



**Benson Ekorotomwen**  
Diaconia University of Applied Sciences  
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**STUDENTS' PERCEPTIONS ON THE INFLUENCE OF CORPORAL PUNISHMENT  
ON THEIR ACADEMIC PERFORMANCE.**



## ABSTRACT

Benson Ekhurutomwen

Student's Perceptions on the Influence of Corporal Punishment on their Academic Performance.

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This study set out to explore students' perceptions on the influence of corporal punishment on their academic performance: a survey of selected secondary schools in Benin metropolis, Edo state, Nigeria. Corporal Punishment is the bodily infliction of pain, Abuse and threats meted on a student for wrongdoing, while Academic performance is referred to as the measurement of student achievement across various academic subjects.

A quantitative study was performed to illicit information from students to determine the perception of corporal punishment and its influence on students' academic performance in selected Schools. Data were collected through survey method; questionnaires were administered to 364 respondents in various school across the study area. The respondents were secondary school student, teachers, and principals. The data for the thesis was collected in three Nigerian schools with the help of working life partner Vibrant life foundation- non-governmental organization and the data was analysed using Simple statistical tools like table, frequency distributions and percentage.

The study show that the population has a good perception about the issue under investigation. In the findings of this thesis reveals that administering corporal punishment does not make the students behave well in school, rather it makes them remain absent from school and this situation of longer absenteeism leads to withdrawal from schools.

The study recommended that awareness should be brought among instructors relating to the antagonistic of corporal punishment on students' academics, psyche, and personality development. Students must be taught to know the need to respect and be polite to their teachers. They shall be educated to know the importance of punctuality, doing assignment and the ill in noise making in class and the need for good health, keeping good hygiene and to avoid quarrelling with other students.

The study further suggested that the role of parents is very crucial as it helps to find out from the teachers the children's out, progress and their performance in their respective school activities.

Keywords: corporal punishment, perception, attitude, behaviour, academic performance

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## 1 INTRODUCTION

The aim of this research is to investigate people's (students) perception on corporal punishment on their academic performances. Corporal punishment, although banned in legislation and in international conventions, is still used as a way of disciplining children in some Nigerian schools. Going by the fact that corporal punishment has been banned by the world organizations and some other notable countries due to the harm it inflicts on the child involve, I want to say that corporal punishment should be discouraged and banned by all countries of the world and try as much as possible to device other means of correcting the child of any wrong doing, like talking with the child and also letting the child into knowing the negative effects of some behaviours that seems unbecoming of that child. The theoretical approach adopted in this study is that of attribution theory. Attribution theory examines how people, in this case the students, explain the causes of the disciplining procedure by teachers. The data for the thesis was collected in three Nigerian schools with the help of working life partner (Vibrant life foundation- non-governmental organization). 340 students filled out questionnaires, 4 Principals, 4 Heads of School, 8 Teachers, 8 Parents making it 364. The data was analysed using the Statistical Package for Social Sciences (SPSS) version 22.0. Simple statistical tools like table, frequency distributions and percentage.

## 2 BACKGROUND OF STUDY

Twenty-nine years ago, Article 19 of the United Nations Convention on the Rights of the Child (CRC) established the frameworks for the protection of children from 'all types of violence such as physical, mental, injury, negligent treatment, exploitation, including sexual abuse, while under the care of parent(s), guardian(s) or other person who has the care of the child'. Despite near universal ratification of the CRC, only eight per cent of children worldwide live-in countries that have fully prohibited physical or corporal punishment in all settings, leaving small above 2 billion children without full protection (UNICEF, 2014). In the instance of corporal punishment in schools, positive progress has been made with 122 states outlawing such practices, yet 76 states have not, and often corporal punishment remains widespread even where prohibited (Covell and Becker, 2011; Office of the SRSG on Violence against Children, 2012). Corporal punishment has been associated with a range of negative impacts on children, including physical injuries (also, in the most extreme cases, even demise). Corporal punishment is gotten from a Latin word "corpus" meaning body. It is defined as any disciplinary action that inflicts pain upon a person by another (Swan, 2013). According to Straus & Giles-Sims, (1997) corporal punishment against a child "is the utilization of actual power with the expectation of making a child experience torment, yet not harm, but with the aim of correcting or controlling the child's behaviour".

Usually, parents and teachers use spanking, slapping, whipping, caning or some uncomfortable position to punish children. Hyman, (1990) provides a definition that reflects practices in school situations. He further states that in the school it is the punishment of agony or control as a punishment for an offense submitted by a student". In the past whipping was in no way, shape or form restricted to children. It was utilized on grown-ups also. Flagellating has been a typical kind of discipline from days of yore. Jesus was flagellated before he was executed.

According to Lambert, (2010) asserted that England from the Middle Ages, whipping was a common punishment for minor crimes. whipping or flagellating was a typical discipline in the British armed force and naval force in the 18th century. However, it was abolished in 1881. This discipline implied beating an individual across the

backside with birch twigs were typical discipline in schools it could likewise be forced by the courts for minor offenses. Birching was prohibited in Britain in 1948.

Meanwhile for thousands of years until the late twentieth century educators beat youngsters. In the Ancient World, the educators were severe and regularly beat the students. In the Middle Ages discipline was additionally extreme. Young men were beaten with bars or birch twigs. Disciplines in Tudor schools were yet unforgiving. The instructor regularly had a stick with birch twigs connected to it, (Ali, Dada, Isiaka & Salmon, 2014).

Zeynep and Mucahit, (2009), asserted that until the late 20th century teachers could hit children. Hitting young men and young ladies with a bamboo stick got mainstream in the nineteenth century, In the twentieth century, the stick was utilized in both primary and secondary schools. Then, the ruler was a discipline normally utilized in elementary schools in the twentieth century. The shoe was frequently utilized in optional schools. The slipper is a euphemism.

Corporal punishment is a traditional technique of disciplinary control which is considered as a necessary corrective measure. It is designed to point out the teacher's disapproval and to deal with repeated misbehaviour, for the purpose of correction or control of the child's behaviour (Gershoff, 2002). Corporal punishment is administered differently to both boys and girls, and for different reasons. Various studies have shown that, generally, boys are more physically punished than girls (Chen, 2008; Alexandrecu et al. 2005).

Corporal Punishment in schools occurs when the teacher or the "adult-in-charge" consciously inflicts a child with pain as a way of correcting the child from wrongdoing or wrong use of language. The immediate aim of such punishment is usually to stop the offence, prevent its recurrence and set an example for others. The main aim is to make the child's behaviour more acceptable in the society. (Straus and Donnelly, 1994). the adult hits various parts of the child's body with a hand, canes, paddles, belts, or other objects expected to cause pain and fear according to Andero and Stewart (2002).

Corporal punishment covers official punishments of school which the student is to suffer for misbehaviour. Which often involves spanking the student in a particular

area of the body. According to Orentlicher (2002) cited in Andero and Stewart (2002) The punishment usually takes many forms, including spanking, shaking, choking, excessive exercise, and confinement in an uncomfortable space and it usually imposed for violent acts, like fighting with another student, and non-violent acts, like possessing cigarettes, talking in class, swearing, throwing food, not doing assignments amongst others.

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

This study attempts to examine people's (students) perception on corporal punishment on their academic performances. Following from the aim as stated above, these are the objectives that will be pursued through this study:

1. To examine the perceptions of students toward corporal punishment.
2. To examine the perceived dangers associated with corporal punishment.
3. To suggest possible alternatives and acceptable measures of punishing a student in the Nigerian educational system.

## 2.2 Research Question (Statement of the Problem)

Based on the forgoing, the research questions that will be covered in this research are

1. What is the perception of students towards corporal punishment?
2. What are the perceived dangers associated with corporal punishment?
3. What are the other alternative and acceptable means of punishing students in schools?

This study is significant because the findings of the study will help in no small way to explain existing theories in the issue of corporal punishment, theories, facts on corporal punishment, the beneficiaries of the findings of the study will include not only the students and the public but also religious leaders, guidance practitioners, intending teachers, the young ones, the society as well as the government.

### 2.3 Project Co-Operation Partners

Vibrant Life Foundation is a non-governmental organisation founded in August 2016 by two women, with support from several other women. It is a foundation that seeks to reduce as much as possible the rate of poverty in the community and the world. This Ngo is situated in Benin City in Edo state Nigeria; it has membership strength of over 2000, the main aim of the organization is to protect the less privileged in the society among the numerous functions that they engage in. this organization has been in the forefront in the fight against corporal punishment and ensuring that the less privileged are given a voice in the society (Viblifef, 2020).

It is an NGO through which deprived individuals, communities and organizations have been empowered. They also work to save lives by combating hunger and diseases that threaten the lives of vulnerable communities, through nutrition, food security, water and environmental interventions, health and agriculture, skills acquisition and empowerment to facilitate self-reliance, ICT trainings/services and advocacy for issues that could be remedied through policy or behavioural change, they renders administrations on training and wellbeing through promotion, local area refinement, activation, youth and ladies strengthening to guarantee a solid and gainful existence of individuals locally.

They uphold the age and powerful utilization of excellent proof to illuminate dynamic and improve the existences of individuals living in neediness in low-and centre pay nations. They give direction and support to produce, synthesize and quality assure evidence of what works, for whom, how, why and at what cost.

Members of this organization are cut across the 36 states of Nigeria including the federal capital territory. They also engage in campaigns against corporal punishment and the positive impact of an ideal corporal punishment for the child.



### 3 REVIEW OF RELEVANT LITERATURE

This chapter presents a review of relevant literature on corporal punishment as well as theoretical framework on the analysis of the subject matter.

#### 3.1 African and Nigerian findings on Corporal Punishment

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

Corporal punishment has always proven to be a controversial issue and very difficult to discuss rationally and objectively. Ndubisi and Uka (1981) held that some critics argue that students would do better in their subjects if they are given right punishment and education has fallen in standard because corporal punishment is no longer used on disobedient students which would have helped to be serious with their studies.

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

Irwin, Davidson, Hall-Sanchez (2012) asserts that children who are used to corporal punishment tend to experience psychological harm, because they become an endless cycle. Psychological problems associated with corporal punishment according to Rohner (1991), Straus and Donnelly (1994) includes depression, aggression, inferiority complex, withdrawal syndrome and impaired self-concept. He also noted that effective discipline does not rely upon external application of consequences designed to elicit compliance; that when desire drives activity, discipline comes from within; and that when good judgment is achieved over blind obedience, the students develop a self-dedication that makes them to forgo short-term pleasures to achieve a lasting goal. Students who learn in an environment that tolerates physical abuse eventually learn to accept it as a way of life, said Peter Newell (2005) of the Global Initiative to End Corporal Punishment of Children. Hitting children teaches them bad behaviours and makes them feel bad about themselves, thereby creating an inferiority complexity.

### 3.2 Perception towards Corporal Punishment

Researchers in various countries to better understand the factors affecting intention or willingness to support or eradicate corporal punishment administration have examined perceptions and related variables on corporal punishment administration in Kenya (Kimani, Kara and Ogetange, 2012). The data obtained during the research revealed that corporal punishment was a reality in Kenyan schools. About Fifty percent (50%) of the head teachers are of the opinion that corporal punishment had being used in their schools.

The greater use of corporal punishment in schools seemed overwhelming by the number of students who reported that they were physically punished in school. Ninety one percent (91%) of the pupils stated that they were caned in school. Majority of the teachers (81.7%) agreed that corporal punishment is necessary to maintain discipline in schools. Moreover, a huge percentage of teachers (83.4%) felt that in the absence of corporal punishment, discipline had deteriorated in schools. It is therefore not surprising that 78.4% of the teachers felt that corporal punishment should be reintroduced to deal with indiscipline in schools. Apparently, 78.4% of the teachers believed student know that corporal punishment is not allowed in school and therefore see it as an avenue to misbehave.

In Kenya, Corporal punishment is therefore seen as part of the school culture. Sixty head teachers (60%) believed corporal punishment was easy and quick to apply. They also that believed corporal punishment inculcates good morals in the student. About Fifty head teachers (50%) said that corporal punishment helps in moulding good behaviour. The findings suggest that the head teachers hold a strong belief and regard for corporal punishment, this explains the lack of compliance with the government directive on the ban of corporal punishment. Contrary to Johnson (2004) assertion that teachers often administer corporal punishment without the knowledge of the headmaster, Studies have discovered that parent's very own involvement in actual discipline in youth is one factor related with the usage of actual order with their own kids; nonetheless, the utilization of control rehearses, and actual discipline are moulded by numerous impacts including race, identity, and social class (Horn, 2004; Kelley, 1992; Magnuson and Waldfogel, 2005).

The utilization of an item and discipline of children beyond 13 years old are restricted by the legal constraints of whipping in Canada (Canadian Foundation for Children, Youth, and the Law v. Canada, 2004).

Those restricted to beating are frequently worried about the unsafe impacts that it might have on the youngster which incorporates expanded danger of future delinquent conduct, for example, drug use, wrongdoing, and forceful connections (Strauss, 1991). Different investigations have discovered a relationship between whipping in adolescence and low found out that head teachers are indeed perpetrators of corporal punishment in schools. Investigations of several researchers regarding parental perception towards corporal punishment administration showed that between corporal punishment in childhood and low self-esteem, emotional issues, and violence perpetration in adolescence (Ohene, Ireland, McNeely and Borowsky, 2006).

### 3.3 Attitude of Students toward Corporal Punishment

The adoption of corporal punishment indoctrinates a tough belief in the minds of students that force is justified to control unwanted behaviours (Ahmad, Said & Khan, 2013). According to Roussow (2003) students who receive corporal punishment show signs of misery in educations, poor performance in the tests and do not participate in the teaching and learning procedure enthusiastically. Morrel (2000) cited in (Ahmad, Said & Khan, 2013) noted that the use of corporal punishment impacts attendance of

school children. Students stay away from school and this can lead to withdrawal from schools.

Vally (1998) asserted that the effect of corporal punishment of students develop more severe psychiatric and traumatic conditions in them. Students in such environment consider schools to be an unsafe place and this makes them avoid schools. This type of attitude from students is the consequence of harsh corporal punishment and unsupportive learning environment where physical punishment is the norm (Gershoff, 2002; Kaur, 2005; Tharps, 2003), Attitude of students towards learning depends upon several factors such as classroom environment, teachers attitude, curriculum and resources, According to Daskalogianni and Simpson (2000) who went further to state that attitude towards learning means the pattern of students' beliefs and emotions associated with classroom environment. Hannulla (2002) found that students' performance, efficacy, motivation, and achievement in different subjects are related to their attitude towards learning.

According to Mitchell (1999) argued that students' attitude towards learning is closely connected to their performance in that subject. The role of teacher in providing direction to students regarding the understanding of a subject determines the degree of the motivation of students toward learning of that subject. Gracia and Herrero (2006) discovered that teacher's attitude and belief is deeply influence students' attitude towards learning. He went further to elaborate that the clarity of teachers' instruction deeply impacts students' understanding of concept and their attitude towards the subject.

Swan, Bell, Phillips, and Shannon, (2000) argued that the size of the class and its environment has a lot of influence in determining the students' attitude toward learning. In a friendly and spacious classroom environment, students take concentration in the activities. Whereas, in a despotic and difficult classroom, student feel depressed and less actively participate in the learning process. Whiten (2007) said that commitment, care and help from teachers ensure student's conceptual understanding of a subject. Students who enjoy learning a particular subject perform better than those students who do not. Gunnoe & Mariner (1997) articulated that poor attitudes of students in a subject and high anxiety are associated with attitude of teachers towards students and students' own attitude towards the subject.

Cater and Norwood (1997) asserted that home environment, educational background of parents and society are also some of the factors that influence the attitudes of students toward learning. Earnest (2004) pointed out that mathematics is seen as a

dry subject in the minds of both students and teachers; this makes students not to have interest in it. However, despite the difficult nature of mathematics, many students still like it and have positive attitude towards it.

#### 3.4 Evidence Assembled of Corporal Punishments in tertiary Schools.

The school is a small part of the society where high discipline is supposed to be observed and maintained among members especially the students. Kilinci (2009) states that schools are intended to be perhaps the most secure where students can satisfy their instructive desires. Umezinwa and Elendu (2012) noticed that there has been a high pervasiveness of indiscipline among students in all degrees of Nigerian instructive framework including Junior Secondary schools. Regrettably, flogging as an example of corporal punishment and as a disciplinary measure is fast deteriorating in most schools in Nigeria. A situation attributed to the moral decay among students today. Many teachers believe that flogging students has no place in today's education. The advancement of technology has made it crucial for teachers to develop a more resourceful ways of correcting students when they err instead of relying on corporal punishment while others believe that teaching must unavoidably include the use of cane in a world where indiscipline has eaten deep into the moral fabric of the society. However, it becomes unacceptable when flogging gets to the extreme. Some teachers are too harsh and over a little provocation, they descend on students and beat them with any kind of stick available and this result to severe injuries on their body with scars they may live with forever.

#### 3.5 Theoretical Framework

This study adopts the attribution theory because it examines the cause of corporal punishment on the academic performance of students in the study area. A formal definition was provided by Fiske and Taylor in 1991. However, attribution theory is centred on causes. Causes are invoked to explain outcomes or end results such as success and failure, rather than actions; they are antecedents instead of justifications and can apply to intended or unplanned outcomes, to factors that may or may not be controllable. Attribution theory is concerned with how ordinary people explain the causes of behaviours and/or events. The use of this theory will help to explain the antecedents of corporal punishment and not just justification if or not it is right.

Historically, it would examine those who were trained through corporal punishment, what is the difference in their behaviour between those trained without corporal punishment? How did it affect both groups academic performance? And what is the

perception of the two groups on corporal punishment. This theory will help in bringing out the cause, effects of the use of corporal punishment on the child and how it affects the child's development and academic performance.

### 3.6 Definitions of Key concepts

The following key concepts are used in this thesis: corporal punishment, perception, attitude, behaviour, school stakeholders. **Corporal Punishment:** It means the bodily infliction of pain, Abuse and threats meted on a student for wrongdoing. **Perception:** It refers to an impression formed in the brain because of information about the outside world which is passed back by the senses. **Attitudes:** Favourable or unfavourable evaluative reaction or dispositions towards a situation, a person, or a group as expressed in one's beliefs, feelings, or behaviour. An attitude that a person holds towards hypertension, for example, will influence behaviour intentions with respect to the problem. **School Stakeholders:** These consist of parents, teachers, and tertiary institution students. **Parents:** Those who gave birth to students or are guardian. **Teachers:** Those employed by the state teaching board and posted to schools to perform teaching duties. **Tertiary institution:** Post-secondary institutions that are running the junior and the tertiary institution courses **Students:** Those attending school with the motive to learn. **Academic performance** is referred to as the measurement of student achievement across various academic subjects.

## 4 METHODS

This chapter examined the various methods that was used to carry out the research.

### 4.1 Research Design

Research design provides a framework for the study, it determines the direction the study followed and how the data was generated and analyzed. (Kassu, 2019). Nworgu (2015) asserted that research design is the decision a researcher makes when trying to carry out the study, this can be either a quantitative or qualitative. For this study, the i adopted a quantitative research design because the study illicit information from students, , Principals, Heads of School, Teachers, Parents to determine the perception of corporal punishment and its influence on students' academic performance in selected Schools.

### 4.2 Area of the Study

Benin Metropolis comprises three local government areas in Edo State namely: Oredo, Egor and Ikpoba Okha. Benin City was the capital city of the great Benin Empire. Oredo is the local government area in which Benin is situated. The Oba of Benin Omo 'Oba Erediauwa palace is also situated there, and many historic palaces and buildings are located in this city. Benin is home to many prominent individuals including the Oba of Benin. It has an area of 249km square and a population of 374,671 by the 2006 census. Benin City has several tourist sites for both indigenes and foreigners. These sites include Bronze and craft making Centre, Benin moat, the national museum, Ogba zoo, Sakpoba/Asoro monument, Emotan statue. The Local government council is economically blessed with the presence of multi banks, hotels, markets, central bank which makes the council a business hub. From the council secretariat, there are adjoining roads like the Adesogbe road, Airport road, Sapele road, Sakpaba road, Akpak-pawa road, Oba market, Mission road and Ibiewe Street which give its citizens easy access to any other part of the country or state. The local government can be described as a city with diver kinds of people. It accommodates relatively high numbers of migrants from all parts of Nigeria residing in the Local government. In terms of physical characteristics, Benin City is within the tropical climate temperature which is relatively high throughout the year with the rainy and dry season. The people there practice

different religion like Christianity, African Traditional Practices (ATP) and Islam also gaining ground among the people.

#### 4.3 Data Collection

The study adopted the one-time survey method in its data collection. This is the type of survey method that is use by a researcher (Vibrant life foundation- non-governmental organization) collected data from its subject across at one point in time in a research endeavour. In other words, the student used this method to gathered information on the issue that was investigated. I designed a questionnaire and was approved by my supervisor; the questionnaire was then sent to vibrant life foundation on a word format through WhatsApp and it was printed by the secretary. The work-life partner administered and retrieved back the questionnaires administered to respondents who were students, teachers, principals, parents, and counselling officials in each school. The students were encouraged with some gifts like notebooks and snacks were given in other for them to respond to the questionnaires and this was paid for by the student through vibrant life foundation.

The questionnaire was administered directly by members of the vibrant life foundation (Non-governmental organization) which has been partnered for the sake of this research, to respondents in the selected Schools, the respondents who were students, teachers, and counsellors. The questionnaires were retrieved back from respondents, after they have completed the questions in the questionnaire in same day or after some days, a total number of 364 questionnaires were administered and the same number were also retrieved back due to the way and manner the students were arranged by the school authority.

#### 4.4 Process of Data collection

In line with the objectives of the study, two research instruments of data collection were employed as given below: **Questionnaire-** Given the survey research design which the study adopted, questionnaires see appendix 1, were administered to generate quantitative data. A structured questionnaire containing both closed ended and opened ended questions, was designed for the respondents to give their inputs as this helped to provide answers to research questions contained in the questionnaire. It equally contains classification questions for the sake of sensitive questions. The questionnaire was divided into two parts: part “A” is designed to collect demographic data from respondents, while part “B” comprises of questions relating to the objectives of the study. The questionnaire was sent to the secretary and co-founder of the vibrant life foundation



(Non-governmental organization) on 27<sup>th</sup> January 2021 to administered directly by members to respondents in the selected Schools, who are students. The questionnaires were retrieved back from respondents, who have completed answering the questions in the questionnaire in same day or after some days. The responses to various questions were counted by members of vibrant foundation and results was sent to me on a word format via whatsapp, WhatsApp and direct phone calls were medium of communication.

#### 4.5 Research Ethics

Ethics are the moral principles that govern a person's behaviour. It can also be referred to as the moral and legal right in research. They are norms that help to distinguish between right and wrong, and acceptable and unacceptable behaviour.

Ethics are central to the research process. The reality is there can be ethical concerns at every step of the research process (Bickman& Rog, 2009).

A letter was sent by my work-life partner to the Selected Schools where the data was collected from, this was done in other to ensure that adequate permission was gotten to avoid any form of harassment during the data collection, in the letter the response was assured that the questionnaires will be destroyed upon the completion of this study and for an agreement to be reached between the school and the NGO.

According to the national health research ethic committee (2016) stated that enrolling a minor in a research, the consent of the parents or guardian should be enough. For the sake of this study, the school administrators informed the parents of the students, due to the complexity for the NGO to reach all the parents and the cost of printing the letters was paid to the school.

#### 4.6 Reliability of the Instrument

The instrument was tested using the test-retest reliability coefficient of stability to know whether the instrument would provide similar result when administered in the same way. To achieve this, a pilot test was carried out using 2 schools in ovia north east local government areas, Edo State, Nigeria which was not included in the scope of the study. The test-retest paradigm, however, be affected after a two-week interval. The correlation of the overall results with the pilot survey was exhibited reliability coefficient of 0.85.

#### 4.7 Data Analysis

According to Anselm, (1987) this inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on.

Cycle coding processes, the portions coded can be the exact same units, longer passages of text, and even a reconfiguration of the codes themselves developed thus far. Just as a title represents and captures a book or film or poem's primary content and essence, so does a code represent and capture a datum's primary content and essence. Frequency tables: it is a table that shows the diverse estimation classes and the quantity of perceptions in every classification. Prior to developing a recurrence table, one ought to have a thought regarding the reach (least and greatest qualities).

The reach is isolated into subjective spans called "class stretch." If the class stretches are too much, at that point there will be no decrease in the massiveness of information and minor deviations additionally become recognizable. Then again, if they are not many, at that point the state of the actual dissemination can't be resolved. By and large, 6–14 stretches are satisfactory. (Dawson B, Trapp, 2004).

A rate recurrence conveyance table is a presentation of information that determines the level of perceptions that exist for every information point or gathering of information focuses. It is an especially helpful technique for communicating the overall recurrence of study reactions and other information.

Ordinarily, rate recurrence conveyances are shown as tables or as structured presentations or pie diagrams. The way toward making a rate recurrence dispersion includes first distinguishing the complete number of perceptions to be addressed; at that point checking the all-out number of perceptions inside every information point or gathering of information focuses; and afterward, isolating the quantity of perceptions inside every information point or gathering of information focuses by the all-out number of perceptions. (Lavrakas, 2008). Having looked at the above the study will rely on primary source of data as contained in the questionnaires. The quantitative data from the questionnaire will be carefully edited, coded, processed and analysed with the Statistical Package for Social Sciences (SPSS) version 22.0. Simple statistical tools like

table, frequency distributions and percentage that will also be used for the analysis of data. Descriptive statistics like simple percentages and tables will be used for the analysis of the socio demographic data of the respondents.

#### 4.8 Profile of Respondents

Three public schools and one private school across the 3 local government areas in Benin Metropolis, Edo State. 364 questionnaires were administered to students in these schools, 4 principals (1 from each school), 4 heads of counselling unit (1 from each school), 8 teachers (2 from each school) and 8 parents (2 from each school). This makes a total of 364.

## 5.FINDINGS

### 5.1 Analysis of Socio-Demographic Data of Respondents

**Table 1 Socio-Demographic Data of Respondents**

Variable	Response	Frequency	Percentage %
Sex of Respondents	Male	160	44.0
	Female	204	56.0
	<b>Total</b>	<b>364</b>	<b>100</b>
Students Staying with their Parents	YES	224	61.5
	NO	140	38.5
	<b>Total</b>	<b>364</b>	<b>100</b>
Schools where that have counsellors	YES	160	44.0
	NO	204	56.0
	<b>Total</b>	<b>364</b>	<b>100</b>
Schools with Social Workers	YES	164	45.0
	NO	200	54.9
	<b>Total</b>	<b>364</b>	<b>100</b>

Source: Fieldwork, 2021

**Fig 5.1 Sex of Respondents**

The study recorded a relative degree of gender representation as both males and females participated as respondents. This is useful in providing a rich source of data across the gender spectrum with respect to some of the research objectives.

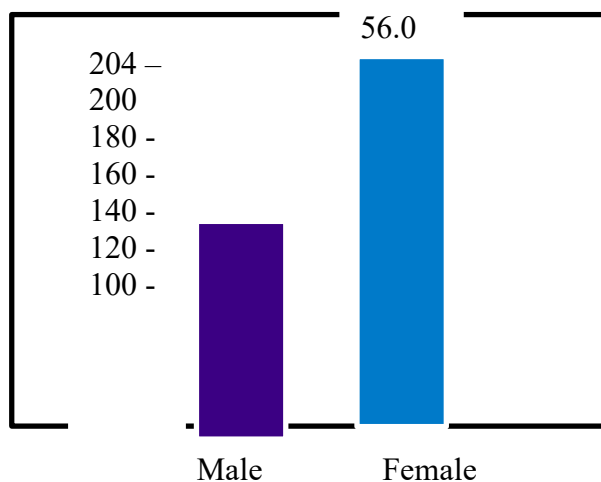
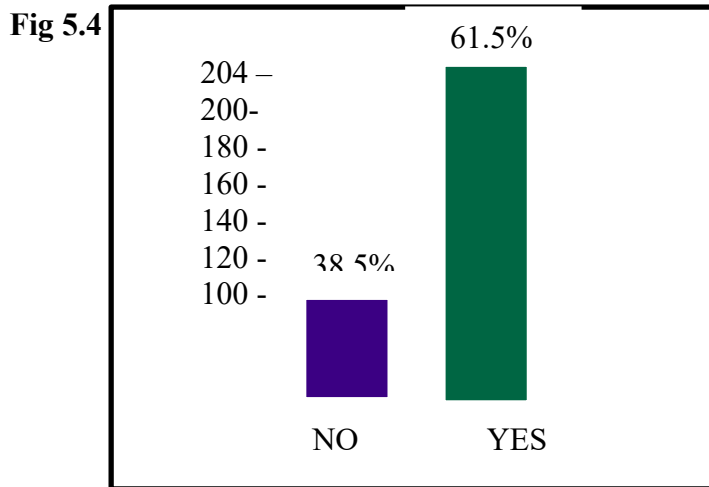
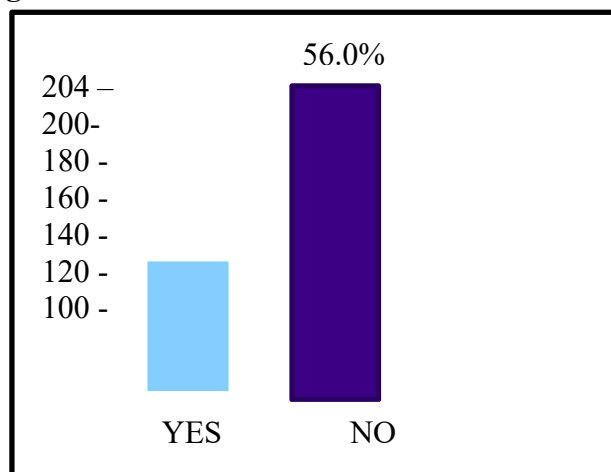


Table 5.1 and figure 5.1 above shows the sex distribution of the respondents. Of the 364 respondents, the result revealed that 204 (56.0%) were females; while 160 of the respondents, representing 44.0% were males. Therefore, it can be said that the majority of respondents in this study are females.



**5 Students staying with their parents:** The table above also showed the status of Students of staying with their parents. Of the 364 respondents, the result indicated that 224 (61.5%) are staying with their parents, 140 (38.5%) are not staying with their parents. Hence, the larger percentage of the respondents are staying with their parents. This indicates that the study attained a reasonable degree of inclusiveness as both students staying with their parents and those that were not staying with their parents were engaged in the study.

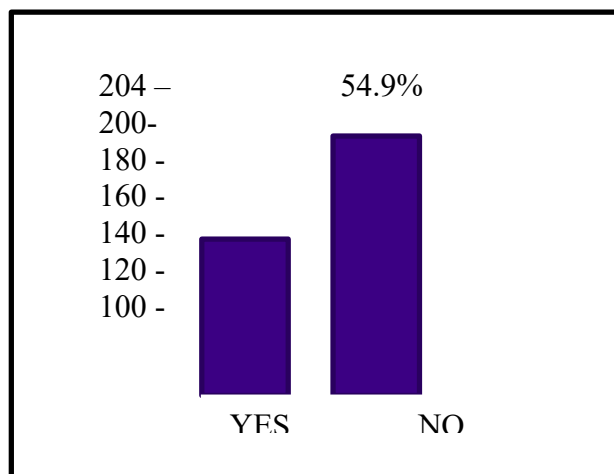
**Fig 5.5 Schools with Counsellors:**



**Schools that have counsellors:** The result from table 4. Revealed that of the 364 respondents, 160 of them representing 44.0% were Schools with counsellors, 204 of them representing 56.0% were Schools without counsellors. Hence, it can be said that the respondents' schools were majorly without counsellors in this study. This shows

that having or not having a counsellor in the school was never a barrier to them in participating in the study.

**Fig 5.6 Schools with Social Workers:**



**Schools that have social worker:** The result from table 4.6 revealed that of the 364 respondents, 164 of them representing 45.1% were Schools with social worker, 200 of them representing 54.9% were Schools without social worker. Hence, it can be said that the respondents' schools were majorly without social worker in the study. This shows that having or not having a social worker in the school was never a barrier to them in participating in the study.

### 5.3. ANALYSIS OF THEMATIC/SUBSTANTIVE ISSUES OF THE STUDY

The section represents the thematic/substantive issues of the study and was analysed using the various objectives and themes of the study.

**Table 2.** Knowledge and Types of Corporal Punishment in the School

Variable	Response	Frequency	Percentage %
Have you heard of corporal punishment before?	Yes	247	67.9
	No		32.1
	<b>Total</b>	117	<b>100</b>
heard of corporal punishment before?		<b>364</b>	
What are the types of corporal punishment adopted in your school?	Flogging	139	38.2
	Kneeling down		27.5
	Clearing bushes	100	17.9
	Scolding		9.3
	Washing toilets		7.1

	<b>Total</b>	65	<b>100</b>
		34	
		26	
		<b>364</b>	
<hr/>			
What is the most used way of correcting students in your school?	Flog students.	155	42.6
	Send student home.		27.5
	Advise the students.	100	17.9
	Ignore students.		12.0
	<b>Total</b>	65	<b>100</b>
		44	
		<b>364</b>	
<hr/>			
In what manner do you wish to be corrected when you err in school?	Advise me.	159	43.7
	Punish me.		27.5
	Ignore me.	100	17.9
	I do not know.		10.9
	<b>Total</b>	65	<b>100</b>
		40	
		<b>364</b>	

**Source:** Fieldwork, 2021

The data in the above table indicates that, majority of the respondents totalling 247, representing 67.9% of the entire respondents; are students who have heard about corporal punishment 117 of them, representing 32.1% are students who have not heard about corporal punishment, this is an indication that students are aware or have heard of corporal punishment.

The result from the table also indicated that 139 of the respondents, representing 38.2%, are of the opinion that Flogging is type of corporal punishment adopted in their school, 100 of them representing 27.5% are of the opinion that Kneeling down is the

corporal punishment adopted in their school, 65 of them representing 17.9%, 34 of them representing 9.3% and 26 of them representing 7.1% of the entire population are those who mentioned other forms of corporal punishments adopted in their respective schools. Ali, Dada, Isiaka, & Salmon, 2014 believed flogging, as an example of corporal punishment and as a disciplinary measure is fast declining in most Nigerian schools, it is a situation many has credited to the decay in the student of nowadays. Many teachers believe flogging students has no place in today's education. To them, technology has made it very important that teachers find a better method of correcting their students whenever they go wrong without resorting to corporal punishment while others are of the opinion that teaching must include the use of correcting rod since indiscipline has become the other of the day in our society we live, but when flogging becomes unacceptable by the society. Some teachers can be overbearing at times there by beating the students uncontrollably with anything available and in the process inflicting severe injuries on their body, the scars that may live with them forever. While On the other hand, 159 representing 43.7% of the respondents think that advising them is the best way of correcting them, while 100 of them, representing 27.5% of the respondents think that punishing them is the best way of correcting them, while 65 of them representing 17.9% think that ignoring them is the best way of correcting them. And 40 of them representing 10.9% do not know the best way of correcting them. Some scholars discovered that corporal punishment creates an unproductive and unfavourable learning environment. Serious physical punishment affects the students' academic performance in school. Hickman (2008) asserted that states where this is used in schools are usually unsatisfactory as against schools where corporal punishment is not been used. Dayton (2005) explained that corporal punishment is a destructive and damaging method to maintain discipline and is ineffective in creating an educational atmosphere in which students can flourish. Schools and teachers should be persuaded to have a good behaviour that supports instead of having a severe and threatening disciplinary method, which have proven to be very effective in securing a good and a very healthy learning environment.

**Table 3.** The Perception of Students toward Corporal Punishment

Variable	Response	Frequency	Percentage %
What is your perception about corporal punishment in your school?	Bad	64	17.6
	Very Bad		13.7
	Very Good	50	20.6
	Good		41.2



	Don't know	75	6.9
	<b>Total</b>		<b>100</b>
		150	
		25	
		<b>364</b>	
Does the thought of corporal punishment make you more focused on your studies?	Yes	148	40.7
	No	180	49.5
	don't know		9.8
	<b>Total</b>	36	<b>100</b>
		<b>364</b>	

**Source:** Fieldwork, 2021

The data also revealed that 50 of them, representing 13.7% and 64 of them representing 17.6% of the entire respondents, have bad and very bad perception about corporal punishment in their school. 150 of them, representing 41.2% of the entire respondents have good perception about corporal punishment in their school; and 75 of them representing 20.6% of the population claim to have a very good perception about corporal punishment in their school they went further to say that it will help instil discipline and seriousness on the part of the students. The study further revealed that 148 of them representing 40.7% of the population believed corporal punishment make one more focused on his/her studies, 180 of them representing 49.5% of the population perceived that corporal punishment will never help them to be more focused on their studies, while 25 of them representing 6.9% never had any idea of the perceived effect of corporal punishment on their studies. Okumbe, 1998 stated that the main aim of discipling students is to bring about the needed transformation in their character. However, what we experience in recent times is that there is situation where a student who commits an offence, can easily go unpunished. Nevertheless, in most secondary schools, some forms of punishments are uncalled for and sometimes unmerited, corporal punishment in schools involving severe canning, suspension, branding and even mutilation of students (Encarta, 2009). Docking, (2000) asserted that the application of punishments in some schools in the United Kingdom is appropriate and constructive while others are not deserved, baseless and this leads to fear. Canter, (2000) agrees with this assertion, he went further to say that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used

because it has not shown that it brings about a better result both academically, morally or that it helps to improve the school discipline.

**Table 4.** The attitude of students toward corporal punishment

Variable	Response	Frequency	Percentage %
Does the thought of corporal punishment make you to behave well?	Yes	132	36.3
	No		53.6
	Don't know	195	10.1
	<b>Total</b>		<b>100</b>
		37	
		<b>364</b>	

**Source:** Fieldwork, 2021

The data also revealed that 132 of them, representing 36.3% where of the opinion that corporal punishment make them behave well and 195 of them representing 53.6% of the entire respondents, are of the opinion that corporal punishment does not make them behave well in school, 13 of them, representing 10.1% of the entire respondents are of the opinion that they don't know whether corporal punishment makes them behave well or not. This indicates that students have negative attitudes towards corporal punishment tis agree with the postulation of According to Roussow (2003) students who receive corporal punishment show signs of misery in educations, poor performance in the tests and also do not participate in the teaching and learning procedure enthusiastically. Morrel (2000) cited in (Ahmad, Said & Khan, 2013) noted that the use of corporal punishment impacts attendance of school children.

**Table 5.** Way Forward on Corporal Punishment in Schools

Variable	Response	Frequency	Percentage %
Do you suggest that there is advantage in the use of corporal punishment in schools?	Yes	121	33.2
	No		54.7
	Don't know.	199	12.1
	<b>Total</b>		<b>100</b>
		44	
		<b>364</b>	

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Do you think that corporal punishment should be encouraged to continue in schools?	Yes	121	33.2
	No		54.7
	Don't know	199	12.1
	<b>Total</b>		<b>100</b>
		44	
			<b>364</b>

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**Source:** Fieldwork, 2021

The data also revealed that 121 of them, representing 33.2% revealed that there are some advantages in the use of corporal punishment in our schools, 199 of them representing 54.7% of the population disagree that there is any advantage in the use of corporal punishment in schools while 44 of them representing 12.1% of the entire population don't know if there is any advantage or not. The study also revealed that 121 of them representing 33.2% were of the opinion that corporal punishment should be encouraged to continue in schools, 199 of them representing 47% said that corporal punishment should not be encouraged to continue in schools and 44 of them representing 12.1% of the entire population do not know if corporal punishment should be encouraged to continue in schools. This indicates that corporal punishment should be encouraged to continue in schools in order to achieve the desired goal in the educational system, this agrees with Dayton (1994) cited in Andero and Stewart (2002).

According to Orentlicher (2002) cited in Andero and Stewart (2002) The punishment usually takes many forms, including spanking, shaking, choking, excessive exercise, and confinement in an uncomfortable space and it usually imposed for violent acts, like fighting with another student, and non-violent acts, like possessing cigarettes, talking in class, swearing, throwing food, not doing assignments amongst others.

## 6 DESCUSION

This chapter discusses the study's results using the themes within the previous chapters. The discussion will base on the theoretical framework and can be supported using other related literature. This study attempts to look at people's (students) perception on corporal punishment on their academic performances based on the goal of the study which was to investigate the student's perception towards the use of corporal punishment in schools. The followings were the research questions set to realize the goal of the study: What forms of corporal punishment are students subjected to in secondary schools in Benin metropolis? What is the perception of students towards corporal punishment.

The results shows that this study's Findings show that the population features a good perception about the difficulty under investigation. It also reveals that when administered it brings a few desirable changes in behaviour, therefore improving school discipline. However, most teachers think they are doing well by punishing students, also believing that it is the most effective thanks to motivate students to behave more appropriately but they are mistaken by that way of thinking because the improper act or behaviour is simply prevented for ages only. As a matter of fact, long run results of this sort of punishment are either to react against it as most ordinarily done by the scholars or to surrender (Human Rights Watch, 2008). Ndubisi and Uka (1981) held that some critics argue that students would do better in their subjects if they're given right punishment and education has fallen in standard because penalization is not any longer used on disobedient students which might have helped to be serious with their studies.

The Results of the study shows that Findings show that corporal punishment doesn't make them behave well in class, rather it makes them remain absent from school and this case of longer absenteeism ends up in withdrawal from schools. Morrel (2000)

cited in (Ahmad, Said & Khan, 2013) noted that the utilization of corporal punishment impacts attendance of college children. Students stand back from school and this will cause withdrawal from schools. Vally (1998) asserted that the effect of punishment of scholars develop more severe psychiatric and traumatic conditions in them. Students in such environment consider schools to be an unsafe place and this makes them avoid schools. this sort of attitude from students is that the consequence of harsh punishment and unsupportive learning environment where physical punishment is that the norm (Gershoff, 2002; Kaur, 2005; Tharps, 2003), Attitude of scholars towards learning depends upon several factors like classroom environment, teachers attitude, curriculum and resources, consistent with Daskalogianni and Simpson (2000) who went further to state that attitude towards learning means the pattern of students' beliefs and emotions related to classroom environment. Hannulla (2002) found that students' performance, efficacy, motivation, and achievement in several subjects are associated with their attitude towards learning. The Centre for Justice and Crime Prevention in 2008 released its report on the Study it conducted on the National Schools Violence, which provided a baseline for college violence that may be monitored within the future. Over 12,000 students, 800 principals and educators from 245 primary and secondary schools took part within the survey. The study found that, despite prohibition in South African schools, 71% of grammar school children and 47.5% of Gymnasium children experienced penalty (Global Initiative to finish all penalisation of kids, 2013). per Plan, (2008) asserted that college health is an approach that takes health to the varsity and it's quite important because it provides an enabling environment where information on health may be passed across. the college could be a primary institution answerable for the event of youngsters everywhere the planet. The health of youth is strongly linked to their academic success thus, helping students stay healthy could be a fundamental a part of the mission of faculties (Centre for Disease Control and Prevention, 2011),

Those against penalty are often concerned with the harmful effects that it should wear the kid which includes: increased risk of future delinquent behaviour like drug use, crime, and aggressive interactions (Strauss, 1991). Other studies have found an association between penalization in childhood and low self-esteem, emotional issues, and violence perpetration in adolescence (Ohene, Ireland, McNeely and Borowsky, 2006). The results of the findings show that there are some advantages within the use of penalization in Nigeria schools; it also reveals that corporal punishment should not be encouraged to continue in schools in order to realize the specified goal within the educational system. Egwunyenga, (2009) asserted that several educationists believed that corporal punishment has created shock and inhumane value, which can construct the learning environment unhealthy, Pieters, (2000). Opined that the utilization of corporal punishment tends to affect every student within the school, including those that do not seem to be personally subjected to hitting or paddling. The prevalent use of physical violence against students creates an overall threatening school atmosphere that impacts students' ability to perform academically, doesn't necessarily change the underlying wish to misbehave, and damages teacher/student relationship which is of an excellent importance in learning (Murphy and Parker, 2010). Irwin, Davidson, Hall-Sanchez (2012) asserts that children who are wont to penalty tend to experience psychological harm, because they become an endless cycle. Psychological problems related to penalty in line with Rohner (1991), Straus and Donnelly (1994) includes depression, aggression, complex, withdrawal syndrome and impaired self-concept. He also noted that effective discipline does not rely on external application of consequences designed to elicit compliance; that when desire drives activity, discipline comes from within; which when logic is achieved over blind obedience, the scholars develop a self-dedication that creates them to forgo short-term pleasures so as to realize an enduring goal. Students who learn in an environment that tolerates

physical abuse eventually learn to simply accept it as the way of life, in step with Peter Newell (2005) of the world Initiative to finish penalization of kids. Hitting children teaches them bad behaviours and truly makes them feel bad about themselves, thereby creating an inferiority complexity.

## 7 CONCLUSION

Corporal punishment has been seen to have many negative impacts on the academic performance and psychological well-being of the students. This research study concludes that corporal punishment is made up of numerous impacts that brings about distortion of academic performance and causes havoc to psychology of the students and almost devastates the process of personality development. In addition, the whole research work brings out the prevalence of corporal punishment which is extremely high in schools located in the study area, which has led to high level of students dropping out of school. Furthermore, results have shown that corporal punishment plays a vital role in hindering the learning capacity of the students and thereby impeding on their zeal of creativity. The research has shown noticeable results of impacts on the subject students, sometimes was justified for being a lucrative act in reconstructing the behaviour and personality of the students. On the contrary, instead of rehabilitation, this study also concludes that it has so many and long-term effects on the psychological well-being of the students. Most students are harassed and sometimes severely beaten to that extent their behaviour is melded towards aggression and wrath. Such an approach from teachers and re-aggression from students' causes apprehension and hooliganism rather than to correct their behaviour and conduct in classes. The research conducted represents information that corporal punishment may be seen as overwhelming in the course of mental withdrawal and effective for controlling a situation of the thought process. Further, those who are frequently subject to corporal punishment engrave an anti-social personality having rivalry thoughts towards society. In short, the general research findings unanimously concluded that corporal punishment is evil, which can hinder the smooth functioning of the person as well as the society which has effect on the future of the nation.

### 7.2 Professional Development

As a future social service professional, there has been a tremendous development by embarking on this research work ranging from documentation and interpersonal communication. The process for this research work has thought me and prepared me for future research work. Before I embarked on this study, my perception of corporal punishment was limited to my personal experience, this study has prepared me to be an advocate and a voice for students who are facing the used of corporal punishment.



### 7.3 Recommendation

This study extends and suggests that the teachers shall be encouraged to avoid corporal punishment as well as psychologically aggressive disciplinary methods and must use alternative forms of correction of students' misbehaviour. In other to achieve this goal training programs that teaches the best way to correct students should be organized for the teachers, as this will go a long way in making them better teachers. In addition, awareness must be brought among teachers pertaining to the adverse impacts of corporal punishment on students' academics, psyche, and personality development.

Students must be taught to know the need to respect and be polite to their teachers. They shall be educated to know the importance of punctuality, doing assignment and the ill in noise making in class and the need for good health, keeping good hygiene and to avoid quarrelling with other students. More so, the role of parents is very crucial as it helps to find out from the teachers the children's out, progress and their performance in their respective school activities. Abolishing corporal punishment in schools by government is inadequate, as it is not only harmful to students but also violates children's rights. It is necessary for laws to be executed to prevent children from involving in violence and other problems Keeping in consideration the socio-cultural and religious values of the area; the role of Nongovernmental Organizations is highly significant, which can bring general mass awareness about the impacts of corporal punishment through arrangement of seminars, campaigns, workshops.

Mass media is one of the most effective sources to highlight the issues of major concern, formation and changing human behaviours and attitudes. In this context, media should be vigorously involved in getting rid of such a menace organizing different programs through newspapers and magazines that will help to educate the students on the need to be always of good behaviour.

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## APPENDIX 1. QUESTIONNAIRE

Dear Respondent,

The study's topic is **“Students’ Perceptions on the influence of corporal punishment on their academic performance: a survey of selected secondary schools in Benin Metropolis, Edo State”**. I kindly request you to fill the questionnaire attached as honestly as possible. I assure you that your responses shall be used only for academic purpose(s) and shall be treated with utmost confidentiality.

Thank you

**Section A: Personal Information.**

This study requires you to voluntarily participate in it. You are therefore required to tick the box below to show your consent for this study. Consent Yes  No

1. Gender: (a) Male  (b) Female
2. Do you stay with your parents? (a) Yes  (b) No
3. Do you have a counsellor in your school? (a) Yes  (b) No
4. Do you have a social worker in your school? (a) Yes  (b) No

**Section B: Knowledge and Types of Corporal Punishment in the School**

5. Have you heard of corporal punishment before? (a) Yes  (b) No
6. If yes, how did you learn about it? (a) I experienced it  (b) From friends/peers  (c) From parents  (d) others specify  
.....
7. Do you know that the use of corporal punishment has been banned in schools? Yes  No
8. Do you think that corporal punishment is well perceived by developed society? Yes  No
9. What is your perception about corporal punishment in your school? (a) It is bad  (b) it is very bad  (c) It is good  (d) It is very good  (e) I don't know
10. What is your perception about corporal punishment in your school as a parent? Bad  very bad  good  very good  don't know



11. What is your perception about corporal punishment in your school as a teacher? Bad  very bad  good  very good  don't know
12. What are the types of corporal punishment adopted in your school? (Pick as many as appropriate)

<i>s/n</i>	<i>Types of corporal punishment used in your school</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
a.	Flogging			
b.	Kneeling down			
c.	Clearing bushes during classes			
d.	Scolding (shouting at the students)			
e.	Washing toilets			
f.	Others specify:.....			

13. What is the most used way of correcting students in your school? (a) Flog students  (c) Send student home  (c) Advise the students  (d) Ignore students  (e) Others specify .....
14. What do you think was the reason why corporal punishment was use on you?.....
15. In what manner do you wish to be corrected when you err in school? (a) Advise me  (b) Punish me  (c) Ignore me  (d) I don't know

### **Section C: Effect of Corporal Punishment on Students' Academics**

16. Does the thought of corporal punishment make you more focused on your studies? (a) Yes  (b) No  (c) I don't know
17. Do you perform better academically in order to prevent corporal punishment? (a) Yes  (b) No  (c) I don't know
18. Does the thought of corporal punishment make you to behave well? (a) Yes  (b) No  (c) I don't know
19. Does the use of corporal punishment in your school make you want to stop schooling? (a) Yes  (b) No  (c) I don't know

20. How would you rate the effect of corporal punishment on students' academic performance in your school? (a) Very helpful  (b) Helpful  (c) Very unhelpful  (d) Unhelpful  (e) I don't know
21. Do you think that good behavior of student in school can be attributed to the use of corporal punishment? Yes  No

**Section D: Way Forward on Corporal Punishment in Schools**

22. Do you suggest that there is advantage in the use of corporal punishment in schools? (a) Yes  (b) No  (c) I don't know
23. Do you think that corporal punishment should be encouraged to continue in schools (a) Yes  (b) No  (c) I don't know
24. Do you think that corporal punishment should be eradicated totally from our school? Yes  No
25. What other correctional measures do you suggest for school students?.....

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