

**ATTITUDE OF TEACHERS TOWARDS THE USE OF PUNISHMENT
AS A MEANS OF ENFORCING DISCIPLINE IN SECONDARY
SCHOOLS IN IFELODUN (LGA) IN KWARA STATE**

BY

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CERTIFICATION

This project has been read and approved as meeting the requirement for the award of the Nigeria Certificate in Education, Department of Business Education, Kwara State College of Education Ilorin.

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DEDICATION

This project is dedicated to Almighty Allah who has seen me through my (NCE) program to him the Glory, Supremacy and Honour.

ACKNOWLEDGEMENTS

I remain thankful to God Almighty for making me who and what I am today. My deepest gratitude goes to Almighty Allah who has provided all that was needed to complete this project and the programme for which was undertaken for Glory be to Allah.

I also like to show my gratitude to my responsible supervisor, Mrs. Kamaludeen S.A for her effort to make the project a reality through her painstaking correction and suggestion, may Almighty Allah bless you and your family.

The prayer and support of my family members cannot be over emphasized. I express a deep sense of gratitude to my parents, Mr & Mrs. Ibrahim for their support through the journey of my life, May Almighty Allah be with them and bless them more, may you reap the fruit of your labour.

My appreciation also goes to my beloved friends, I don't know how to thanks you, but God will reward you with great things Inshallahu.

ABSTRACT

This study examines the teacher perception of the use of punishment in secondary schools in Ifelodun local govt in kwara state. The data we have collected using the random sampling techniques with use of questionnaire. The data collected were then analysed using simple percentage. The result review that 50.5% of the male respondents agreed that punishments is a form of motivation employed by the teacher to facilitate learning and 52.7% of the Muslim respondents disagreed on the use of punishment in school and lastly, 36% of the Christians respondents were neutral on the use of punishment in schools. The study's recommendation is that punishment could serve as corrective and not punitive measure.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Punishment is a behavioural event which involves the deliberate infliction of pain and suffering, Fines and confinement by an authority on an individual who is perceived to have broken a rule or regulation (Nzenma, 1989).

The notion that punishment is a powerful means of social control has led to the practices, over the years of using its various forms in schools to motivate students to eliminate undesirable behaviour and to maintain general discipline and atmosphere conducive to learning .

Punishment refers to the chastisement inflicted on the body in order to cause physical pain or suffering usually with the professed purpose of modifying a behaviour (Rattis and Grambs 1965).

Bello (1981) defines punishment as a social disapproval, discomfort or pain. He went further to say that punishment is a kind of device to which teacher's resort to maintain discipline in the class.

Methods of Inflicting Punishment

Punishment involves the use of scolding, striking, and strapping raising one leg up for long, hands up for hours, over labouring and enforced assumption of unnatural and abnormal posture like crawling round the class, cutting trees and jumping like frog. It is therefore thought that inflicting pains and suffering on the individual will not only deter him/her from further committing the offence for which he/she is being punished, but others who are aware of the suffering involved are not likely to do that which may attract that same type of punishment.

However, among educational researchers opinions are divided as to the consequences of the use of punishment especially as it affects the teaching and learning process in particular and the overall educational process in general. Various researchers such as Hilgard (1963), Walter (1963), Adetayo (1979) and Nzemka (1989) were of the view that the use of punishment could be beneficial to the teaching and learning process, especially when combined with reward for emitting the correct response. Other psychological researchers like Morgan and

King (1966), Jimoh (1984) and Ekeruo (1986) believed that the consequence of punishment are harmful to the teaching / learning process, and could have undue effect on childrens and adolescents personal development.

In the content, I choose to write on attitude of teacher to the use of punishment as a researcher topic due to the fact that the concept has been the most frequently used technique in the control of act of indiscipline in most of the primary schools in Kwara State and especially in Ifelodun LGA. Substantial effort has been made by earlier scholars and researchers on the question of re –introducing punishments in schools which consequently serve as my source of inspiration to find out recent trends on the issue as related to Ifelodun LGA. Many involve their removal of positive reinforcement or the presentation of stimuli.

The event in the latter category may take the form of physical punishment or stock stimulation, Unpleasant authority feedback or verbal reprimands by teachers. Agitation for adequate punishment With reference to the punishment, for example, the Holy Bible in the book of

Proverbs 1:24 read “He who spears the rod spoiled the child, but he who loved him is diligent to discipline him”. From this biblical quotation, we could see the reason why teachers emphasize the need for not administering punishment.

- a. The child may be killed or deformed for life
- b. The child develops wrong attitude and sees the punisher as cruel and harsh and forgets the offence that calls for the punishment.

Considering the above assumption, it is clear that the use of punishment had some commendation effect on teaching / learning process in the secondary schools. In case of the secondary schools, it is necessary to investigate in detail, the perception of punishment by teachers, as it applies to secondary schools in Ifelodun LGA of Kwara State.

1.1 Statement of the Problem

Ireogbu (1986) observe that teachers in the secondary schools use different forms of punishment to correct deviant students as a form

of motivation for learning and create a general atmosphere that is conducive to learning in the school environment.

The use of punishment can therefore be beneficial to both students and teachers depending on how the exhibit personal grudges against their students. Regular punishment may however help in breeding hardened and habitual wrong doers. Therefore, punishment should not be administered purposely and with reflection of love. Every punishment should not be used as a means of stratifying alone but as a corrective measure to modify the character of the students. General speaking, punishment has overwhelming acceptance to even the various religious practices in our country. This is why Christian' parents and teachers usually point out the fact that the Bible is in support of the practice. The book of Proverbs, for instance shows its belief in flogging children in to obedience. It says:

*The rod on reproof give wisdom but
a child left to himself brings shame to his
Mother (Proverbs 29:15)*

There is also the believe from this religious stand point that punishment used as a corrective measure in itself is not cruelty children who are stubborn can be punished. At the initial stage the Nigeria Union of Teachers (NUT) was of the opinion that the posting of soldiers to schools will cost more harm to the school children than maintaining discipline. This could eventually be the aim and objective of education. It was also written, in one of the dailies late 1970s that British parents are not of the view that punishment should be employed as sole method of modifying behaviour, but if it is used judiciously in conjunction with other techniques designed to promote a more effective response to the important nature of the topic, the researcher finds it imperative to investigate.

1.2 Purpose of the Study

The main purpose of this research project is to find out teachers' attitudes to the use of punishment as a corrective measure in selected primary schools in Ifelodun LGA. The research will try to see the

perception of teachers on the use of punishment in the above mentioned area.

In addition, the study will give reasons why it is necessary to apply punishment to school children. The work will also aim at providing necessary information for decision making to introduce punishment in various primary schools in the state.

To investigate the alternative methods of handling and dealing with various acts of indiscipline in Nigeria secondary schools.

The findings from this research may be an adjustment as a corrective measure, in school variables such as sex (male and female) religion (Christian and Muslim), Educational background of teacher and teaching experience.

However, many psychologist and educational researchers have done various research works on the uses of punishment as a corrective measure in schools without considering the perception of the teacher who punishes. Hence, this research work will help to know the perception by teachers in selected secondary in Ifelodun LGA.

1.3 Research Question ‘

In carrying out the above research topic, research questions have been raised to guard the study. Such questions that will be answered within the study include;

1. How do male teachers perceive the use of punishment in the school as a corrective measure ?
2. How do female teachers perceive the use of punishment in schools as a corrective measure?
3. How do Christian teachers perceive the use of punishment in schools as a corrective measure?
4. How do Muslim teachers perceive the use of punishment in schools as a corrective measure?

1.4 Research Hypothesis

In carrying out the above research topic, research hypothesis have been raised to guide the study. Such questions that will be answered within the study include;

1. Male teachers do not perceive the use of punishment in schools as a corrective measure;
2. Female teacher do not perceive the use of punishment in schools as a corrective measure;
3. Christian teachers do not perceive the use of punishment in schools as a corrective measure
4. Muslim teachers do not perceive the use punishment in schools as a corrective measure.

1.5 Significance of the Study

The result of the study will be of assistance to the principal, the teachers, the proprietor and even the government or curriculum planners to understand the use or advantages of using various punishment measures on students in our schools.

1.6 Delimitation of the Study

This research work is restricted to selected secondary schools in Ifelodun LGA. The teachers of these secondary schools shall be used as subjects in the research study.

The chosen respondents or subject for the study must be able to read and understand without explaining the questions and statements of the instrument used. The school to be used will be randomly selected give a fair representation of the schools in the area of study.

1.7 Definition of Terms

Discipline is the training of the mind and character of the pupil so as to make him to develop self - control. Discipline is often used as a set of strategies to eliminate disruptive behaviour patterns that may retard adequate learning.

Indiscipline: refers to that behaviour which is capable of impeding the achievement of the goals or objective set for or by an organization or institution. Acts of indiscipline include sex abuse, dishonesty, stealing, truancy and assault to mention but a few.

Perception: is the process of location sensation of certain or particular part of the organization, It fixes the new knowledge into our memories. Perception is therefore likely to be affected by mental set attitudes expectations or desire at a given movement, so much that we have expectation to perceive.

Punishment: As used in the study punishment refers to all forms of pain or discomfort consciously inflicted on students as a form of domination as a result of violation of stipulated code of conduct, rules and regulations or norms of schools.

CHAPTER TWO

THE REVIEW OF RELATED LITERATURE

This chapter is discussed under the following sub - heading

1. Concept of punishment
2. Purpose of punishment
3. Influence of punishment on students activities
4. Parents' perception of the use of punishment
5. Teachers' perception of the use of punishment
6. Summary of literature review

2.0 Concept of Punishment

Akinyemi (2002) said that punishment is the maintenance of a general school atmosphere which is conducive to the achievement of class and school goals and the development of the student's individual personality and character. He stated further that punishment is used to sustain a disciplined situation; punishment involves the intentional infliction of pain or something unpleasant by someone in authority on someone who commits an offence or breaches a rules.

It involves the intentional infliction of pain or at least something intended to be unpleasant upon offenders so as to modify behaviours. The use of punishment in schools has attracted much attention. Des (1983) in his opinion, considers one of the two main arguments that without teachers recourse to punishment, the school system, or much of it anyway, would break down. Also if schools abandon punishment completely, one consequence would be that the young would be brought up in a world of fantasy where they would not properly prepare for the realities which await them outside and after the schools.

Sigmond (2020) stated that punishment correct the offender and serves as a deterrent against committing such offences either by the offender or others around him.

Bello (2021) defines punishment as the social disapproval of an undesirable act resulting in personal discomfort or pain.

Ottite and Ogionwo (2021) group punishment in school into concrete and verbal punishment. According to them, concrete punishments are those that are not verbally expressed, and reasoning is not employed

in their use. It includes physical or corporal punishment, manual labour etc. Verbal punishment on the other hand, includes, insult, nagging, ridicule and withdrawal of privileges etc.

Adesina (2020) has identified two major types of punishment. Imposed punishment and self – punishment.

Imposed punishment is given by an external authority or laws in which it is demonstrated to establish the right from the wrong, the helpful from the hateful, the bad from the good without being taught or imposed by external bodies.

Ogunsaju (2019) asserts that in the case of punishment, the educational law of most states specifically sets that only the school authority can administer punishment on students. When such punishment is meted out, it has to be recorded in the punishment book with details like name of the students, his offence, class, the date the punishment given and the signature of the teacher who administered the punishment. In administering punishment, no female student should receive heavy punishment from a male teacher due to their

nature and the punishment book should be kept by the principal. These will checkmate the excesses on the part of teachers and bring about mutual discipline on the part of students for effective teaching – learning process.

Ajayi (2004) expresses view that punishment is expected to serve as corrective purpose and a deterrent to others but not necessary punitive. Therefore, punishment should result in a reduced frequency of the undesirable behaviour that does not enforce control. Rather, it is better moved into learning experiences.

Balogun (2004) in his study of students / teachers relationship among secondary schools students concluded that cordial teachers/students relationship enhances good academic performance and favourable learning conditions rather than hostility.

Hall (2020) contends that it is based on the erroneous or over simplified conception of human conduct. He argues that punishment is

not vengeance when it is intelligently applied. It can have constructive effects upon both the offender and the school.

Adesina (2020) is of opinion that punishment brings discipline when students are taught to respect school authorities, to observe school rules and regulations, observe conventional and established laws of the society to maintain and established standard of behaviour, all based on the fear of punishment.

Sigmund (2020) maintains that punishment will correct offenders and serve as a deterrent against committing such offences either by the offender or others around him.

Barel (2014) has suggested three purposes or ways of assessing punishments.

1. The punishment should be reformative that is. It should represent an effort to make the offender a better disciplined and acceptable member of the society.

2. The punishment should be retributive That is it should represent an effort to express the displeasure of the society at the offence committed by a person.

2.1 Influence of Punishment on Students' Activities

Durkheim (2020) believed that school rules should be strictly enforced and punishment should reflect the seriousness of the damage done to the social group by the offence and it should be made clear to transgressors why they are being punished. In this way, students would come to term with the fact that the offensive act was against the social group as a whole. They would learn to exercise self - discipline not just because they wanted to avoid punishment but they would come to see that misbehaviour damages society as a whole.

He further argued that the individual behaviours of the students are controlled by the expectation of punishment. On such occasions, deviants or offenders are reminded directly or indirectly of the practice lessons of morality enjoined in the society. Punishment is reformative. It

makes the offender a better disciplined and acceptable member of the society and prevents students from committing that offence in future.

Hargaees (2021) states that indiscipline can be solved if punishment is placed upon deviant behaviour in the school. He states further that to acquire dignity, a person must achieve a sense of competence in making contribution to, and being valued by the group to which he or she belongs. The power of school to enforce conformity to its rules and to coerce its students into the acceptance of instrument that makes individual students to learn to co-operate with those who are neither their kin nor their friends. In school, a child must interact with other members of the school community guided by a fixed set of rules. It is these experiences that prepare them for interacting with members of the society as a whole and show respect for the worth and dignity of others guided by society's rules and regulations. It is by respecting the schools rules that students learn to respect rules in general.

Ayeni 2021) says teachers should make sure that students obey the schools simple rules and regulation and if they should break them intentionally they should be punished using the cane of course. He also suggested three other ways of administering punishments so as to check the students' misbehaviours.

1. **Cutting of grass:** This might be a deterrent for a stubborn child who continues to commit the same offence.
2. **Deprivation of privileges:** This also serves as a deterrent since some children will just keep to the right attitudes to avoid this type of punishment and to avert embarrassment.

2.2 Parent's Perception of the use of Punishment

Gobir (2020) was of the view that the type of discipline parents use is probably less important than that they be consistent, and fair parental integrity is the key to imposing on children, with the little or no need to resort to physical punishment. She further explained that psychological or emotional punishment for a young child is more damaging than spanking. By the time the child's development had

progressed to the degree that he/she accepts himself/herself as a separate and worthy person, he will be able to tolerate the parents or teachers withdrawal of approval for misbehaviours.

Also Gbadeyan (2020), associates the cause of indiscipline with the family or home. He states that laying a solid foundation for a child's success in life is the responsibility of parents and not the duty of house – maids. Some parents have little time at home with their children. This responsibility is left for the teachers alone which ought not to be. The fact also is that children tend to manifest what goes on in their homes. So, if homes are quarrelsome and disorderly, children will manifest the same at school.

Danza (2016) states that the current disciplinary policies in schools have vehemently been criticized because of their heavy reliance on active punishment procedures. Studies of child-rearing practice in Southern Nigeria show that punishment is frequently used not only by the teachers.

Herlin and Barger (2022) in ceremonious words gave a record of an adult who spanked a child while the punishment was being administered. This is a very rough administration of punishment.

No teacher or authority under any circumstance should punish out of spite or emotions. If he or she does, then the case is not that of punishment any more but of revenge or something else.

2.3 Teachers' Perception of the use of punishment

Some teachers believe that the use of punishment as a correlative measure can be beneficial to the teaching/learning process. From the LGA and NUT (Ibid p.49) “ less than one in ten teachers claim to have many pupils who create discipline any problems. Hence the practice of punishment finds support too not only from those studying schools, but from many who consider its justification. Punishment involves the intentional infliction of pain or at least something intended to be unpleasant upon offenders in schools as punishing children is not distinguished from the reasons for punishing anyone else. The basic case for punishment is surely in terms of

deterrence and prevention. Punishment is for the smooth running of the school and it is very much in the hands of teachers, not just for the head teachers to decide upon.

Punishment in form of beating with the use of cane was prohibited in schools at the introduction of universal free primary education in 1934 in the formal Western Region of Nigeria. The reason advanced for the ban was that absenteeism and dropout rates were shown to be related to the use of punishment.

Abiri (2016) contrary to the above asserts that teachers in the United States have legal rights to administer punishment. This is as a result of direct influence from American colonists who had stayed where whipping featured prominently in schools. So they readily adopted the “spare the rod” and use to correct young people in their schools.

Grinder and Robbert, (2013). In conclusion, some teachers have viewed behaviour procedures should never be used unless they are used in conjunction with a reinforcement procedure for an alternative response.

2.4 Summary of Literature Reviewed

Various opinions and questions have been raised on the effectiveness of discipline on the students who are the leaders of tomorrow. Parents and the school authorities should try to create an environment which encourages law-abiding citizens. They should aim to reduce the exercise of these acts that the child's character may be developed through performance of the acts which the society approves of. The effectiveness is proof of the fact that if the punishment tries to make the desirable character or change for better, it would bring or receive effective response. It must be noted however that if there is too much time between the offence and the penalty, the child may fail to associate the discomfort with the wrong act and thus the punishment will be ineffective. We do hope that the government would see to the execution of punishments in schools so as to check the undesirable effects of some of these punishments in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The focus of this chapter is to describe and discuss the method used on carrying out the study for better discussion. The chapter is discussed under the following sub-headings:

Research Design

Population of the study

Some sampling Techniques

Research Instrument

Validity of the Instrument

Reliability of the instrument

Administration of the Instrument

Data Analysis

3.1 Research Design

The research design adopted in the study is purely the descriptive survey method. A descriptive survey is a method of research which involves a careful observation of the existing attributes of a particular event and gives pictures of a population.

3.2 Population of the Study

The population of the study consists of teachers in secondary schools in Ifelodun LGA of Kwara state and it was conducted among the teachers.

3.3 Sample and Sampling Techniques

The sample and sampling techniques employed in this research is random sampling. Five secondary schools were randomly selected.

The names of the selected secondary schools are as follows;

1. Omupo Grammar School, Omupo, Kwara state
2. Agboma high school, share, Kwara state
3. Government secondary school, share, Kwara state
4. Government secondary school, Babaloma, Kwara state
5. Grammar high secondary school, Apado, Kwara state

From these schools, a total of one hundred and twenty - five subjects were selected

The sample and sampling techniques employed in this research ensured unbiased selection of the participants involve sub- dividing the population into groups as teachers and students.

3.4 Research Instrument

According to Adewumi (1988), instrumentation is the process of selecting or developing measuring devices and method appropriate to given evaluation or research problem.

The instrument used in this study is a questionnaire. The rationale behind the use of questionnaire is that the questionnaire by its nature is thought to be the most feasible way of getting the information required, putting into consideration the spread of schools and the diverse nature of participants under study.

The questionnaire on teachers perception of the use of punishment was designed by the researcher with the guidance of the project supervisor and was used to elicit necessary information from the respondents understandings, view and opinions on the use of punishment as a corrective measure against misbehaviours' in schools.

The construction of the statements were made after consulting textbooks, journals, articles and series of interaction with teachers and other literatures. Among other items the respondents were requested to show their response by putting marks (*) against one of the options provided. That is. Agree (A) Disagree (D) and Neutral (N)

3.5 Administration of the Study

The questionnaire was administered to the teachers in their various schools by the researcher who went around the schools that were included in the sample.

The researcher had earlier on visited the selected schools to seek the permission of the principals of the respective schools. The teachers were to respond to the questionnaire independently.

The data analysis of this research is based on the returned questionnaire.

3.6 Data Analysis

The data collection through the questionnaire was subjected to appropriate statistical analysis.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Presentation of Results

This section presents the analysis of the demographic aspect of the data collection of the study. Hence, the researcher examines the percentage distribution of respondents according to the sex and the religion of the respondents.

Research Question One: How do male teachers perceive the use of punishment in schools?

Table 1: Male percentage perception of the use of punishment

Items	A	%	D	%	N	%
1.	41	(60.2)	10	(14.8)	17	(2.5)
2.	51	(75)	5	(8.8)	11	(16.2)
3.	60	(88.3)	2	(2.9)	6	(8.8)
4.	49	(72.0)	1	(1.5)	18	(26.5)
5.	23	(38.8)	26	(35.3)	19	(27.9)
6.	29	(57.3)	20	(29.4)	9	(13.3)
7.	7	(10.2)	30	(44.1)	31	(45.5)
8.	5	(7.4)	29	(42.7)	34	(50)
Total	275	(404.1)	124	(179.5)	145	(213.2)
Average	34.3	(50.5)	15.5	(22.4)	18.1	(26.7)

Source: *Field Survey, 2024*

The table above shows that 50.5 of the male respondents agree that punishment is a form of motivation employed by the teacher to facilitate learning.

Research Question Two: How do female teachers perceive the use of punishment in school?

Table 2: Female perception of the use of punishment

Items	A	%	D	%	N	%
1.	13	(22.3)	24	(42.1)	20	(35.1)
2.	25	(43.8)	15	(26.4)	17	(29.8)
3.	12	(21.1)	18	(31.6)	36	(28.1)
4.	3	(5.3)	1	(1.5)	18	(63.2)
5.	7	(12.3)	30	(52.6)	20	(35.1)
6.	9	(15.8)	31	(54.4)	17	(29.9)
7.	10	(17.5)	11	(19.3)	36	(63.2)
8.	2	(3.5)	25	(43.9)	30	(52.7)
Total	81	(142.1)	183	(321.2)	192	(337.1)
Average	10.1	(17.8)	22.8	(40.1)	24	(42.2)

Source: filed survey, 2024

Table 2 above shows that 44.2% of the female respondents were neutral on the use of punishment in schools.

Research Question Three: How do Christian perceive t teacher's he use of punishment in school?

Table3: Christian teacher's perception of the use of punishment in Schools

Items	A	%	D	%	N	%
1.	13	(22.3)	24	(42.1)	20	(35.1)
2.	25	(43.8)	15	(26.4)	17	(29.8)
3.	12	(21.1)	18	(31.6)	36	(28.1)
4.	3	(5.3)	1	(1.5)	18	(63.2)
5.	7	(12.3)	30	(52.6)	20	(35.1)
6.	9	(15.8)	31	(54.4)	17	(29.9)
7.	10	(17.5)	11	(19.3)	36	(63.2)
8.	2	(3.5)	25	(43.9)	30	(52.7)
Total	81	(142.1)	183	(321.2)	192	(337.1)

Average	10.1 (17.8)	22.8 (40.1)	24 (42.2)

Source: filed survey, 2024

Table three above shows that 36.7% of the Christian teacher's respondents were neutral on the use of punishment in schools.

Research Question Four: How do Muslim teachers perceive the use of punishment in schools?

Table 4: Muslim teacher's perception of the use of punishment in schools.

Items	A	%	D	%	N	%
1.	13	(22.3)	24	(42.1)	20	(35.1)
2.	25	(43.8)	15	(26.4)	17	(29.8)
3.	12	(21.1)	18	(31.6)	36	(28.1)
4.	3	(5.3)	1	(1.5)	18	(63.2)
5.	7	(12.3)	30	(52.6)	20	(35.1)
6.	9	(15.8)	31	(54.4)	17	(29.9)

7.	10	(17.5)	11	(19.3)	36	(63.2)
8.	2	(3.5)	25	(43.9)	30	(52.7)
Total	81	(142.1)	183	(321.2)	192	(337.1)
Average	10.1	(17.8)	22.8	(40.1)	24	(42.2)

Source: filed survey, 2024

Table four above shows that 52.7% of Muslim respondents disagree on the use of punishment in schools.

4.1 DISCUSSION OF THE RESULTS

Table 1 shows that 50% of male respondents agree that punishment is a form of motivation employed by the teacher to facilitate learning .

Table 2 shows that 42.2% of the female respondents were neutral on the use of punishments in schools.

The table 3, also shows that 36.7% of the Christian respondents were neutral on the use of punishment in schools.

Lastly, table 4 shows that 52.7 of the Muslims respondents disagree on the use of punishments in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

The purpose of this study was to know the teachers attitude towards the use of punishment in primary schools in Ifelodun LGA in Kwara State.

Data from the completed questionnaire copies were scored analyzed as indicated in chapter four of this study. However, this chapter discusses the findings recommendation of the study.

The notion that punishment is a powerful means of social controls has led to the practice, over the years of using its various forms in schools to motivate students to eliminate undesirable behaviour and to maintain general discipline atmosphere conducive to learning.

Punishment refers to the chastisement inflicted on the body in order to cause physical pain or suffering usually with the professed purpose of modifying (behaviour) (Raths and Grambs (1965)).

Ireogbu (1986), observed that teachers in secondary schools use different forms of punishment to correct deviant students as a form of motivation for learning and to create a general atmosphere that is conducive in the school environment.

It was also written in one of the dailies in late 1970s that British parents are not of the view that punishment is employed as a sole method of modifying behaviour, but if it is used judiciously in conjunction with other techniques designed to promote more effective response.

The research design adopted in this study is purely descriptive survey method of research involves a careful observation of the existing attributes of a particular event and gives pictures of a population.

The population consists of the teachers in secondary schools in Ifelodun LGA in Kwara State and it was conducted among the teachers.

The instrument used in this study is a questionnaire, the rationale behind the use of questionnaire is that the questionnaire by its nature is thought to be the most feasible way of gathering the information required putting into consideration the widespread of schools and the diverse nature of a participant under the study.

CONCLUSION

This study has actually led to some findings hence. Below are the research questions raised to guide the study.

1. How do male teachers perceive the use of punishment in schools?
2. How do female teachers perceive the use of punishment in schools?
3. How do Christian's teachers perceive the use of punishment in schools?
4. How do Muslims teachers perceive the use of punishment in schools?

RECOMMENDATIONS

Considering the findings of this study, the following recommendations are hereby made.

1. Punishment should serve as corrective and not be punitive.
2. Teachers should avoid bias in the use of punishment.

3. Punishment should serve as motivation to others.

SUGGESTIONS FOR FURTHER STUDIES

It is suggested that similar topic could be extended to secondary schools in the State by this researcher.

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QUESTIONNAIRE

IN PARTIAL FULFILMENT FOR THE AWARD OF THE NATIONAL
CERTIFICATE IN EDUCATION (NCE) IN COMPUTER SCIENCE
ECONOMIC

This questionnaire designed to collect information on teachers' perception of the use of punishment in secondary schools in Ifelodun LGA.

Kindly supply necessary information on the questionnaire in order to facilities the exercise.

SECTION A

Personal Information

Instruction: Please tick (✓) as appropriate

Sex: Male (), Female ()

Religion: Christianity (), Islam ()

Teaching Experience: 0 – 10yrs (), 11 – 20yrs (), 21 – 30yrs
() 31yrs and above ()

SECTION B

Instruction: There are four responses to each statement, kindly tick the most appropriate one.

A = Agree, **S.A** = Strongly Agreed, **D** = Disagree,
S.D = Strongly Disagreed

S/N	STATEMENT	A	S.A	D	SD
1	Punishment is a type of motivation employed by the teacher.				
2	Punishment is usually employed to correct doings of the student.				
3	Punishment promotes discipline in the schools.				
4	Punishment facilitates orderliness in the schools.				
5	Punishment is Nasser to protect students/teachers from molestation.				
6	Punishment serves as deterrent to others.				
7	Punishment is desirable for effective teaching in the classroom.				
8	Punishment promotes effective classroom management.				