COME SCHOOL		
Agree	86	42.0
Strongly Agree	63	30.7
Undecided	18	8.8
Disagree	23	11.2
Strongly Disagree	15	7.3
TOTAL	205	100.0
LIKE THE USE OF CORPORAL PUNISHMENT		
Agree	61	29.8
Strongly Agree	45	22.0
Undecided	18	8.8
Disagree	25	12.2
Strongly Disagree	56	27.3
TOTAL	205	100.0

Source: Author's Field Survey, 2015.

In the item 4 above, a highest numbers of respondents 43.4% agree that some students leave home and never get to school because of Corporal punishment, 26.3% strongly agree, few numbers of 9.3% are undecided while 14.1% disagree and lowest proportion of responses 6.8% strongly disagree. The final notice on this is that the highest proportion of respondents is in agreement that some student didn't get to school due to the use of Corporal punishment against them.

A huge number of respondents i.e. 34.6% agree that Corporal punishment affect the Psyche of students, 22.9% strongly agree, 19.5% are undecided, 13.7 disagree while 9.3% strongly disagree. A total number of respondents support the fact that the use of Corporal punishment affects the psyche of student.

In the table, a total response of 33.7% agree that most student forget or fail to do their home work as a result of fear of Corporal punishment, 23.9% strongly agree, 13.2 remain undecided, 20.5 disagree and 8.8 strongly disagree.

The findings implies that a highest proportion of respondents 42.0% agree that some students do not come to school simply because of the use Corporal punishment, 30.7% strongly agree, 8.8% are undecided, 11.2% disagree while 7.3% of the respondents strongly disagree.

Lastly, item eight of the table shows that 29.8% of the respondents agree that they like the use of Corporal punishment, while 22.0% strongly agree, 8.8% are undecided, 12.2% disagree, while 27.3% strongly disagree on the likeness of Corporal punishment.

It could therefore be concluded that most of the students prefer the use of corporal punishment despite its effect o their academic performance

SECTION E

TABLE 4.1.5: TEACHER AND STUDENTS' VIEWS ON THE USE OF CORPORAL PUNISHMENT AND ITS EFFECTS ON ACADEMIC PERFORMANCE

C/P IS NECESSARY TO MAINTAIN DISCIPLINE IN SCHOOL	FREQUENCY	
Agree	90	43.9
Strongly Agree	78	38.0
Undecided	13	6.3
Disagree	13	6.3
Strongly Disagree	11	5.4
TOTAL	205	100
C/P SHOULD NOT BE ABOLISHED	FREQUENCY	
Agree	63	30.7
Strongly Agree	78	38.0
Undecided	26	12.7
Disagree	18	8.8
Strongly Disagree	20	9.8
TOTAL	205	100.0
TEACHERS ABUSE THE USE OF C/P AT THE DETRIMENT OF STUDENTS	FREQUENCY	PERCENTAGE (%)
Agree		
Strongly Agree	63	30.7
Undecided	53	25.9
Disagree	28	13.7
Strongly Disagree	33	16.1
TOTAL	28	13.7
	205	100.0

From the table above, 43.9% of the respondents agree that the use of corporal punishment is necessary to maintain discipline in their school, 38.0% strongly agree, 6.3% are undecided, 6.3 disagree while 5.4 strongly disagree, It should be noted that majority of the respondents agree that the use of corporal punishment is necessary to maintain discipline in their school despite the fact the use of corporal punishment is always use at their own detriment. This positive response might have come due to their cultural setting or environmental factor.

It could also be discovered that the majority of the respondents i.e. 39.0% strongly agree that in the absence of corporal punishment, discipline has become worse in their schools, 29.3% agree, 7.8% remained undecided, while 12.7% disagree and 11.2% strongly disagree. This supports our earlier findings.

In addition, the highest proportion of the respondents i.e. 38.7% strongly agree that corporal punishment should not be abolished in their respective schools, 30.7% agree, 12.7% are undecided, 8.8% disagree while 9.8% strongly disagree. On this notion, it could be deduced that the majority of the respondents i.e. 69.4% are in support that the use of corporal punishment should still manifest in the school community so as to serve as a means of behavioral control.

A respondent from Obalatan Sec. School gives much detail on his perception upon the use of corporal punishment, *"he was of opinion that although the use of corporal punishment is quite good in correcting children unruly behaviors but rather could be destructive when used in an excessive manner"*. Another respondent from C.M.C Oye Ekiti, says that "corporal punishment is good to control child behavior and to also serve as a deterrent to others from doing the same offense. (IDI, Obalatan Sec. & Concentric Model College).

As regards the adoption of alternative means to child control system, the highest proportions of the respondents equally agree and strongly agree i.e. 28.8% and 28.8% respectively, 17.6% are undecided, 14.1% disagree, 10.7% strongly disagree that other methods of maintaining discipline beside corporal punishment are ineffective, this suggesting that the use of corporal punishment should be retained in the school curriculum.

In the table above, the highest numbers of respondents, representing 39.0% strongly agree that, the use of corporal punishment helps in character building in pupils, 38.5% agree, while 12.2% remain undecided, 6.3% disagree and 3.9% strongly disagree.

It should also be noted in the table that respondents representing 29.3% agree that the use of corporal punishment has an effect on students' academic performance, while 30.2% strongly agree, 12.7% remained undecided and 12.2% disagree while 15.6% strongly disagree. It could therefore be noted that the majority of the respondents are in support that the use of corporal punishment really has an effect on students' academic performance. This has helped in the earlier findings. One of the respondents had this to say during the IDI conducted:

Corporal punishment is good to train children if it is used in a moderate way, although too much use of corporal punishment can lead to hatred and dislike of such person being. It is therefore suggested that corporal punishment should be abolished and find an alternative means of child control (IDI, Our Ladies College)

Table 4.1.6: Teacher and Students' Views on the use of Corporal Punishment and its Effects on Academic Performance

OTHER METHOD MAINTAINING DISCIPLINE ARE INEFFECTIVE		
Agree	59	28.8
Strongly Agree	59	28.8
Undecided	36	17.6
Disagree	29	14.1
Strongly Disagree	22	10.7
TOTAL	205	100.0
EFFECT ON STUDENTS' ACADEMIC PERFORMANCE		
Agree	60	29.3
Strongly Agree	62	30.2
Undecided	25	12.2
Disagree	26	12.7
Strongly Disagree	32	15.6
TOTAL	205	100.0
TOO MUCH USE OF C/P MAKES SOME STUDENTS TO DROP OUT FROM SCHOOL		
Agree	67	32.7
Strongly Agree	72	35.1
Undecided	23	11.2
Disagree	22	10.7
Strongly Disagree	21	10.2
TOTAL	205	100.0
SOME TEACHERS ARE SEEN TOO WICKED IN THE ADMINISTRATION OF C/P		
Agree	65	31.7
Strongly Agree	84	41.0
Undecided	27	13.2
Disagree	15	7.3
Strongly Disagree	14	6.8
TOTAL	205	100.0

Furthermore, highest numbers of the respondents representing 35.1% strongly agree that too much use of corporal punishment and its pains makes some students to drop out in school 32.7% agree, 11.2 fails to give answers, 10.7% disagree while 10.2 strongly disagree.

In the item eight (8) of the table above, highest proportions of the respondents representing 41.0% strongly agree that some teachers are seen too wicked in the administration of corporal punishment, 31.7% agree, 13.2% remained undecided, 7.3% disagree and 6.8 strongly disagree.

Also, 30.7% of the respondents agree that teachers abuses the use of corporal punishment at the detriment of the students, 25.9% strongly agree to this assumption, respondents, representing 13.7% are undecided while 16.1% disagree and 13.7% strongly disagree.

SECTION F

TABLE 4.1.6: PARENTS/GUARDIAN PERCEPTION OF CORPORAL PUNISHMENT USED ON STUDENTS

PARENTS DON'T LIKE CORPORAL PUNISHMENT		
Agree	76	37.1
Strongly Agree	40	19.5
Undecided	20	9.8
Disagree	33	16.1
Strongly Disagree	36	17.6
TOTAL	205	100.0
NEVER BEEN PUNISHED		
Agree	33	16.1
Strongly Agree	41	20.0
Undecided	24	11.7
Disagree	51	24.9
Strongly Disagree	56	27.3
TOTAL	205	100.0
PARENT NEVER FOLLOWED		
Agree	73	35.6
Strongly Agree	69	33.7
Undecided	20	9.8
Disagree	24	11.7
Strongly Disagree	19	9.3
TOTAL	205	100.0

From the table above, majority of the respondents representing 37.1% agree that their parent don't like corporal punishment at all, 19.5% strongly agree, 9.8% fails to give answers, 16.1% disagree and 17.6% strongly disagree. From the Interview granted, majority of the respondents pointed out that their parent especially mother was against the use of corporal punishment simply because it gives children long time pains and could damage child/teacher's relationship. This could therefore lead to truancy and forgetfulness. An indepth Interview;

The generality of the respondents interviewed representing 100% totally agreed that they were all aware of the use of corporal punishment in their schools, although their parents does not often administer it on them

Meanwhile, a respondent at St. A.C.S state that he is used to the use of corporal punishment at home, most especially from his mother (IDI, St. Aug. Oye Ekiti, 2015).

Also in item two (2) of the table, there is negative response from the respondents, highest frequencies of the respondents representing 27.3% strongly disagree that they have never been punished in their schools, 24.9% disagree, 20.0% strongly agree while 16.1% agree and 11.7% remained undecided.

This implies that almost all students have been a victim of corporal punishment in one way or the other in their respective schools.

Furthermore, respondent representing 35.6% agree that their parent have never followed them to school due to the use of corporal punishment against them, 33.7% strongly agree, 9.8% remained undecided, while 11.7% disagree and 9.3% strongly disagree.

Also in the item five (5) of the table above, only 27.3% of the respondents agree that their parent strongly believe that corporal punishment is responsible for their poor/decline in academic performance, 21.0% strongly agree, 13.7% are not certain, 21.5% disagree, and 16.6% strongly disagree. The assumption is that both the parents and students generally believe that the use of corporal punishment would affect students' academic performance when it' is used in an abusive manner.

SECTION G:

TABLE 4.1.7: IF SCHOOL MANAGEMENT, STUDENTS AND PARENTS/GUARDIANS WANT CORPORAL PUNISHMENT BANED OR ABOLISHED

PRINCIPAL AND VICE DO NOT LIKE C/P		
Yes	40	19.5
No	131	63.9
Don't Know	34	16.6
TOTAL	205	100.0
MGT WANTS C/P BANNED		
Yes	48	23.4
No	131	63.9
Don't Know	26	12.7
TOTAL	205	100.0
PARENTS WITHDRAW THEIR CHILDREN BECAUSE OF TOO MUCH USE OF C/P		
Yes	93	45.4
No	105	51.2
Don't Know	7	3.4
TOTAL	205	100.0
MOST STUDENTS ARE LOOKING FORWARD TO SEE C/P BANNED		
Yes	98	47.8
No	101	49.3
Don't Know	6	2.9
TOTAL	205	100.0
SOME STUDENTS RUN AWAY BECAUSE OF THE USE OF C/P		
Yes	112	54.6
No	87	42.4
Don't Know	6	2.9
TOTAL	205	100.0

From the table above, highest proportion of respondents, representing 63.9% disagree that the principal and the vice do not like corporal punishment at all, while 19.5% agree that the principal and the vice do not like corporal punishment, only 16.6% of the respondents fails to give response base on this question. This implies that almost all respondents are of opinion that the principal and the vice do like the use of corporal punishment in school.

There is negative response from the respondents on the item two (2) of the table above, a high proportion of respondents representing 63.9% disagree that the management wants corporal punishment banned in school, only 23.4% agree to this question while 16.6% declined to give answer to the question in quote.

Furthermore, it is discovered that the majority of the responses i.e. 75.6% of the respondents disagree that their parents come to school virtually every day to fight and complain about the wrong use of corporal punishment, only 20.5% agree while 3.9% remained ambiguous.

Also, the opinion of the respondents on whether some parent withdraw their children because of too much use of corporal punishment in school shows that 51.2% of the respondents said that they disagree while 45.4% agree and 3.4% of the responses remain uncertain. The finding reveals that 43.9% of the respondents agree that parent/guardians strongly believe that corporal punishment will affect academic performance of their child, 51.2% disagree while 4.9% fail to answer to the questions. This may be as a result of family background or environmental factor.

Item six (6) of the table above shows that 47.8% of the respondents are in support that most students are looking forward to see corporal punishment banned in their school while 49.3% disagree while 2.9% gives uncertain answers. This implies that most of the respondents do not want corporal punishment banned in their schools. This has helped in the study

Lastly, in the table above, it is discovered that highest proportion of the respondents i.e. 54.6% agree that some students run away because of corporal punishment in their schools, while 42.4% disagree and 2.9% remain uncertain. It further suggests this would lead to truancy and hooliganism when the punishment becomes harsh on them.

4.2 HYPOTHESES TESTED

The following hypotheses were tested with the aid of descriptions statistics statistical tools, particularly through simple percentage (%) and Pearson Chi-Square.

Table 4.2.1 Relationship between Canning and Academic Performance

CANING	ACADEMIC PERFORMANCE					TOTAL	X ²	df	P
	A	SA	UN	D	SD				
YES	71(34.6%)	39(19.0%)	10(4.9%)	26(12.7%)	19(9.3%)	165(80.5%)			
NO	9(4.4%)	8(3.9%)	10(4.9%)	5(2.4%)	5(2.4%)	37(18.0%)			
NOT SURE	0(0%)	0(0%)	1(0.5%)	0(0%)	2(1%)	3(1.5%)			
TOTAL	80(39.0%)	47(22.9%)	21(10.2%)	31(15.1%)	26(12.7%)	205(100%)	26.855	8	<.05

In the table 4.2.1, the result of Chi-square test of independence shows a relationship between canning as a method of corporal punishment and academic performance ($X^2=26.855$; $df(8)$, $p<.05$). The result showed that respondents who agreed that caning is a method of corporal punishment (34.6%) greatly showed that it affects academic performance. The hypothesis was therefore accepted.

Table 4.2.2 Relationship between kneeling down and Academic Performance

K/DO WN	ACADEMIC PERFORMANCE					TOTAL	X2	df	P
	A	SA	UN	D	SD				
YES	64(31.2%)	38(18.5%)	9(4.4%)	27(13.2%)	21(10.2%)	159(77.6%)			
NO	10(4.9%)	7(3.4%)	11(5.4%)	4(2.0%)	4(2.0%)	36(17.6%)			
NOT SURE	6(2.9%)	2(1.0%)	1(0.5%)	0(0%)	1(0.5%)	10(4.9%)			
TOTAL	80(39.0%)	47(22.9%)	21(10.2%)	31(15.1%)	26(12.7%)	205(100%)	22.829	8	<.05

In the table 4.2.2, the result of Chi-square test of independence shows a relationship between kneeling down as a method of corporal punishment and academic performance ($X^2=22.829$; $df(8)$, $p<.05$). The result showed that respondents who agreed that kneeling down are a method of corporal punishment (31.2%) greatly showed that it affects academic performance. The hypothesis was therefore accepted.

Table 4.2.3 Relationship between forced manual work and Academic Performance

K/DOWN	ACADEMIC PERFORMANCE					TOTAL	X2	df	P
	A	SA	UN	D	SD				
YES	45(22.0%)	24(11.7%)	6(2.9%)	22(10.7%)	14(6.8%)	111(54.1%)			
NO	29(14.1%)	18(8.8%)	11(5.4%)	8(3.9%)	12(5.9%)	78(38.0%)			
NOT SURE	6(2.9%)	5(2.4%)	4(2.0%)	1(0.5%)	0(0.0%)	16(7.8%)			
TOTAL	80(39.0%)	47(22.9%)	21(10.2%)	31(15.1%)	26(12.7%)	205(100%)	13.934	8	>.05

In the table 4.2.3, the result of Chi-square test of independence shows a relationship between forced manual work as a method of corporal punishment and academic performance ($X^2=13.934$; $df(8)$, $p>.05$). The result showed that respondents who agreed that forced manual work is a method of corporal punishment (22.0%) greatly showed that it does not affect academic performance. The hypothesis was therefore rejected.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY

The study dealt with the effects of discipline on students' academic performance in some secondary schools in Nigeria. On the whole, the study revealed that school rule and regulation play significant roles in enhancing students' academic performance.

In the first chapter, the study examined several patterns through which children unruly behavior is being checked and controlled. The findings show that verbal abuse, constant beating, hawking and farming are the areas which child abuse practices are more pronounced. Keep kids healthy .com (2006) also confirms the findings by stating different major forms of child abuse, which include physical assault or beating and emotional or verbal abuse. The study reveals that although corporal punishment is a significant mechanism for child control in the state but sooner or later, the consequence could be detrimental to such given child and the society at large.

Chapter two explored relevant literatures on the use and effect of corporal punishment on children in line with its consequences on their academic performances. Children whose parents use corporal punishment to control antisocial behavior show more antisocial behavior themselves over a long period of time, regardless of race and socioeconomic status. Corporal punishment erodes trust between a parent and a child, and increases the risk of child abuse; as a discipline measure, it simply does not decrease children's aggressive or delinquent behaviors (Straus, 1994). Advocates of corporal punishment have gone a long way in arguing against or for the use of corporal punishment in due course. The findings portend that the use of corporal punishment is prevalent in Africa most especially in Nigeria due to the fact that punishment does not go against our culture. Thus, this should be used in an orderly manner.

Children who get spanked regularly are more likely over time to cheat or lie, be disobedient at school, bully others, and show less remorse for wrongdoing (Straus, Sugarman, & Giles-Sims, 1997).

The chapter three is on the methodology of this study. It discussed the design of the study, population and sample size of the study, sampling technique was also looked at. The instrument and method of data analysis were discussed. Both quantitative and qualitative methods of data collection were used in the research process.

Corporal punishment causes direct physical harm to children and impacts negatively in the short- and long-term on their mental and physical health, education and cognitive development. Far from teaching children how to behave, it impairs moral internalization, increases antisocial behaviour and damages family relationships. It increases aggression in children, is linked to intimate partner violence and inequitable gender attitudes and increases the likelihood of perpetrating and experiencing violence as an adult. Respect for children's rights to protection, health, development and education requires that all corporal punishment of children be prohibited in law and eliminated in practice.

5.2 CONCLUSION

Corporal punishment is a form of child abuse especially when it is being used in an abusive manner. Corporal punishment can be seen basically as a social issue over the years. Thus, this has been a key problem in Oye Local Government Area. There have been categorized forms of Corporal punishment used in the state, but the most commonness type is canning, kneeling down and forced manual work. The adoption of Corporal punishment has various effects on students psyche, emotion and personality, this therefore resulted to student inability to relate well with their peers, and they become highly aggressive and at the same time affect their academic performances.

It is noted in the study that, Corporal punishment is both beneficial and detrimental to human social life right from birth to adulthood. Despite these benefits, Corporal punishment faces systematic discrimination throughout the world and is therefore, at risk of a variety of abuses. Furthermore, Corporal punishment has been considered a menace in the society, the Ekiti State government through their "Child Right Law" 2003 has tackled the rate at which children are being abused in Ekiti State also with the intervention of all stakeholders in the state. More so, the spate of child abandonment in the state, which has led to increase in the numbers of children at the motherless babies' home in the state, is another major concern. Children who lack parental care are prone to all sort of bad behaviours in their adulthood. Thorough work is needed from the grass root to curb this menace, but more is still needed to be done in order to properly check the increasing rate of unruly behavior of children in Oye Ekiti Local Government Area..

5.3 RECOMMENDATIONS

From the findings of this research paper, the following recommendations are made;

- This study extends and suggests that those authorized to administer corporal punishment on children shall be encouraged not to be too harsh with its use or otherwise use alternative forms of correction of students' unruly behavior. In regard to attain such purpose, teachers training and education programs that emphasize alternative disciplinary tactics to corporal punishment and psychological aggression may make an important contribution to reconciliation of both students and teachers.
- Awareness must be brought among teachers pertaining to the adverse impacts of corporal punishment on students' academics, psyche and personality development.

- Students shall be counseled through awareness programs for being polite and respectful to their teachers. They shall be intimated regarding the usefulness of punctuality, conduction of homework, eschew of making noise in class, confirm health and hygiene, and shall not quarrel with their school fellows. Moreover, parents' role is inevitably significant in order to consult the teachers, ask for the students output and progress and performance in curricula and co-curricular school affairs.
- Abolishing corporal punishment in schools by government is not inadequate, as it is not only harmful to students but also violates children's rights. There is need for legislation to be implemented so as to protect children from violence, to promote and ensure human rights.
- Keeping in consideration the socio-cultural and religious values of the area; the role of Non Governmental Organizations is highly significant, which can bring general mass awareness about the impacts of corporal punishment through arrangement of seminars, campaigns, workshops.
- Parents/guardians should be enlightened on the harmful effects and the cumulative negative impacts child abuse as on a child especially when it is done during school hours. Child abuse practices should be discouraged drastically by educating the parents, guardians and children on the right of a child under the law. The child right bill should be implemented in order to eradicate the menace at both urban and rural areas.
- Mass media is one of the most effective sources to highlight the issues of major concern, formation and changing human behaviors and attitudes. In this context,

media should be involved zealously to strive for elimination of such a menace in shape of telecasting different programs, talk shows, documentaries, articles in newspapers and magazines etc.

REFERENCE

- Adams, N. (2003). *Secondary School Management Today*. London, Melbourne, Sydney, Auckland Johannesburg, Hutchinson Ltd, Clandos place.
-
- Adeloye, J. A. (2009) "Truancy among secondary school students in Kano, metropolis and causes". *Proceedings of the 32nd Annual Conference of the Counselling Association of Nigeria*, 210- 223.
- Adeyemo, P. A (1985). *Principles and Practice of Education: University of ile-Ife*. Amin, M.E, (2005). *Social Science Research; Conception, Methodology and Analysis*.
- Akinboye, J. O. (1992), *Behaviour Therapy and Other Treatment Strategies*. Ibadan, Paperback Publishers.
- Alhassan, A. B. (1992), *Absenteeism and Truancy: Cross-Cultural Perspectives*. Onitsha, Nigeria: Leo-Tina Press Ltd.
- Alhassan, A. B. (1993), "The Management of Misbehaviour in Schools" *Ifepychologia*. An International Journal. Vol. 1, No. 2, Ife Centre for Psychological Studies, ISSN 117-1421. 69-77.
- Alhassan, A. B. (1993a), "The causal factors of truancy: cross-cultural perspectives". *Nigerian Journal of Counselling and Consulting Psychology*. Vol. 2, No. 2, Dec. 1993, ISSN 116- 7505, 50-8. Nigerian Association of Consulting Psychologists.
- Alhassan, A. B. (2012), "Towards the Management of Absenteeism and Truancy in the School System". (Eds) Adeyemi, K, and Awe, B. *Rebranding Nigerian Educational System*. Publishing by School of Education, National Open University of Nigeria, Lagos. 282- 305.
- Alhassan, A. B.; Aboagye, J. K. Kankam, G. (2000a), "Indiscipline and Corporal Punishment in Ghanaian Schools: A Psychological Examination of Policy and Practice". *Ghanaian Educational Media and Technology Association Journal*. ISSN 0855-2940. Vol. 3 7-16.
- Anukan,O. (1986) *Child Abuse and Labour: The Nigeria Case*. A Paper Presented at workshop in Enugu, 27 th April- 2nd May, 1986 Bandele, S.O. (2004) *Educational Research in Perspectives*. Niyi Commercial and Printing Ventures, Ibadan, Nigeria.

- Anukan, O. (1986) Child Abuse and Labour: The Nigeria Case. A Paper Presented at workshop in Enugu, 27 th April- 2nd May, 1986
- Bandeled, S.O. (2004) Educational Research in Perspectives. Niyi Commercial and Printing Ventures, Ibadan, Nigeria
- Arab Naz; Waseem Khan, Umar Daraz, Mohammad Hussain, Qaisar Khan International Journal of Business and Social Science. Vol. 2 No. 12; July 2011.
- Baumrind, D. (1967). Child-care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88.
-
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
- Bernard, H. W. (1952), *Mental Health for Classroom Teachers*. New York: McGraw Hill Book Company. Californian Education Code (1990).
- Bush, K. R., & Peterson, G. W. (2007). Family influences on child development. In T. P. Gullotta & G. M. Ramos (Eds.). *Handbook of childhood behavioural issues: Evidence-based approaches to prevention and treatment* (pp. 43-68). New York: Routledge/Taylor & Francis. Californian Education Code (1990).
- Cardwell, M., & Flanagan, C. (2003). *Psychology A2: The complete companion*. United Kingdom: Nelson Thornes Ltd.
- Cicognani, L. (2004). To punish or discipline? Teachers' attitudes towards the abolition of corporal punishment (Unpublished thesis).
- Cole, M., Cole, S. R., & Lightfoot, C. (2005). *The development of children*. England: Worth Publishers.
- Curwin, R. L., Mendler, A., & Mendler, B. D., (2008). *Discipline with dignity*, 3rd edition, U.S.A: Association for supervision and curriculum and curriculum development.
- Curwin, R. L., Mendler, A., & Mendler, B. D., (2008). *Discipline with dignity*, 3rd edition, U.S.A: Association for supervision and curriculum and curriculum development.
- Dunlap, G. D. (2007). The effectiveness of the students' responsibility center, Discipline process in addressing disruptive student, Michigan: Michigan State University.

Egwunyenga, E. J. (2009), "Corporal Punishment and Disciplinary Control of Secondary School Students in Delta State" *Journal of Research In National Development*. 2 (7) 197-208.

Ekiti State, (2005); History of Ekiti State, web; <http://ekitistate.gov.ng/> Copyright © 2015. Government of Ekiti State, Nigeria.

European Scientific Journal March 2013 edition vol.9, No.8 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431 269

Fredericksen, H., & Mulligan, R.A. (2005). *The child and his welfare*. San Francisco U.S.A: W.H Freeman & Company.

Ghana News Agency (2011), Accra, Ghana.

Globe and Mail, (1971), 'Toronto abolishes the Strap', 23rd July. Toronto, Canada.

Gorton, RA (1983). *School Administration and Supervision: Leadership Challenges and Opportunities*. Dubuque, I.A. WMC. 4.

Gregory, JF (1995). "Crime of Punishment: Racial and Gender Disparities in the use of Corporal Punishment in U.S. Public Schools". *Journal of Negro Education (Journal of Negro Education)* 64 (4): 454 – 462. doi:10.2307/2967267. www.findarticle.com/p/articles/mi_qa3626/is_1995_10/ai_n8721467. retrieved 2008-10-30

Hughes, B., Sullivan, H. J., & Mosley, M. L. (1985). External Evaluation, Task Difficulty, and Continuing Motivation. *Journal of Educational Research*, 78, 210-15.

Human Rights Watch. (2008). *A Violent Education: Corporal Punishment of Children in US Public Schools*. Retrieved May 25, 2013 from: <http://www.hrw.org/reports/2008/08/19/violent-education>.

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen & E. M. Hetherington, *Handbook of*

child psychology: Vol. 4. Socialization, personality, and social development (4th ed.). New York: Wiley.

Maccoby, E.E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental Psychology*, 28, 1006-1017.

Olukoya A.O. Department of Guidance & Counselling, Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria. *European Scientific Journal March 2013 edition vol.9, No.8 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431*.

Reynolds, D. (1999), *The Sociology of Schooling*. University College of Swansea Press. South African Schools Act, 1996, article 10.

Simatwa, E.M.W. (2012). Management of student discipline in secondary schools in Kenya: A case study of Bungoma County, *International Research Journals*, 3(1), 172-189.

Skiba, R., & Peterson, R. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional Children*, 32, 200-216.

Smit, M. E. (2010). *The role of discipline in combating violence in schools in the East London region*. East London: University of Fort Hare.

Straus, M. A. (2001), *Beating the Devil Out of them: Physical Punishment in American Families*. New Jersey: Transaction Publishers.

Straus, M. A. (2003), *The Primordial Violence: Corporal Punishment by Parents, Cognitive Development and Crime*. California: Altamira Press.

Sugai, G. (2005). Postmodernism and emotional and behavioral disorders: Distraction or advancement. *Behavioral Disorders*, 23, 171-177.

Sugai, G., & Horner, R. H. (2006). Discipline and behavioral support: Practices, pitfalls, & promises. *Effective School Practices*, 17(4), 10-22.

Sugarman, M.A., D.B., & Giles-Sims, J. (1997). Spanking by parents and subsequent antisocial behavior of children. *Archives of Pediatric and Adolescent Medicine*, 151, 761-767. West, D.J., & Farrington, D.P. (1973). *Who becomes delinquent?* London: Heinemann.

- Tshabangu, I. (2008). Education and violence: The Schools' micro-politics and the macro-politics in Zimbabwe. *Educational Research and review*, 3 (6), 219-228.
- U.S. Organizations Opposed to School Corporal Punishment". The Role of the Pediatrician in Effective Discipline. www.stophitting.com/index.php?page=usorgs.
- Umezina, R. N. and Elendu, I. C. (2012), "Perception of Teachers towards the Use of Punishment in Sancta Maria Primary School Onitsha, Anambra State, Nigeria". *Journal of Education and Practice*. ISSN 2222-288x. www.iiste.org. (Assessed on 25th July, 2013).
- UNICEF. (2010). Ending corporal punishment and other cruel and degrading punishment of children through law reform and social change, Retrieved June 22, 2013, from: <http://www.acabarcastigo.org/wp-content/uploads/2011/10/Ending-corporal-punishment-and-other-cruel-and-degrading-punishment-of-children.pdf>.
- Williams, M. G.(2009). *Violence in Education, the schools politics of discipline*. Proquest LLC, U.S.A.
- Wolff, S. (2004). *Children under Stress*. London: Penguin Press.
- Yahaya, A. Ramli, J. Hashim, S., Ibrahim, M.A., Raja, R. R., Rahman, A., & Yahaya, N. (2009). Discipline problems among secondary school students in Johor Bahru. *Educational Research and review*, 11(4), 659- 675.
-
- Yang, K. W. (2009). Discipline or punish? Some suggestions for school policy and teacher practice. *Educational research and review*, 87(1), 49-61.

Appendix I

QUESTIONNAIRE SURVEY Department of Sociology, Federal University Oye Ekiti.

Dear Respondents,

I am a final year student of the above Institution. I am carrying out a research on the topic: "*Effect of Corporal Punishment on Students' Academic Performance in selected Secondary Schools in Oye Ekiti Local Govt. Ekiti State.*" Your sincere response to the following questions will help to achieve the purpose of this study for purely academic pursuit.

Surajudeen Sulaimon. O.

Instruction: Tick (√) where appropriate

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age? (a) 11 – 15 (b) 15-19 (c) 19-23 (d) others (please specify) -----
2. Sex? (a) Male (b) female
3. Religion? (a) Christianity (b) Islam (c) Traditional (d) others (please specify) -----
4. Father's occupation? (a) Civil servant (b) Businessman (c) Artisan (d) (others please specify)-----
5. What is your mother's occupation? (a) Civil servant (b) Businesswoman (c) housewife (d) (others please specify) -----
6. Are your parents living together? (a) Yes (b) No
7. With whom do you live? (a) Both Parents (b) Father only (c) mother only (d) grandparent (e) relative (others please specify) -----
8. What is your Father's level of education? (a) No Education (b) Primary (c) Secondary (d) post secondary (e) others (specify) -----
9. What is your mother's level of education? (a) No Education (b) Primary (c) Secondary (d) Post secondary (e) Others (specify) -----

Section B: Those Authorized to administer Corporal punishment

SN	Who are authorized to administer Corporal Punishment in your school?	Yes	No	Not Sure
1	The teacher on duty			
2	The class teacher			
3	Subject teacher			
4	The deputy head teacher			
5	The head teacher			
6	The prefects			
7	All of the above			

Section C: Forms of Corporal Punishment

Instruction: Tick ONLY the forms of Corporal Punishment you know exist in your School

SN	Forms Corporal Punishment	Yes	No	Not Sure
1	Caning			
2	Slapping			
3	Kneeling down			
4	Pinching			
5	Pulling hair/ears			
6	Forced manual work			
7	Standing in sun for long periods			
8	Being shaken or being thrown around			
9	Kicking			
10.	All of the above			
11.	None of the above			
12.	Others, specify			

Section D: Effects of Corporal Punishment on Academic Performance

Instruction: Tick appropriately against each of the questions provided below (1) Agree (2) Strongly Agree (3) Undecided (4) Disagree (5) strongly Disagreed

SN	Statement	1	2	3	4	5
1	Corporal punishment affect students' academic performance in my school					
2	The pains of corporal punishment does not allow students to concentrate on their studies					
3	Corporal punishment affects my academic performance					
4	Some students leave home and never gets to school because of corporal punishment					
5	Corporal punishment affects the psyche of the students					
6	Some students fails/forget to do their homework because of fear of corporal punishment					
7	Some students do not come to school because of corporal punishment.					
8	I like the use of corporal punishment					

Section E: Teacher and Students views on the use of corporal punishment and its effects on academic performance

Instruction: Tick appropriately against each of the questions provided below (1) Agree (2) Strongly Agree (3) Undecided (4) Disagree (5) strongly Disagreed.

SN	Statement	1	2	3	4	5
1	Corporal punishment is necessary to maintain discipline in my schools					
2	In the absence of corporal punishment, discipline has become worse in my school					
3	Corporal punishment should not be abolished or ban in my schools					
4	Other methods of maintaining discipline beside corporal punishment are ineffective					
5	Corporal punishment helps in character building in pupils					
6	Corporal punishment have effects on students' academic performance in my school					
7	Too much use of corporal punishment and its pains makes some students to dropout from my school					
8	Some teachers are seen too wicked when it comes to corporal punishment					
9	Teachers in my school abuse the use of corporal punishment to the detriment of the students					

Section F: Parents/guardians Perception of Corporal Punishment use on Students

Instruction: Tick appropriately against each of the questions provided below (1) Agree (2) Strongly Agree (3) Undecided (4) Disagree (5) strongly Disagreed

SN	Parents/Guardian Perception of Corporal Punishment	1	2	3	4	5
1	My parents do not like corporal punishment at all					
2	I have never been punished in my school					
3	My parent have never followed me to school to fight/complain about corporal punishment					
4	My parents are planning to remove me from my school because of corporal punishment					
5	My parents strongly believe that corporal punishment is responsible for my poor/decline in my academic performance					

Section G: If School management, students and parents/guardians want corporal punishment baned/ or abolished

Instruction: Tick appropriately against each of the questions provided below:

SN	Statement	Yes	No	DK
1	The Principal and the Vice do not like corporal punishment at all			
2	The management wants corporal punishment ban in my school			
3	Parents comes to my school virtually every day to fight and complain about the wrong use of corporal punishment			
4	Some parents withdraw their children because of too much use of corporal punishment in my school			
5	Parents/Guardians strongly believe that corporal punishment will affects academic performance of their child			
6	Most students are looking forward to see corporal punishment ban in my school			
7	Some students run away because of corporal punishment in my school			

Appendix II

INTERVIEW GUIDE

The following questions were asked from 7 individual students on their knowledge towards the administration of corporal punishment and to know if the use of corporal punishment really affects them academically.

1. Are you aware of the use of corporal punishment in your school?
2. What is your perception on the use of corporal punishment? Why?
3. Who do you suggest is authorized to administer corporal punishment in your school?
4. Have you ever been a victim of corporal punishment either by your parent or your loco-parentis? How did you feel on the administration of corporal punishment on you?
5. What are the common forms of corporal punishment known to you?
6. Which of the sexes do you suggest is more vulnerable to corporal punishment?...
Reasons for your suggestion?
7. Why do the teachers/parents administer corporal punishment on their students/children?
8. Does Nigerian culture be in support or against the use of corporal punishment? Why?
9. Does the use of corporal punishment affect students' academic performance?
10. Are students who have never been victim of corporal punishment better off those who are victims of corporal punishment?
11. Would you rate yourself as being for or against the use of corporal punishment?

THANK YOU