INFLUENCE OF PUNISHMENT ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ABI LOCAL GOVERNMENT AREA OF CROSS RIVER STATE.

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Abstract

This study investigated the influence of punishment on the academic performance of secondary school students in Abi Local Government Area. To achieve the aim of the study, four research questions and four hypotheses were formulated to guide the study. Literatures related to the variables were reviewed according to hypotheses directing the study. A total of two hundred (200) respondents were randomly selected from the area for the study. This was done through random sampling technique. The main instrument for data collection was the influence of punishment on academic performance of secondary school student's questionnaire. The data collected was analyzed using independent t-test. All hypotheses were subjected to testing at 0.05 level of significance with critical values and degrees of freedom. The result of the analysis revealed that there is a significant influence between corporal punishment and the academic performance of secondary school student, there is a significant influence between suspension and the academic performance of secondary school student, there is a significant influence between expulsion and the academic performance of secondary school student, there is a significant influence between Detention and the academic performance of secondary school student. Based on the result, recommendations were made and suggestions for further study were also provided.

Introduction

Punishment over the years has been face with a lot of miss conception by lay men and most people who are illiterate in the field of classroom management. Punishment in school is the system of rule and behavioral strategies appropriate to the regulation of children studies or adolescent and the maintenance of order in schools, it aim is to content the studies action and behavior.

There are various types of punishments that are administered in the secondary schools in Uganda. These include the different modes or forms, which prevail in our schools in Uganda such as reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school According to traditional African teaching and learning, power relations dominated it. Children were expected to take instructions from adults and assimilated knowledge without questioning its source. Questioning its source and challenging the opinion of the instructor could be regarded as rude and Tantamount to punishment (Gyekye, 2012).

However despite the existence of learning theories signaling the barriers punishments regimes pose to effective teaching and learning, the practice continues to be predicted on traditional norms and expectations of the society and this is true in our schools where adults expect that children who misbehave in school or at home will be punished. Despite turkey current economic growth modernization and *increased academic* performance, 50$^{\%}$to 75% of children in the country are reported to be subjected to different in school moreover, the vast majority of teacher in turkey believe in the need for corporal punishment as an integral part in the development of the child, and despite the fact that corporal punishment is unlawful on turkey It Is regularly carried out in every grade level in virtually all regions of the country. By reviewing the related literature the present attempts to explore what approaches teacher generally adopt in dealing with studies misconduct.

In our contemporary society, they have been a lot of failure and poor academic achievement among secondary school student this is as a result of inappropriate awarding of punishment to impact knowledge teacher instructor come out with different methodology of punishment in school which were not in line with school punishment, slavery method, short term supervision, definite supervision method have been adopted these have failed to improve student learning thus, resulting in poor academic performance of secondary school student. The level of academic under achievement among I secondary student is growing geometrically this have trigged the mine of the research most facilitator teacher and instructions adopt in appropriate punishment method, teacher adopt punishment which is very traditional in nature and meant for the facilitating of personnel. This has result to poor academic performance of secondary school student. It is in the light of the above that this research work seeks to investigate how

appropriate school punishment method improves academic performance of students in Abi Local Government Area.

Literature Review

Corporal punishment and the academic performance of secondary school students

Corporal punishment refers to the use of physical force, such as spanking or paddling, to discipline students. Several studies have found a negative association between corporal punishment and academic performance. Physical punishment can lead to feelings of fear, anxiety, and low self-esteem, which can hinder a student's ability to focus, concentrate, and engage in the learning process effectively. Students who experience corporal punishment may be more likely to develop negative attitudes toward school and learning, leading to lower academic achievement.

Corporal punishment can have long-lasting psychological effects on students. It has been linked to increased aggression, hostility, and mental health problems, such as depression and anxiety. These psychological factors can further contribute to poor academic performance. Many researchers and educators argue that alternative discipline methods, such as positive reinforcement, conflict resolution, and fostering a supportive and respectful learning environment, are more effective in promoting positive academic outcomes. These methods focus on addressing behavioral issues through understanding, communication, and teaching appropriate behavior rather than resorting to physical punishment.

According to Adelloya (2021) explained that corporal punishment is a form of physical punishment that involves the deliberate infliction of pains as retribution for an offence or for the purpose of discipline or reforming a wrongdoer, or to data attitudes or behaviour deemed unacceptable. He furthermore added that term usually refers to methodically striking the offender with the open hand or with and implement whether in judicial, domestic or educational setting.

Edward (2016) assert that any punishment in which physical force is use and intended to cause some degree of pains or discomfort should be seen as corporal punishment. Edward further more added that corporal punishment may be divided into three main types, (i) parental (ii) school corporal (ii) judicial corporal punishment. Edward explained that parental or domestic corporal punishment within the family-typically, children punishment by parent or guardians. He also explained corporal punishment to be written school when student are punish by teacher or school administrators or in the post apprentice by master craft man while he said Judicial corporal punishment are ordered by the court of Jaw closely related with prison punishment. Ordered by prison authorities or carried out directly by staff.

Asia (2022) summit that corporal punishment as traditionally been considered in many cultures and acceptable ways of correction of children by adult with direct authority lover them. He added that in recent decades, fallen into; disfavor, especially in western countries and has been criminalized in an increasing number of jurisdiction most law against parental corporal punishment of children are very recent, having been enacted during the pass field decades. Asia further more added that corporal punishment of minor within domestic setting as of 2003 has been officially out law in 40 countries and also in many countries including Canada, Kenya, South Africa, New Zealand and nearly all of Europe.

Erikson (2013) opine that corporal punishment was **recorded as** 10th century B.C in book of proverbs.(Bible) attributed to Solomon "he that spareth the rod hateth is son but he that toveth with comecteth him betrme, withhold not correction from a child for if thou strike him with the rod he shall not die, thou shalt beat him with the rod and deliver his soul from hell. Erikson added that It was certainly present in classical I civilization being used In Greek, Rome and Egypt *for* both judicial and educational discipline, some state gained a reputation for using such punishments. Cruelly spate, In particular used them as paint of a disciplined regime designed to build willpower and physical strength, although the Spartan example was extreme.

Corporal punishment was possible the most frequent type of punishment. In the Roman Empire the maximum penalty that a under law was40 lashes or stroke with a whip applied to the back and shoulders or with the faces. Baddeley (2020) define coral punishment, the infliction of physical pain upon a person's body as punishment for a crime or infraction, blinding and the use of the stock and pillory in a broad sense are good example of punishment. In a broad sense the term also donates the physical discipline of children in the schools at home.

Baddeley added that, Early Babylonian law developed the principle of lextallonls which asserted that criminals should receive as punishment precisely those injuries they had inflicted upon their victims. Herzberg (2020) assert that corporal punishment no longer exist in the school system of most developed nations of the world. The last flogging in the united state schools for example were carried out in the state and was abolished there in 1972. He attest that British educational law stood as a rare exception in it legal prescription of whipping as punishment for offenses in school. But the infliction of infliction of this penalty was severely limited by the education broad for the nation act of 1948 and was abolished.

Anyanwu (2015) in his contribution to school discipline i opined that an important rational for the use of corporal punishment in school has historically been that the pain, injury, humiliation and degradation it infliction would deter the student (offender) from committing similar offense.

Suspension and Academic performance of secondary school students

The suspension of secondary school students can have a significant impact on their academic performance. When students are suspended, they are removed from the regular school environment and are often unable to participate in classroom activities, receive instruction, or complete assignments. As a result, their academic progress can suffer. Suspension typically involves a period of absence from school, during which students miss important instructional time. They may miss lectures, discussions, and demonstrations that are crucial for understanding and learning new concepts. This can put them at a disadvantage when they return to school and try to catch up with the material they missed.

Suspension can disrupt students' learning routines and overall academic progress. When they are away from school, they may lose the momentum they had built up in their studies, making it harder to regain their focus and motivation once they return. This disruption can lead to gaps in their knowledge and understanding of the curriculum. During a suspension, students may not have access to school resources such as textbooks, libraries, or online learning platforms. This lack of access can hinder their ability to study and complete assignments, making it challenging to keep up with the academic requirements of their courses.

Knowles (2022) explain that school suspension is a form of punishment that people (student) receive for violating rules and school regulations. Esa further assert that suspension in school a common practices in this academic environment for being in violation of an organization policy or major breaches of policy school suspension occur when a teacher or instructor/facilitation deem an action of a student whether I intentional or unintentional to be a violation of policy that should result In a course of punishment and when the student, absence during the suspension period does not affect the school. He also Added that this form.

Lephoto (2014) attest that suspension from the school, this form of action hurts the student because he/she will have no hours of studying during the suspension period, and therefore will not get or acquire new knowledge, unless the suspension is from ail school activities except attending classes.

Erikson (2015) submits that suspension are deemed most effective if the affected student remains neglected. Suspensions are usually given after other means of counseling statement have been exhausted but some violations may result in immediate suspension. Erikson added that not all Suspension in school are punishment, but tools for per-rein**forcement of** positive behaviour to grow well. Maicolius (2013) opine that in academic suspension (also known as temporary exclusion) is a mandatory leaves assigned to a student as a form of punishment that can last anywhere from one day to several week. During which time the student is not allowed to attend regular school lesson. The students are usually notified as to the reason of the suspension.

Malcatrrr added that some time student have to complete work during their suspension for which they will receive no credit also upon returning to school, it often mandatory that the student his/her parent guardian and a school administrator have a meeting to discuss and evaluate the matter. In some meeting is prior to the suspension. Application to some college ask the student whether or not they have ever been suspended in some places in the United State.

Evans (2020) Added that suspension is noted on ones transcript however, other places do not report suspension or are expressly forbidden from doing so under state law. Student who breach a suspension school (attend the school while suspended) may he arrested for, and charged with trespassing. This could result in an extension. Community service and some time jail continue to breach a suspension could be expelled **and** sentenced to longer more severe punishment. Student are also not allowed to attend after school activities (such as prom, sporting event) while suspended from school.

Godia (2017) attest that, is an alternative setting that removes students from the time while requiring students to attend school and complete their work. This form of punishment is often chosen because it provides supervision and structure to the student days whereas a student who is given an off. Campus suspension received essentially an unscheduled holiday as off. Campus suspension is widely considered to be nothing more student instead of the punishment that is intended to be and also gives students more of a reason to misbehave on purpose, to those who would prefer to be suspended out of school rather than being kept in school. Generally a student assigned to on campus suspension spend the entire school in the designated O.C.S location

Research Methodology

The researcher adopted the survey research design for the study. Erikson (2015) and Sklnner (2020) assert that survey research design is the systematic way of assuring variable by asking the people question and then examine relationship among the variable in most instance survey attempt to capture attitude or pattern of past behaviour about the question once over time. The survey designs is suitable for the study where the nature and magnitude of relationship among motivational variable of Influence of secondary school student are being investigated.

It is economical for measuring several variables and their Interrelationship simultaneously, more so, the researcher team (student) motivational variable since they already occurred in the population. The population of the study consisted of 900 secondary school students in Abi Local Government Area. The sampling technique adopted for this study is the simple random sampling technique. This was to give each member of the population an equal chance of being selected for the study. The sample of the study is made up of two hundred (200) respondents randomly selected from all the secondary school in the study area.

The main Instrument used for date collection was the questionnaire designed by the researcher

with the help of supervisor, the questionnaire was divided into two main sections. Section (A)was design to collect the respondent personal data such as sex, age, working experience, height, disability, while Section(B) is a twenty (20) item questionnaire prepared on a four point like type scale, design to measure the influence of punishment on the academic performance of secondary school student.

Results and Discussion

Ho1:

There is no significant relationship between corporal punishment and the academic performance of secondary school children. The independent variable here is corporal punishment while the dependent variable is academic performance of school children. The hypothesis was tested at 0.05 level of significance and the independent t-test statistical analysis. The result is shown in the table below

TABLE 1

Independent t-test statistical analysis of the influence of corporal punishment and the academic performance of secondary school children.

Variables	N	X	SD	T	c/t
Academic performance of students	100	66	9.51		
				10.12	1.96
Corporal punishment	100	57	10.12		

*Significant at .05, df=198, c/t = 1.96, N=200

The table above shows that the calculated t-value of 13.8 is greater than the critical t-value of 1.96 at 0.05 level of significant and 198 degree of freedom. Since the calculated t-values was higher than the critical t-value, the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is a significant influence between corporal punishment and academic performance of secondary school children.

Ho2:

There is no significant relationship between suspension and the academic performance of secondary school children. The independent variable here is suspension while the dependent variable is academic performance of school children. The hypothesis was tested at 0.05 level of significance and the independent t-test statistical analysis. The result is shown in the table below.

Table 2
Independent t-test statistical analysis of the influence of suspension and the academic performance of secondary school children.

Variables	N	X	SD	T	c/t
Academic performance of students	100	66	9.51		
				10.12	1.96
Suspension	100	57	10.12		

*Significant at .05, df=198, c/t = 1.96, N=200

The result of the analysis from table 2 revealed that the calculated t-value of 9.2 is greater than the critical t-value of 1.96 at 0.05 level of significant and 198 degree of freedom. Since the calculated t-values was higher than the critical t-value, the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is a significant influence between suspension and academic performance of secondary school children.

Summary

The aim of this study was to investigate the influence of punishment on the academic performance of students in Abi Local Government Area. To achieve the aim of the study, two null hypothesis were formulated to guide the study. Literature related to the variables were revealed according to the hypothesis directing the study. The survey research design was adopted for the study and 200 respondents were randomly selected from the population to form the sample of the study using the simple random sampling technique. The questionnaire was the major instrument for data collection. The result indicated that there was a positive significant relationship between corporal punishment and suspension on the academic performance of students.

Conclusion

Based on the result of the study, the following conclusions were made:

1. There is a significant influence between corporal punishment and the academic performance of secondary school students.
2. There is a significant influence between suspension and the academic performance of secondary school students.

Recommendations

In view of the findings of the study, the following recommendations are made:

1. For effective teaching to take place, adequate facilities should be put in place so that any punishment used can be effective
2. Teachers should be well trained on how and when to use a particular punishment in their teaching

3. Instructional materials should be provided for the various teaching methods to improve the academic performance of students.

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