

**ATTITUDE OF TEACHERS TOWARDS THE USE OF CORPORAL PUNISHMENT  
ON PRIMARY SCHOOLS PUPILS IN CALABAR MUNICIPALITY  
OF CROSS RIVER STATE, NIGERIA: IMPLICATION ON  
CLASSROOM ASSESSMENT AND EVALUATION**

**BY**

**<sup>1</sup>EYONG, EMMANUEL IKPI**

<sup>1</sup>Department of Educational Foundations

Faculty of Education University of Calabar, Calabar-Nigeria

**ABSTRACTS**

The study examined teachers toward the use of corporal punishment on primary school pupils in Calabar Municipality of Cross River State, Nigeria. Implication on Classroom Assessment and Evaluation. The study adopted the Ex-post factor design and the population of this study was made of 9, 409 pupils six. The study adopted stratified random sampling and simple random sampling. With a sample of 282 (3%) pupils six were drawn from sixteen (12) public primary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. A researcher's developed instrument titled: "Attitude of Teachers and Use of Corporal Punishment Questionnaire (ATUCPQ)" was used for data collection which was validated by experts in Educational Measurement and Evaluation in CRUTECH and the reliability of the instrument was determined using the Cronbach alpha coefficient. This method is used because Cronbach's alpha provides the measure of the internal consistency among the items. Each sub-scale using the Cronbach alpha approach yielded a reliability coefficient ranging from 0.60 to 0.77. The procedure for data analysis was descriptive (mean and standard deviation) and inferential statistics (independent and one-sample t-test). The findings revealed that teachers with positive attitudes differ significantly from those with negative attitudes in terms of the use of corporal punishment. The attitude of teachers towards corporal punishment in terms of fixed posturing is significantly negative. Finally, the attitude of teachers towards corporal punishment in terms of spanking is significantly negative. It was recommended among others that Heads of schools should advise teachers to spartanly use corporal punishment.

Keywords: Attitude, Teachers, Corporal, Punishment, & Calabar Municipality

**INTRODUCTION**

In the school setting, discipline is very useful for quality assurance in the academic environment. This is because, with effective discipline, there is a high level of academic standards among students. It has been established that any school that enforces positive and negative correctional measure to correct behavior tend to maintain high academic standards. The need for quality disciplinary measures in school is the surest way of improving students' behavior and enhancing learning outcomes. When teachers are disciplined, in terms of corporal punishment, there is bound to improve in their attitude toward teachers. Kubeka (2004:52) without corporal punishment, discipline could not be maintained children would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened with being beaten; their power as educators had been taken away; corporal punishment was quick and easy to administer, while other methods required time, patience and skill, which educators often lacked; unless they were beaten, they (the children) would think they (got away with) wrongdoing, and would repeat this misconduct; corporal punishment would restore a culture of learning in schools; it was the only way to deal with disruptive learners.

Corporal punishment refers to the intentional application of physical pain as a method of behavior change. It includes the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child's behavior. Punishing means subjecting a penalty for an offense and usually includes inflicting some kind of hurt; a practice of disciplining in which, something unpleasant is present or positive reinforces are removed following behavior so that it happens less often in the future (Sedumedi, 2017).

This underscores why teachers need to develop positive attitude in school. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing. They can have a powerful influence over behavior and affect how people act in various situations. Attitudes are formed concerning situations, persons, or groups with which an individual comes in contact in course of the growth and development of his personality. Attitude denotes a functional state of readiness that determines the organism to react in a characteristic way to certain stimuli or stimulus situations.

According to Murphy and Murphy (2018), attitude is primarily a way of being set towards or against certain things. Baldwin views that attitude as a readiness for attention or action of a definite pattern. In the opinion of Warren, the specific mental disposition toward an incoming experience whereby the experience is modified or condition of readiness for a certain type of activity is referred to as attitude.

According to Tafa (2018), corporal punishment is an often-used mechanism to discipline children by way of inflicting physical pain as a method of behavior change. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e., wooden paddles, belts, sticks, pins, or others), painful body postures (such as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination. Many children who have been subjected to hitting, paddling, or other harsh disciplinary practices have reported subsequent problems with depression, fear, and anger. These students frequently withdraw from school activities and disengage academically.

With many laws out there protesting against the unfair and hurtful treatment of others. It is easy to forget that most children overwhelmingly receive this questionable form of correction. Despite the harmful and potential effects of corporal punishment and the outbreaking of laws, abolishment of corporal punishment is still been a controversial issue in many states in all regions across India. Even many teachers argue that corporal punishment is necessary for disciplining school children. Though corporal punishment has been banned, many teachers hold a positive attitude toward it. Based on this background, the study was conducted to examine the attitude of teachers towards the use of corporal punishment on primary school pupils in Calabar Municipality of Cross River State, Nigeria. Implication on Classroom Assessment and Evaluation

### **Statement of the problem**

The problem of corporal punishment (CP) in schools has been a subject of negative debate time and again. This is due to the consequences in terms of negative such as physical, psychological, and educational consequences. It has been argued that CP has more harm than benefit this is because it does not teach students acceptable replacement behaviors. Most students subjected to corporal punishment ended up developing low self-esteem; feelings of sadness, shame, depression, etc.; physical injuries to the level that requires medical attention. Further,

they argue that CP sends a message to the mind of a child that violence is acceptable behavior and that it is allowed for the stronger person to use force to surrender the weaker one leading to a sustained cycle of violence in the school, family, and society at large. In most schools, parent attack teachers for the excessive use of corporal punishment especially when it results in inflicting bodily damage to the child. Following Article 221(1)(b) of the Child Rights Act states that “no child shall be ordered to be subjected to corporal punishment”. In states which have adopted the Act without modifying this provision or the definition of the child, it would be unlawful to sentence a person under 18 to corporal punishment. The problem of this study is: what is the attitude of teachers towards the use of corporal punishment on primary school pupils in Calabar Municipality of Cross River State, Nigeria? What is the implication on Classroom Assessment and Evaluation?

### **Purpose of the study**

The main purpose of this study was to examine the attitude of teachers towards the use of corporal punishment on primary school pupils in Calabar Municipality of Cross River State, Nigeria. Implication on Classroom Assessment and Evaluation. Specifically, the study aimed at:

1. Examining the attitude of teachers towards the use of corporal punishment.
2. determining the attitude of teachers towards corporal punishment in terms of fixed posturing.
3. Finding out the attitude of teachers towards corporal punishment in terms of spanking.

### **Research questions**

The following research questions were formulated for this study

1. What is the attitude of teachers towards the use of corporal punishment?
2. What is the attitude of teachers towards corporal punishment in terms of fixed posturing?
3. What is the attitude of teachers towards corporal punishment in terms of spanking?

### **Statement of hypotheses**

The following null hypotheses were formulated to guide this study

1. Teachers with positive attitudes do not differ significantly from those with negative attitudes in terms of the use of corporal punishment
2. The attitude of teachers towards corporal punishment in terms of fixed posturing is not significantly negative.
3. The attitude of teachers towards corporal punishment in terms of spanking is not significantly negative.

### **LITERATURE REVIEW**

The study carried out the literature under the following sub headings

1. Attitude of teachers toward the use of corporal punishment
2. Attitude of teachers towards corporal punishment in terms of fixed posturing.
3. Attitude of teachers towards corporal punishment in terms of spanking.

### **Attitude of teachers towards the use of corporal punishment**

Corporal punishment (CP) remains among the commonly used strategies to deal with the indiscipline of students (Kimani, Kara & Ogetange 2012). Students are corporally punished for various reasons such as tardiness, not doing assigned work, talking during class, coming to school late, poorly performing in academics, failing in examinations, skipping classes, disrupting classroom order and routine, or violating teachers' expectations regarding school work and standards of conduct (Angellar, Stephen & Otilia 2011). While all the school actors, even the school guards, punish students corporally for various reasons, teachers account for the lion's share of CP meted out on students. CP is meted out in a variety of ways; many of them are, indeed, inhuman and utter violations of human and child rights. Hitting, pinching, kicking, shaking, shoving, choking, inflicting pain using wooden paddles, belts, sticks, or others, painful body positions, kneeling, standing in bright sun, use of electric shocks, use of excessive exercise drills, or prevention of urine or stool elimination, pulling hair, etc.

Teachers' attitudes toward CP might help to further ponder into the intricacies involved in its widespread use in schools. Teachers hold attitudes such as CP is the best way of motivating students to behave well and maintain school discipline (Kimani, Kara and Ogetange, 2012). Most teachers see other methods of discipline as time-consuming and difficult to administer whereas CP is the most convenient, quickest, and more effective form of discipline and is feared by students. They argue that without CP, discipline could not be maintained and it is indispensable to their work (Nakpodia 2012). However, studies also reported the unacceptability of CP by teachers (see Umezinwa and Elendu 2012). In addition to using it as a safeguard to protect the school environment from the chaos created by misbehaving students, teachers use CP to maintain their respect because they believe that students cannot learn unless they respect their teachers (Wasef 2011).

A study conducted in South Korean schools by Kimani, Kara, and Ogetange (2012) indicated that teachers use CP because they hold the following attitudes on the benefit of using it; (a) it quickly ends any negative behaviors from students, (b) it quickly sends a message to other students of how not to behave in the classroom, (c) it creates an atmosphere that allowed all students to focus on the class material, and (d) it creates an atmosphere that allowed the teacher to complete the designated material so that students could earn high scores on their exams (Mamatey 2010). Karaj (2009) further summarized the prevailing teachers' attitudes as (a) a good child is always to obey, (b) who punishes a child does it for his/her best, (c) it is more appropriate to punish young children because they do not understand when spoken to, (d) teachers have the same right as parents to punish a child, (e) CP is not completely harmful to the child, (f) the child cannot be educated if he/she is not afraid, and (g) if a child is not punished, he/she will be without control.

Several studies stand testimony to teachers' awareness of the disadvantages of CP and their continued use of it. For example, Karaj (2009) found that teachers believed that CP had very little disciplining and educative values and had a harmful consequence on children, but they still believed that when the child could not be disciplined using other means, CP was the best alternative. As to the variables predicting teachers' attitude towards CP, though divided, such teacher variables as sex, age, seniority, and educational level and student factors like age, sex, academic performance, school area, and grade levels are implicated (Umezinwa and Elendu, 2012). Teachers' status in training on Special Needs Education (SNE), perceived knowledge of problem behaviors and their school-based management, and level of confidence in managing problem behavior with and without applying CP is assumed to be of great value in predicting their attitudes. But such inquiries are not reported in the literature. Taking this as paucity, this

study also aimed at investigating the association between these variables and teachers' attitudes towards CP.

### **Attitude of teachers towards corporal punishment in terms of fixed posturing.**

Schools face more complex acts of misconduct by students than previously experienced. While some teachers argue that punishment is the answer, others prefer instilling discipline among learners (Mugabe & Maphosa, 2013). Hence, teachers and administrators impose corporal punishment on students for a variety of reasons. They beat pupils who perform poorly on exams, who talk in class, or who misbehave in countless other ways. Many teachers, administrators, and parents believe that these violent punishments are necessary to teach children a lesson and to discourage them from similar practices in the future. Other teachers say that they prefer not to use physical means of disciplining students; however, they say that they must resort to these methods because they may be responsible for seventy-five or more students per class and that they have no other way to maintain control of such a large group of young persons.

According to educators and psychologists, teachers can oversee classroom activities and develop students' knowledge, skill, and aptitude through means other than corporal punishment. For example, they claim that praising students' good behaviour, imposing non-physical punishments, and involving children in making the school rules significantly reduce disciplinary problems. These educators and psychologists argue that alternative methods of discipline are more beneficial and less detrimental to a child's development than corporal punishment. These alternatives do not necessarily require the investment of significant amounts of additional funds (Human Rights Watch, 1999). In Nigerian schools, the use of corporal punishments is often treated as an integral part of education, holding a place in school teaching. The understanding has been that corporal punishment has the potential of decreasing misbehaviors amongst children, to increase the likelihood that the children will subsequently engage in desired behaviours in the future, even when parents or adults are not around to discipline them.

Nazhat, Shafqat, and Muhammad's (2012) study was undertaken to get the opinion of primary school teachers and their practical behaviors towards corporal punishment at the primary level in the Govt. Schools of Rawalpindi and Islamabad. To collect data, a questionnaire containing 35 questions was developed in Urdu for seeking the opinions of primary school teachers. The questionnaire had two parts; the first part pertained to information about different aspects related to the classroom situation while the second part contained an open-ended question asking for suggestions. A stratified random sample technique was used but only those schools were selected that were willing to respond and easy to approach. Data collected through the questionnaire were tabulated and analyzed. Although a difference of opinion was found among the teachers on all issues yet an overall majority opined that corporal punishment must not be there as it was the greatest negative variable for creating a conducive environment for the teaching-learning process.

Agbenyega (2006) reports on the practice of corporal punishment in terms of fixed posturing reveal that an overwhelming majority of teachers use corporal punishment to enforce school discipline. The results further indicate that the majority of the teachers in both school sites administer corporal punishment to students who perform poorly in academic work. This implies that students with special learning problems who are not officially identified may be punished often for poor performance. Another surprising aspect of this result is that a large number of teachers from all the schools indicate their unwillingness to discontinue corporal punishment in their schools. Robinson et al (2005) question the effectiveness of corporal punishment and underline the side effects of corporal punishment such as running away, fear of the teacher, feelings of helplessness, humiliation, aggression, and destruction at home and school, abuse, and criminal activities.

Gershoff (2002) also attributes corporal punishment in terms of fixed posturing to increased aggression and lower levels of moral internalization and mental health and adds that adults who were corporally punished when children are more likely to be criminals, be violent with their sexual partner, and spank their children.

### **Attitude of teachers towards corporal punishment in terms of spanking.**

Spanking has been associated with higher rates of physical aggression, more substance abuse, and increased risk of crime and violence when used with older children and adolescents (Burke, 2010). The awareness of such a position highlighted above has been helped in no small part by several modern researchers who have conceived of corporal punishment as a harmful phenomenon. In particular, Gershoff (2007), a developmental psychologist, examined the association between parental corporal punishment and potentially desirable child constructs (i.e., immediate compliance, moral internalization, quality of relationship with parent, and mental health), as well as undesirable child constructs (i.e., aggression, criminal and antisocial behaviour, abuse of own child or spouse, and victim of abuse by own parent). The only positive impact of corporal punishment reported by Gershoff in her meta-analytic research which involved an examination of 88 studies conducted over the last 62 years was immediate compliance; even so, corporal punishment was not associated with long-term compliance. This implies that corporal punishment, in the long run, can lead to undesirable consequences on the interior life of the child, such as fearing, avoiding, and resenting the adult.

On the whole, the use of corporal punishment sanctions the notion that pain and learning are kindred, and that it is acceptable to be violent toward children, thereby devaluing them in society's eyes. Such a notion not only encourages children to resort to violence because they see their authority figures using it, but also harms children by teaching them that violence is acceptable, especially against the weak, the defenseless, and the subordinate. Far from being allied with achievement and learning, this is a fact that can be reasonably assumed will negatively affect generations yet unborn. Corporal punishment is not acceptable and educational establishments must not support it by sanctioning its use in the classroom. It is against this background, amongst others, that positive discipline and other non-violent methods of correcting children's misbehavior become pertinent.

Corporal punishment in terms of spanking is seen as the intentional application of physical pain as a method of behaviour change. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e. wooden paddles, belts, sticks, pins, or others), painful body postures (such as placing in closed space), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination (Gershoff, & Bitensky, 2007). However, corporal punishment in schools does not refer to the occasional need for a school official to restrain dangerous students or use physical force as a means of protecting members of the school community subject to imminent danger.

Many studies have been conducted on the effectiveness of corporal punishment and it seems that the majority of researchers found the results of corporal punishment to be unpredictable. Even if this punishment discourages misbehavior it does not foster appropriate behaviour. It is also argued that corporal punishment negatively affects relationships and often creates resentment and hostility which have been associated with dropout and vandalism (Shaikhmag, Assan & Loate, 2015). For example, a variety of surveys have shown the prevalence of school corporal punishment in Nigeria to control or change children's behaviour. These surveys show that the use of implements occurs in any setting (including the home, school, and

workplace) and by individuals (teachers, parents, other caregivers, authority figures, and strangers) or groups. For instance, according to a UNICEF survey that focused on violent acts inflicted on children by caregivers and other family members; authority figures; peers, and strangers, both within and outside the home, over 60% of adults in Nigeria think that physical punishment is necessary to raise/educate children. In terms of the subjection of children to corporal punishment, 91% of children in Nigeria aged 2 to 14 years experienced violent discipline (psychological aggression and/or physical punishment) in the home in the month before the survey. Also, 79% of children aged 2 to 14 years experienced physical punishment and 81% of children aged 2 to 14 years experienced psychological aggression (being shouted at, yelled at, screamed at, or insulted). Over 30% of children experience severe physical punishment (hitting the child on the head, ears, or face or hitting the child hard and repeatedly) (UNICEF, 2014). Another study that looked at the situation of children and women in Nigeria, and measured key indicators that would allow the country to monitor progress towards the Millennium Development Goals (MDGs) and other internationally agreed-upon commitments, carried out by the National Bureau of Statistics, was shown that 90% of children ages 2-14 years were subjected to at least one form of psychological or physical punishment by household members in Nigeria during the month before the survey. In addition, about 34 percent of children were subjected to severe physical punishment (National Bureau of Statistics, 2011).

A similar study that examined eye injuries resulting from corporal punishment in school settings, and involving 172 elementary school teachers in Ilorin, Kwara State, Nigeria, found that 80% of surveyed respondents had seen pupils being punished by the school teachers with a cane; 46% had seen pupils being punished with a horse-whip, called “koboko” in local parlance, and 30% with a hand; 61% had seen pupils being hit on their buttocks, 49% on their back, 52% on the palm of their hand, 20% on their head and 16% on their face. In addition, 50% of pupils claimed they favoured the use of corporal punishment by their teachers (Mahmoud, 2011). In a study on violence against girls carried out by the African Child Policy Forum (ACPF, 2010) in five selected countries from Western and Central Africa, namely, Burkina Faso, Cameroon, the Democratic Republic of the Congo, Nigeria, and Senegal, it was found that physical violence such as beating, hitting, kicking, burning, strangling, shaking, and forcing children to stay in uncomfortable positions was a very widespread form of abuse. In Nigeria, the study established that 84% had been hit during their childhood, 90% were beaten, 55% kicked, 71% denied food and 17% choked or burned. This study also found that parents and close relatives were the major perpetrators of physical violence (The African Child Policy Forum, 2010).

However, advocates of corporal punishment still maintain that to enforce child discipline, it is necessary to punish the child with a cane or any implement, hopefully deterring future rule infractions. Despite this, the promotion of good behaviour is a daunting task facing teachers and it requires a motivated teacher to inspire learners to display positive behaviour. Thus, many teachers think that without corporal punishment, classrooms are out of control (Busienei, 2012). Teachers also believe that they are not equipped with alternatives to effectively deal with classroom management, nor do they feel supported by the relevant education specialists. In a study by Maphosa and Shumba (2010), it was found that alternatives to corporal punishment were ineffective as a disciplinary measure in schools, hence corporal punishment has been used as a quick-fix solution that raises fear and pain and should therefore be replaced by instilling self-discipline. In terms of punishment in educational settings, approaches differ throughout the world.

## METHODOLOGY

This section is presented under the following headings Research design, Population of the study, Sample procedures, study sample, Instrument for data collection, Validity of the instruments

Reliability of the instruments, Procedure for data collection, Procedure for data preparation, and Procedure for data analysis

### **Research design**

This study adopted the ex-post facto design. Ex-post factor design is a method in which groups with quality that already exist are compared on some dependent variable. The research design consists of a pre-determined set of questions, that are given to a simple set of test traits under consideration.

### **Study Population**

The population of this study was made of 9, 409 pupils six drawn from sixteen (12) public primary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. Males are 5,200 (55.27%) while females are 4,209 (44.73%).

### **Sampling techniques**

The study adopted stratified random sampling and simple random sampling. The respondents were stratified based on gender (male and female). A simple random sample was then used to select the respondent from the population. In doing this the hat and draw method was established to select the total number of respondents for the study.

### **Sample**

The sample of this study comprised 282 (3%) pupils six drawn from sixteen (12) public primary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. Males are 156 (55.32%) while females are 126 (44.68%).

### **Instrumentation**

The instrument was titled: "Attitude of Teachers and Use of Corporal Punishment Questionnaire (ATUCPQ)". The questionnaire was a structured questionnaire designed to measure the major variable of the study. The instrument has three sections A, B, and C). Section A covered the demographic information about the respondents. Such information as class and gender. Section B consisted of 15 questions (5 items each) for the sub-variables of the independent variable which were designed on a four-point scale with items ranging from, strongly agree, Agree, Disagree, and Strongly disagree.

### **Validity of Instrument**

To ensure the face validity of the instrument, the Attitude of Teachers and Use of Corporal Punishment Questionnaire (ATUCPQ) was validated by the researcher who submitted drafted copies of the instrument to the supervisors and three test experts in Educational Measurement and Evaluation in CRUTECH. The purpose is for these experts to scrutinize and edit the items in the questionnaire, thereby removing ambiguous and vague items. Such items were replaced with valid ones. With all these inputs made, a final draft was produced and presented to the supervisors, who then considered the items in the questionnaire as adequate, clear, and unambiguous. The instrument was thus considered useable in the study.

### **Reliability of the instrument**

The reliability of the instrument was determined using the Cronbach alpha coefficient. This method is used because Cronbach's alpha provides the measure of the internal consistency among the items. Each sub-scale using the Cronbach alpha approach yielded a reliability coefficient ranging from 0.60 to 0.77.

### **Procedure for data collection**



The researcher personally visits the schools selected for the study and administered copies of the questionnaire to the respondents. In each of the schools, the researcher first of all obtained permission from the school headmistress or master, and then with the help of the class teacher, copies of the questionnaire were administered to the selected pupils. Before administering the questionnaire, the researcher briefly explained what is required of the participants and how they were to fill out their copies of the questionnaire. An appeal was made to the need for the participants to be honest in their responses.

**Procedure for data analysis**

The procedure for data analysis was descriptive (mean and standard deviation) and inferential statistics (one-sample t-test). Therefore, the data analysis was done per hypothesis by hypothesis, each of the hypotheses was broken down and the variables were identified including the statistical test tool used in the study.

**RESULTS AND DISCUSSION**

**Descriptive statistics for the research variables**

The only variable involved in this study is the attitude of teachers toward the use of corporal punishment which is categorized in terms of fixed posturing, spanking, and choking. The results are shown below in Table 1

**Table 1**

**Descriptive statistics on the attitude of teachers toward the use of corporal punishment**

S/N	Variables	$\bar{x}$	Sd
1	Positive attitude	16.5678	2.72367
2	Negative attitude	16.5065	1.91685
3	Fixed posturing	18.2971	2.59344
4	Spanking	15.6594	3.39625

From Table 1 the result shows that fixed posturing dominated the study with a mean of 18.2971 followed by spanking with a mean of 15.6594 with negative attitude coming least with a mean of 16.5065.

**Test of hypothesis**

The results of the data collected are presented hypothesis by hypothesis as shown below:

**Hypothesis one**

Teachers with positive attitudes do not differ significantly from those with negative attitudes in terms of the use of corporal punishment. The independent variable in this hypothesis is attitude categorized in terms of positive and negative, while the dependent variable is corporal punishment. To test this hypothesis, an independent t-test was employed and the result is presented in Table 2.

**Table 2**  
Independent sample t-test of the attitude of teachers towards the use of corporal punishment

Attitude	N	$\bar{X}$	Std. D	Std. Error Mean	Df	LS	t-value	p-value
Positive	199	16.5678	2.72367	.19308	271	.05	.041	4.81

Negative	77	16.5065	1.91685	.21844
----------	----	---------	---------	--------

\*p<.05

Table 2 revealed the independent t-test analysis with teachers with positive attitudes does not differ significantly from those with negative attitudes in terms of the use of corporal punishment. Negative attitude, a mean, standard deviation, while and standard error of 16.5675, 2.72367, and .19308, while positive attitude, a mean, standard deviation, while and standard error of 15.6065, 1.91685, and .21844. with 271 degrees of freedom the p-value were found to be .041 associated with the t-value of 4.81. Thus, the null hypothesis was rejected. This implies that teachers with positive attitudes differ significantly from those with negative attitudes in terms of the use of corporal punishment.

**Hypothesis two**

The attitude of teachers towards corporal punishment in terms of fixed posturing is not significantly negative. The only variable involved in this hypothesis is the level of fixed posturing. To test this hypothesis, a population t-test was employed and the result is presented in Table 3.

Table 3  
Population t-test of the attitude of teachers toward corporal punishment in terms of fixed posturing is not significantly negative

Variable	N	$\bar{X}$	Std. D	Std. Error Mean	df	LS	t-value	p-value
Fixed posturing	276	18.2971	2.59344	.15611	275	0.05	117.21	.000

\*p<.05

Table 3 revealed that the above analysis conducted with a population t-test on the attitude of teachers towards corporal punishment in terms of fixed posturing is not significantly negative. From the analysis, the p-value of .000, accompanied by a t-critical of 117.21 was found to be less than the chosen alpha of 0.05 with 224 degrees of freedom, thereby rejecting the null hypothesis. This implies that the attitude of teachers towards corporal punishment in terms of fixed posturing is significantly negative.

**Hypothesis three**

The attitude of teachers towards corporal punishment in terms of spanking is not significantly negative. The only variable involved in this hypothesis is the attitude towards spanking. To test this hypothesis, a population t-test was employed and the result is presented in Table 4.

Table 4  
Population t-test of the attitude of teachers toward corporal punishment in terms of spanking

Variable	n	$\bar{X}$	Std. D	Std. Error Mean	Df	LS	t-value	p-value
Spanking	276	15.6594	3.39625	.20443	276	0.05	76.600	.000

\*p<.05

Table 4 revealed the results of the analysis that states the attitude of teachers towards corporal punishment in terms of spanking is not significantly negative. From the analysis, the p-value of .000, accompanied by a t-critical of 76.00 was found to be less than the chosen alpha of 0.05

with 224 degrees of freedom, thereby rejecting the null hypothesis. This implies that the attitude of teachers towards corporal punishment in terms of spanking is significantly negative.

### **Discussions of findings**

The findings of the study were discussed based on the stated hypothesis as shown below:

#### **Teachers' attitude toward the use of corporal punishment corporal punishment**

The finding revealed that teachers with positive attitudes differ significantly from those with negative attitudes in terms of the use of corporal punishment. In addition to using it as a safeguard to protect the school environment from the chaos created by misbehaving students, teachers use CP to maintain their respect because they believe that students cannot learn unless they respect their teachers (Wasef 2011). The finding agrees with Karaj (2009) summarized it is more appropriate to punish young children because they do not understand when spoken to and that teachers have the same right as parents to punish a child. Also, it was found that CP is not completely harmful to the child. The present study disagrees with that of Kimani, Kara, and Ogetange (2012) indicated that teachers use CP because they hold the following attitudes on the benefit of using it; (a) it quickly ends any negative behaviors from students, (b) it quickly sends a message to other students of how not to behave in the classroom,

#### **Attitude of teachers toward corporal punishment in terms of fixed**

The study revealed that the attitude of teachers towards corporal punishment in terms of fixed posturing is significantly negative. This may be because several studies stand testimony to teachers' awareness of the disadvantages of CP and their continued use of it. For example, Karaj (2009) found that teachers believed that CP had very little disciplining and educative values and had a harmful consequence on children, but they still believed that when the child could not be disciplined using other means, CP was the best alternative. The finding aligns with the study of Nazhat, Shafqat, and Muhammad (2012) who found a difference of opinion was found among the teachers on all issues yet an overall majority opined that corporal punishment must not be there as it was the greatest negative variable for creating a conducive environment for the teaching-learning process. The present finding also agrees with the study of Gershoff (2002) found which attributes corporal punishment in terms of fixed posturing to increased aggression and lower levels of moral internalization and mental health and adds that adults who were corporally punished when children are more likely to be criminals, be violent with their sexual partner, and spank their children.

#### **Attitude of teachers towards corporal punishment in terms of spanking**

It was revealed from the findings of the study that the attitude of teachers towards corporal punishment in terms of spanking is significantly negative. The adoption of CP to correct misbehaviors among children is conceived as a means to express concern, ensure care and attention, and for the good upbringing of children. Teachers as part of the community are experiencing and witnessing such punishments and share the general belief system held by the community. The findings agree with that of Maphosa and Shumba (2010) who found that alternatives to corporal punishment were ineffective as a disciplinary measure in schools, hence corporal punishment has been used as a quick-fix solution that raises fear and pain and should therefore be replaced by instilling self-discipline. In terms of punishment in educational settings, approaches differ throughout the world.

#### **Summary of the study**

This study focused on the attitude of teachers toward the use of corporal punishment on primary school pupils in Calabar Municipality of Cross River State, Nigeria. Implication on Classroom

Assessment and Evaluation. Also, it explores the mean differences in teachers' attitudes towards the use of corporal punishment, fixed posturing, and spanking as forms of corporal punishment. This study adopted the ex-post facto design which is a method in which groups with quality that already exist are compared on some dependent variable. And the population of this study was made of 9, 409 pupils six drawn from sixteen (12) public primary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. Males are 5,200 (55.27%) while females are 4,209 (44.73%). The study adopted stratified random sampling and simple random sampling. The respondents were stratified based on gender (male and female) simple random sample was then used to select the respondent from the population. The sample of this study comprised 282 (3%) pupils six drawn from sixteen (12) public primary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. Males are 156 (55.32%) while females are 126 (44.68%). The instrument was a researcher's developed instrument titled: "Attitude of Teachers and Use of Corporal Punishment Questionnaire (ATUCPQ)". Validated by experts in Educational Measurement and Evaluation in CRUTECH and the reliability of the instrument was determined using the Cronbach alpha coefficient. This method is used because Cronbach's alpha provides the measure of the internal consistency among the items. Each sub-scale using the Cronbach alpha approach yielded a reliability coefficient ranging from 0.60 to 0.77. The procedure for data analysis was descriptive (mean and standard deviation) and inferential statistics (one-sample t-test). Therefore, the data analysis was done per hypothesis by hypothesis, each of the hypotheses was broken down and the variables were identified including the statistical test tool the findings revealed that:

1. Teachers with positive attitudes differ significantly from those with negative attitudes in terms of the use of corporal punishment.
2. The attitude of teachers towards corporal punishment in terms of fixed posturing is significantly negative.
3. The attitude of teachers towards corporal punishment in terms of spanking is significantly negative.

### **Conclusion of the study**

Corporal punishment has been used in most schools as a means to an end to antisocial vices in schools. This has been drawn against by most educators and psychologists who oppose the use of corporal punishment because most teachers should impose nonphysical disciplinary measures as an alternative to beatings. Advocates propose that teachers require students to write a statement describing the negative effects of their behaviour or to apologize for the mistakes in front of their classmates. Instructors can require the misbehaving child to sit on a chair or a mat at the back of the room and to think about his/her mistakes and ways to improve his/her behavior. If learners are reinforced for keeping their schoolyard neat and clean, they are less likely to throw thrash on it. However, these punishments should be administered thoughtfully and not in an excessive or exploitative manner. According to the policy on Save the Children (2001), giving up corporal punishment does not mean giving up discipline. Children need clear limits and guidance on what is right and wrong and abandoning the shortcut of violence is likely to produce better-disciplined children.

### **Recommendations of the study**

The use of excessive corporal punishment can pose harmful physical, psychological, and academic dangers in the learners' quest for learning. On this premises, the study recommends that:

1. Heads of schools should advise teachers to spartanly use corporal punishment. This is because all parents want their children to excel in academics and make them proud this puts pressure on schools and teachers to show an excellent academic record which forces teachers to develop a favourable attitude towards corporal punishment to ensure academic success for every student.
2. Schools should avoid using fixed posturing in dealing with bad behavior among students. This is because of the physical psychological and emotional dangers attached to it.
3. Rather than relying on harsh and threatening disciplinary tactics (excessive spanking), schools and teachers should be encouraged to develop positive behavior supports, which have proven effective in reducing the need for harsh discipline while supporting a safe and productive learning environment.

### **The implication of the study on Classroom Assessment and Evaluation**

The study hoped to have a great implication on teachers, parents, school administrators, and other research scholars.

Teachers are hoped to use the idea behind the practice of corporal punishment sparingly to control students' behavior with pain that is deliberately inflicted, usually by a teacher. This punishment is given for an offense that the student has committed and serves not only as a discipline but also as a deterrent against future rule-breaking. Parents may use the findings of this study to develop a positive in using corporal punishment since it is easy to administer as long as it's properly regulated, there should be no problems with it being used in schools.

Educational evaluators may use the study to limit and control the use of corporal punishment in school. This may reduce excessive use (sparingly) and other forms of punishment (like isolation, rejection, and neglect).

The attitude of the teachers is significant to the overall performance of the pupils in class. This is because the teachers' attitude can foster learning or hinder learning among learners. Learners on their part can exhibit appropriate or inappropriate behavior, especially when teachers exert a high degree of corporal punishment. The teacher is hoped to adopt different methods to make the pupils learn and behave adequately. There are different methods of reprimanding pupils, such as extinction, that is the systematic ignoring of misbehaviour, time-out, punishment, satiation, and reinforcement of incompatible behaviours (Walker & Shea, 1988). This is also supported by Alberto and Troutman (1995), who observed that the teacher can exert control, commanding the appropriate behaviour of the pupils. He can use early interventions, an example of this is modeling, physical guidance, fading, chaining, and shaping. A kind of shaping is desensitization.

### **REFERENCE**

- Alberto, P.A. & Troutman, A.C. (1995). *Applied Behaviour Analyses for teachers*. Englewood Cliffs, NY: Merrill.
- Burke, R. (2010). The educational psychologist as an organization development consultant in South African Schools: A framework for conceptualizing substantive issues. *School Psychology International*, 17 (5), 17-32.
- Business, W. (2012). Classroom discipline: the teacher, the bully, and a smack. APT comment, 2:17
- Gershoff, R. & Bitensky, G.H. (2007). Issue of Corporal Punishment: Re-Examined. *Journal of Institutional Psychology*, 29 (5), 90-96.

- Gershoff, X. (2002). Learning to Kill: Masculinity, the Family and Violence in Natal. *Journal of Southern African Studies*, 18 (5),12-19.
- Human Rights Watch, (1999). Administrators complete the school discipline guide. New Jersey: Prentice Hall.
- Karaj, H. (2009). A survey of teachers' attitudes towards corporal punishment after the abolishment of corporal punishment. Master's dissertation. University of Western Cape:
- Kimani, R. Kara, Q.U. &Ogetange , V. (2012). Managing Stress and Preventing Burnout. The Professional Health Solution. London:
- Mahmoud, D. (2011). Corporal punishment in South African schools: A neglected explanation for its persistence. *South African Journal of Education*, 21 (6),292- 299.
- Mamatey, M (2010). A simp system s model for community programs. *Journal of Community Psychology*, 7 (4),90-297.
- Maphosa, U. & Shumba, W. (2010). Perceptions of stakeholders on causes of poor performance in Grade 12 in a province in South Africa. *South African Journal of Education*, 22 (3),113-118.
- Mugabe, O. &Maphosa, T.H. (2013). Effective classroom management: A teacher's guide. United States of America: Nichols Publishing Company. Lawrence. London: Routledge.
- Nakpodia, C. (012). Corporal Punishment and Masculinity in South African schools. *Men and Masculinities*, 4 (2), 140-157.
- Nazhat, E., Shafqat, Y. & Muhammad, G.G. (2012). The Perceptions of Educators on the Influence of the Abolishment of Corporal Punishment on School Discipline. MEd dissertation. Johannesburg: Rand Afrikaans University
- Robinson, H. (2005). Alternatives to Corporal Punishment. Growing discipline and respect in our classrooms. Sandown: Heinemann Publishers (Pty) Ltd.
- Sedumedi, S.D. (2017). Punishment in Schools: Perspectives of parents, teachers and pupils. MA dissertation. Grahamstown: Rhodes University.
- Shaikhmag, K.L., Assan, F.D. &Loathe, T. (2015). Teachers' attitudes towards disruptive behaviour in secondary schools. *Educational Review*, 39:203-216. Morrell R 1994. Masculinity and the white boys' boarding schools of Natal, 1880- 1930. Perspectives in Education. *South African Journal of Education*, 21 (3),27-52.
- Tafa, E.M 2(0018). Corporal Punishment: the brutal face of Botswana's authoritarian schools. *Educational Review*, 5 (4),17-26.
- The African Child Policy Forum, (2010).The national education policy investigation framework report. Cape Town: Oxford University Press. Parke
- Umezinaand, E. &Elendu, I. (2012). Factors contributing to lack of discipline in secondary schools in the Mangaung area of Bloemfontein, and possible solutions. Unpublished M Tech dissertation.
- Walker, J.E. & Shea, T.M. (1988). Behaviour Management: A practical approach for educators. London: Merrill.