

**PUNISHMENT REGIME AND BEHAVIOUR MODIFICATION AMONG
DELINQUENT STUDENTS IN SENIOR SECONDARY SCHOOLS IN
KANO MUNICIPAL, NIGERIA.**

BY

Mustapha AUWALU
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APPROVAL SHEET

This research report has been read and approved as meeting the requirements for the award of Master of Education (Psychology) Bayero University, Kano.

Professor Sani Sambo External Examiner	Date
Dr Ahmad M Garba Internal Examiner	Date
Professor Salisu Shehu Supervisor	Date
Dr. Garba Sa'ad P.G.Co-ordinator	Date
Prof, Barrister Auwal Muhammad Head of Department/ Chief Examiner	Date
Professor M.I. Yakasai Dean, School of Postgraduate Studies	Date

CERTIFICATION

The researcher certifies that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge this research work has never been presented wholly or partially for the award of any degree or for publication elsewhere.

Mustapha Auwalu
SPS/14/MED/00097

Date

DEDICATION

This research work is dedicated to my lovely father Auwalu Baba Makole and my caring mother Fatima Auwalu for the uncountable support, prayers, advice, patience and encouragement they rendered to me towards the successful completion of the programme.

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ABSTRACT

The high rate of student's delinquency often receives great attention from the news media. There is alarming increase in the cases of substance abuse, sexual immorality, vandalism and truancy by students in Nigeria and Kano State in particular. In view of the above, this study was conducted to examine the use of punishment regime towards behaviour modification among delinquent students of senior secondary schools in Kano Municipal Local Government Area of Kano State, Nigeria. Survey design was used in the study, the population consists of the entire senior secondary school teachers in the Kano Municipal L.G.A. with the total of one thousand, one hundred and seven (1107) in the entire twenty two (22) senior secondary schools of the local government, out of which two hundred and ninety one (291) teachers were randomly selected as samples. An instrument named Punishment and Behaviour Modification Questionnaire was used to collect data for the study. Reliability of internal consistency was established using cronbach alpha, a positive reliability value of 0.76 was found, frequency count and percentage was used for data analysis while Chi-square was used to test the hypotheses. The study found common delinquent behavior to be substance abuse, poor home training as the major factor responsible for students delinquency, verbal assault was the common punishment regime used by teachers on delinquent students while corporal punishment is the most effective form of punishment regime to use towards behaviour modification. The study found a significant gender difference in the involvement of delinquent behaviors between male and female students of the study area and also found a significant gender difference between male and female teachers towards the use of punishment regime in handling delinquent behaviors which shows that male teachers use punishment regime most often than their female counterparts. Based on the findings of the study, the following recommendations were made; School authorities should intensify effort to curb substance abuse among delinquents students through the effective use of corporal punishment, teachers should avoid the use of verbal assault as a means of behaviour modification among delinquent students, corporal punishment should be introduce in schools where it is no longer being practiced, there is need to include the right use of corporal punishment in teachers workshops and seminars periodically and also parents should stand up to their responsibilities of training their children through close monitoring as well as ethical and moral re-orientations.

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ABBREVIATIONS

KSSSSMB	Kano State Senior Secondary Schools Management Board
KMZEO	Kano Municipal Zonal Education Office
SPSS	Statistical Package for the Social Sciences
PBMQ	Punishment and Behaviour Modification Questionnaire

OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms are operationally defined.

Punishment regime: - In this context, it refers to a behaviour modification technique that seeks to eliminate or suppress an undesirable behaviour by administering unpleasant treatment to an individual whenever he or she exhibits the undesirable behaviour which include but not limited to corporal punishment, verbal assault, prolonged torture, temporary loss of cherished privilege, detention after school hours, public humiliation, conference with delinquents student parent, as measured by Punishment and Behaviour Modification Questionnaire. (PBMQ)

Behaviour modification: - In this context behaviour modification refers to eliminating and or substituting of an undesirable behaviour with desirable ones.

Delinquency: - In this context refers to an act or conduct among the student that is inclined to criminality which include but not limited to: Truancy, substance abuse, stealing, vandalism, fighting, sexual immorality, bullying and possession of dangerous weapons as measured by Punishment and Behaviour Modification questionnaire. (PBMQ)

CHAPTER ONE

INTRODUCTION

1:1 Background to the Study

Senior secondary school students behave rudely. They are strong headed and have little respect for school authority, they behave the way they like, they dress roughly and exhibit other forms of delinquent behaviours that requires serious attention by educational stakeholders.(Alhassan, 2013). School is a microcosm of the society where high discipline is

expected to be observed and maintained among its members especially the students. Schools are meant to be one of the safest places where students fulfill high level of moral development.

There has been high prevalence of delinquent behaviours among senior secondary schools student which are contrary to the expected school norms and values in all levels of Nigerian educational system including primary, secondary and tertiary levels of education. To minimize this problem various techniques can be used by teachers and administrators in Nigerian schools to modify such behaviuoral among the students of the Nigerian schools, such strategy is the use of punishment regime. Punishment regime refers to the application of a negative stimulus to reduce or eliminate delinquent behaviors among the students (Kankan: Alhassan 2013) some of the school teachers and administrators use punishment regime as a way of modifying such behaviours among their schools students by the use of various methods that are aversive in nature.

In Nigerian school setting, punishment ranges from self commitment in writing, expulsion, suspension, caning, fining, slapping, kneeling down, standing for a long time, scolding, verbal assault, detention, pulling of ears, sweeping and tidying up of school environment, sending a student out of class, seizure and denial of students belonging among others.

Some school teachers are against the use of punishment regime as a means of behaviour modification because they consider it as maltreatment and psychological abuse of the students. They further condemned it by pointing out its harmful effect such as somatic complaints, increased anxiety, and changes in personality, depression, increased aggression, leaving away from school, fear of teachers, feeling of helplessness, humiliation, aggression, destruction at home and schools, abuse and criminal activities are some of the side effects of punishment regimes.

Nevertheless, some school teachers supported the use of punishment regime as a means of behaviour modification in Nigerian schools by emphasizing that it is a valid means of correcting delinquent behaviours hence academic attainment. Parents tend to view punishment as a most appropriate for children of pre-school age and also appropriate for infants. Often children are punishing for doing things against the wishes of their teachers by not behaving as expected from them.

A few decades back, punishment regimes was seen as a way of bringing discipline in the student and remind students their mistakes. It was part and parcel of teaching and there was no objection in punishing students for their offenses, parent themselves use to punish their children at home in a number of ways so also the teachers were not prevented from giving punishment for their student as a corrective measures.

Delinquent behaviors been exhibited by the students of Senior Secondary Schools is among the major concerns of even the so called developed nations, this is because, in (2015) a student of Stanford Elementary School in America broke in to the school killing about 20 students and 6 teachers including the principal (Rogo 2013) The rate of crimes and total disregard of law and order are among the serious issues affecting the lives and properties of the law abiding citizens in both America and Europe.

Most unfortunately, the situation is not better in Nigeria, one often hears about the cases of truancy, vandalism, bullying, sexual immorality, vices like greed, and get rich quick syndrome are not only at the increase but are fast replacing the former values. The properties and equipment of government secondary schools have either been taken away or destructed by the student responsible to be the benefiter of such equipment. Kano state is not an exceptional, delinquent behaviours among Kano state senior secondary schools is at peak, for example, on

June 28th 2014 students of Senior secondary school Sumaila carried out a riot that claimed the life of three (3) people including a police inspector .In November 6th 2015,a student of senior secondary school II named Saka Ahmed(snake)of Gaskiya college Stabbed his senior Saheed Jimoh to death(within Nigeria 4/3/2016)

Various factors are responsible for students delinquency within educational scene such as, due to life style change, problem regarding child behaviour have increased, emergence of nuclear family, inclination towards mother as earning member, high expectation from children in terms of academics, undesirable influence of different media technologies and child loneliness has created a puzzled atmosphere for student where students is alone without proper adult guidance. Various forms of delinquent behaviors among Kano state secondary school students that requires the immediate attention of educational stakeholders include truancy, substance abuse, stealing, vandalism, fighting, sexual immorality, bullying, possession of dangerous weapons and rudeness.

The problem of what should be done to the delinquent students for behavior modification and what should not be done ,this give rise to the question of whether punishment regime is appropriate to use in our schools among the delinquent students, the researcher is not saying that there was ever a period in our history that our schools are totally without delinquent behaviours among the students, but the concern here is that, these delinquent behaviours among secondary students is on the increase, as such there is the need to find out whether punishment regime is an appropriate device that can be used in our schools for modifying delinquency among senior secondary school students in Kano Municipal local government.

1:2 Statement of the Problem

The problem of students' delinquency has persisted over the years, this acts have either been carried out individually by the student or as a group which resulted to rioting and revolts. For obvious reasons one might be tempted to undermine the title of this research topic that is commonly discuss in the nook and crannies of the state, country and the world at large.

Punishment regimes still exists in our schools but delinquent behaviours among secondary school students have periodically been in the news and hardly a week passes without a report in any of the national dailies, social welfare officers, courts and the mass media: electronic and print have indicating cases of delinquent behaviours. In October, 2015 Kano State Government has shut down Hassan Gwarzo Secondary School for an act of sodomy among the students. In Febraury, 2017 a block at Army Day Boys Secondary School, Bukavu Barracks was set on fire. In November, 2017 seven students at Government Technical College, Ungogo has been arrested for an act of bullying that led to the death of a student. In Febraury 2014 Students of Hassana Sufi Girls Secondary school carried out a riot that led to the destruction of many school properties. In 2015 a student at Army Day Girls Secondary School slap a teacher for trying to correct an act of delinquency among the students. Rampant cases of delinquent behaviours among senior secondary schools students are frequently appearing in the print media with report on attack on teachers, damage to school properties and equipment, persistent absenteeism, truancy, substance abuse within the school premises, sexual immorality and defiance of school rules.

Kano State schools like others in the other parts of the world are governed by laws either peculiar to the school system or both applicable to the school system and those that are statutory in the country, province, state or division. For examples coming to school on time, leaving the

school at a closing time. Teachers have the mandate to inflict punishment on delinquent students which was directed at building responsible citizen for the society.

However, the topic requires serious consideration and resolution because of its impediment towards the development of our educational sector, in view of this, the study investigated the use of punishment regime toward behaviour modification among delinquent students of senior secondary schools in Kano Municipal local government.

1:3 Objectives of the Study

The objectives of the study are:-

- 1) To determine the most common delinquent behaviour among Senior Secondary School Students of Kano Municipal local government.
- 2) To determine the most common factor responsible for delinquency among senior secondary school students of Kano Municipal local government.
- 3) To determine the most common punishment regime used by teachers in handling delinquent behaviours among senior secondary school students of Kano Municipal local government area.
- 4) To determine the punishment regime which is most effective on behaviour modifications among delinquent's students of senior secondary school in Kano Municipal local government?
- 5) To determine gender differences in the rate of delinquent behaviours among senior secondary school students of Kano Municipal local government area.
- 6) To determine gender difference among teachers towards the use of punishment regime against delinquent student of Kano Municipal local government area.

1:4 Research Questions

For the purpose of this study, the following questions are raised

- 1) What is the most common delinquent behaviour among senior secondary school students of Kano Municipal local government area?
- 2) What is the most common factor responsible for delinquent's behaviours among senior secondary school students of Kano Municipal local government area?
- 3) Which of the punishment regime do teachers often used among delinquents students of Kano Municipal local government area?
- 4) Which of the punishment regime is most effective in delinquent behaviour modification among senior secondary schools students in Kano Municipal local government?
- 5) Is there any gender difference in the rate of delinquent behaviours among senior secondary schools students of Kano Municipal local government area?
- 6) Is there any gender difference between teachers towards the use of punishment regime against delinquent student of Kano Municipal local government area?

1:5 Research Hypotheses

The study is guided by the following hypotheses:-

- 1) There is no significant gender difference in the rate of delinquent behaviours among Senior Secondary Schools students of Kano Municipal local government area.
- 2) There is no significant gender difference between teachers towards the use of punishment regime on delinquent students of Kano Municipal local government area.

1:6 Significance of the Study

Any research work is expected to make meaningful contribution to the field of knowledge; the study was motivated by the amount of questions, worries, anxieties and frustrations that have constantly been expressed by an unbelievable large number of stakeholders in education. The

research findings should be of immense benefit to educational administrators and planners in education, the result will provide actual situation towards the use of punishment regime against delinquent students by making policies that in certain ways have direct bearing on students behaviours, the administrators will be aware of the rationale behind teachers punishment and take necessary actions to rectify or sustain the outcome. The research should be of some benefit to teachers by making them to be aware of whether the use of punishment should continuously be use as an effective method of behaviour modification among delinquent students or not.

The findings of this research work can also be used by parents in order to provide a cooperative effort with the educational sector by forming pressure groups on government to provide necessary measures that can be used to control student's delinquencies. The research should also help the respective students to know why they are punished and also to be aware that all the measures used by their teachers in punishing them for certain delinquent behaviours is aimed at modifying their behaviors for an excellent teaching and learning. The government of Kano state can also find this research work of benefit in providing facilities among others to the senior secondary schools which is sure to enhance behaviour modification among delinquent students. Generally, the research work will be of great assistance to every individual in Kano state in particular and in Nigeria who is concerned toward minimizing students delinquency at all levels of education include school counselors, psychologist and curriculum planners which should have access to this research in the library and also through seminars and workshop.

1:7 Scope and Delimitation of the Study

The focus of this research is on punishment regime and behaviour modification among delinquent students of senior secondary schools in Kano Municipal local government area. The study covered boys and girls delinquent students of twenty two (22) public senior secondary

schools in the local government. The study will analyze the factors that are responsible for students' delinquency, common punishment regime used by teachers in handling delinquent behaviors as well as the punishment regime which is most effective in behavior modification among delinquent students in the local government.

Finally, since the research findings were limited to Kano Municipal local government delinquent students, all other students found not to be delinquent within this local government is out of the researcher's coverage. Therefore, the research does not facilitate conducting a wider comparative investigation within the state and between other states of the federation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2:1 Introduction

This chapter introduces or presents a review of related literature on punishment regime and behavior modification and delinquency among Senior Secondary schools as provided by number of authors and authorities. In order to have a clear understanding of the available literature, the

researcher presents conceptual, theoretical, empirical, summary and uniqueness framework upon which the study based.

2:2 Conceptual frameworks

This is the section of the research that provides different definitions by different scholars concerning the topic under study, in this section the research will provide a detailed description of the following concept.

- a) Punishment regime.
- b) Behaviour modification.
- c) Delinquency.

2:2:1 Concept of Punishment regime

Alhassan, Aboagye and Kankan(2000) as noted, found that punishment is administered in Nigerian schools by the majority of teachers as a deterrence of future unacceptable behavior and rehabilitation of the offenders, the assume deterrent effect has been expected to influence the future behaviour of the specific offender being punished or generally of other effect arises in response to the belief that some faulty aspect of the offenders personality or character or learning history was a major cause of the offending behaviour and that this personal fault will be corrected by the punishment, majority of the Nigerian teachers were in favor of punishment and want to continue to use it because they believe that it is the only language that the student can understand for misbehaving in the school. Different scholars have defined punishment based on their perception of the concept.

Psychology dictionary (7th edition) defines punishment as “a term use to refer to any response after a behavior that reduces the likelihood of a particular behavior to occur again in the future”. Punishment regime is the use of physical force with the intention of causing student pain, but not

injury, for the purpose of correction or controlling of the child's behavior. Punishment regime has also been define as "a method that involve the deliberate infliction of pain on the student at a given number of times in a generally methodological and premeditated ceremony as retribution for an offence, or for the purpose of discipline or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable within judicial or educational setting (Straus 2001 in Alhassan 2013)

Punishment regime has also been define as an application of negative reinforcement to the learner with the intention of forcing behavior to occur(Masha 2002) Punishment can technically be describe as the response-contingent application of an unpleasant or aversive event in an attempt to suppress, or prevent the reoccurrence of that response(Australian Psychological Society 1995)

Punishment regime is a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behavior and or inappropriate language. (Alhassan 1992) categorized unacceptable behavior as **conduct problems:** vandalism, fighting, disregards of the right of other students, verbal abuse, verbally threaten teachers, rudeness, disrespecting teachers, and damages of class furniture's. **Personality problems:** stealing, cheating at work, non completion of homework, temper, tantrum. **Problems of emotional and social immaturity:** restlessness, hyper active, having a short attention span, truancy is a disciplinary problem; it is one of the delinquencies committed by adolescent in Nigeria that often leads to unacceptable behavior such as maladjustment, poor academic performance, school dropout and substance abuse. Mbiti(1974) in Adeloje (2009) suggested that punishment is very necessary in classroom as a disciplinary measures, he suggested three (3) measures of why punishment should be used namely:-

- a) As a revenge.
- b) As a deterrent.
- c) As a means of reform.

Punishment regime is inflicted on student for an offence he/she committed, it is also used to correct bad behaviors, restore discipline, saved other children from doing what the punished child has done, to bring about desired behavior in the child, however, proper punishment like counseling the offender, conference with persistent offenders parent's, report and temporary loss of cherished privileges should first of all be used before moving to corporal punishment. (J.Y.Bello 1981; in Adeloje 2009)

From the definitions given above by scholars on what punishment regime is all about, I can said that “punishment regime is an unpleasant stimulus that follows an undesirable behavior which is intended to decrease or eliminate the occurrence of that particular behavior”. However, for punishment regime to be effective when a teacher is going to punish a student, there is need to do so right after the unwanted behavior have occurred, waiting for a small time to make decision about wether to punish or not can decrease the effectiveness of the punishment(Straus 2012)

2:2:2 why do Teachers give Punishment

Alhassan(2013) opines that, teaching in schools goes beyond gathering student for learning, it also encompassing discipline as an integral part of it, punishment is administered by teachers surely for corrective purposes so that the offending students may realize their mistakes and avoid it in the future, and also to serve as an example to other children, as such offenders are not allowed to go free when they fully break the school rules or misbehave and also to reform the student into a good habit.

2:2:3 Types of Punishment

Bello 1981; Adeloje (2002) have classified school punishment into three (3) categories namely:-

- a) Proper punishment.
- b) Doubtful punishment.
- c) Undesirable punishment.

Most teachers would be happy to know that they are dealing within what is regarded as proper, what is important therefore, is to note that the divisions are not water tight compartment, in some cases, the type of punishment regarded as doubtful may be perfectly effective with a particular offender depending upon his nature, moreover, when the teacher uses the type of punishment that is labeled undesirable, he knows he has to be extra careful, why? Because he may have to face a court action from the parents of the child or it may lead to the child hating permanently, it is in the light of this that some believe that there is no harm done in classifying punishment into groups. Bello;Adeloje(2002)

i)Proper punishment:- The following punishment are regarded as proper punishment because the careful use of them will help the teacher accomplish his disciplinary aims, secondly, the use will not often bring dissatisfaction, parental complaints or court action.

a) Counseling the offender:- The purpose of this counseling is to bring about sober reflections and understanding on the part of the offender, here the teacher will confront the child explain his faults and correct it so that he does not result himself in punishment.

b) Conference with persistent offenders parents: - When a student became a punctual offender in the school, the teacher will seat with the offenders parents to know the root of the problem whether if it is from home or not and how to deduce or get rid off the fault completely.

c) Temporary loss of cherished privileges:-There are some privileges that a student is enjoying them, such privileges include being a class prefect, team captain, head boy .e.t.c. If a child commit offence one of the privileges greatly cherished by him could be taken away for a limited period of time or until there is an improvement in his conduct.

ii) Doubtful punishment:-The following are regarded as a doubtful means of punishing the child, because in most cases, they will fail to achieve the desired effect.

a) Sending student out of class during lesson:- It is common practice in our schools today to see teachers sending student out of the classroom that misbehave during the course of their lesson or those that come late to classes, some of such student are able to stop some were very close to the classroom but under the sun, while others may be asked to go out of hearing completely. Here, the teacher may not actually know what the students are doing outside the classroom; thus, students may end up misbehaving more than in the classroom.

b) Detention after school hours:-This is the act of keeping a child who committed an offence by the teachers in the school after the school hours, such an act is definitely a bad form of punishment used by teachers who assign different type of punishment to the student such as sweeping the school, copying note. Therefore, teachers who keep students in the school with the willing of cooperation of the students and such delay should be purely extra help.

c) Sending offender to the principal or headmaster’:-This is when a child commits an offence and the teacher sent him to the principal for punishment, this portrays the teacher as a weak disciplinarian and one who lacks confidence in his ability to control a class, under this form of punishment, a teacher should take the offender himself to the principal to avoid unaccompanied nature of the case.

iii) **Undesirable punishment**:-The following forms of punishing a child which is termed as undesirable and most of the time fails to achieved desired goals.

a) Prolonged torture:-This happened when a teacher punished his student by assigning him/her a prolonged punishment. E.g. holding a heavy object, standing on one foot without the child to rest for a moment.

b) Calling names:-Some teachers like to call bad and degrading names for their student especially does that are weak in their class work, such names include, blockhead, donkey, and vagabond.

c) Reattributed punishment:-This is the use of punishment by teachers to get student surrender to the teachers will and wishes, this mostly happen with teachers in co-educational schools or male teachers teaching in girls schools.

2:2:4 Advantages of School Punishment

Masha(2002) identified the following advantages and disadvantages of punishment which include:-

a) To prevent the reputation of behavior that interferes with the school rules.

b) To make student pay attention to class work.

c) To motivate students learn assign material.

d) To maintain discipline in the school.

e) To teach the student respect for authority.

Disadvantages of School Punishment

a) Student often feel hurt and misunderstood when they have been punished and became resentful and angry.

- b) Some students who are punished often feels they cannot do anything right and this makes him to lose confidence in all what they are doing.
- c) Punishment does not teach empathy.
- d) Sometimes children show impulsive behavior when they are punished.
- e) Punishment tends to make adversaries of adult and children.

2:2:5 Behaviour Modifications

2:5:1 Meaning of Behaviour Problems

Each society has accepted ways of life which are known as norms, the way one conforms to, or deviates from, these norms will form good or bad behaviour. In African communities, greeting is one sign of good manners. Even a stranger must be greeted. Someone who passes another without a greeting has bad manners. Other things regarded as part of good behaviour include: not talking while eating, respecting others, respecting property and taking responsibility for the old.

In a school, there are rules which govern everyday operations, and all school members have to adhere to them, any member who deviates from these rules has misbehaved, and is usually reprimanded or punished, such a member also qualifies as having a behaviour problem, much behaviour may be considered normal, abnormal, or disordered. The difference between normal and deviant behaviour is usually of degree rather than kind, no sharp line can be drawn between them, a non-disturbed boy or girl does everything that a disturbed boy or girl does, the difference is that they do these things at different times and under different conditions, at different rates or in different degrees. For example, crying, fighting, screaming, urinating, shouting, are all behavior indulged in by non-disturbed boys and girls, these are also indulged in by disordered or disturbed boys and girls, but to different degrees.

The behaviour of a non-disturbed boy or girl is usually regarded as reasonable and acceptable by the community, however, that of a disordered boy/girl goes beyond what is considered abnormal and unacceptable.

2:5:2 Behaviour Change or Behaviour Modification

Behaviour change is based on a simple idea of learning. It is based on the idea that behavior followed by reward is more likely to be repeated, or retained, than not. On the other hand, behavior which results in an unpleasant outcome tends to be quickly dropped or disappear. Behaviour change is based on the idea that behaviour is, in part, controlled by its consequences. The idea has been demonstrated in both humans and animals. Of course, people have more complex interactions between physical, emotional and cognitive reinforcements than animals. But many of the principles are still relevant.

Teachers spend a good deal of time with inappropriate, disruptive behaviours, often times, attempt to modify student behaviour are unsuccessful due to time constraints, inconsistent implementation and lack of understanding of the principles of behavior modification.(Zirpoli and Mellow 1993)

Behaviour has been define as “a response of an individual or group to an action, environment, person or stimulus” “anything that an organism does involving action and response to stimulation” Psychology Dictionary(7th Edition) Behaviour modification is a psychotherapy that is concerned with the treatment (as by desensitization or aversion therapy) of observable behaviors rather than underlying psychological processes and that applies principles of learning to substitute desirable response for undesirable ones” Adeloye (2012) In the case of Psychology Dictionary(7th Edition) sees behavior modification as “a treatment approach that is used to replaces undesirable behaviors with more desirable ones through positive or negative

reinforcement, it also refers to the techniques used by the teachers in order to decrease or increase a particular type of behaviour or reaction.

There are many methods and philosophies of dealing with inappropriate, abnormal or undesirable behaviours, certain responses that serve as a behaviour modification techniques which can be used to increase behaviour are; praise and approval, modeling, positive programming and self monitoring, methods which can be used to decrease negative behaviours are; punishment, extinction, reinforcing incompatible behaviors .e.t.c.(Zirpoli 1993) Behavior modifications is operates on the following events:-

- a) Behaviour is controlled by antecedent's events which occur before a behavior is exhibited.
- b) By consequences, that is event which occurs after behaviour is exhibited.
- c) These antecedents and consequences can be changed in order to increase or decrease the chance that a given behavior will continue to be exhibited.
- d) Behaviour, appropriate as well as in appropriate are learned(Zirpoli 1993).

2:3 The Concept of Delinquency

The definition of the term “delinquency” as presented by Chauhan (1989) is not easy to reach unanimity. This is because the term is an umbrella term for a wide variety of socially disapproved behaviors that varies with time, place and cultural variance in socio-economic and political conditions of a country. The country prescribes a set of norms which it expects that all its members should faithfully follow, but those who violate the social norms and behave in anti-social manner are called delinquents. The term delinquency has defied consensus among sociologists, psychologists, and educationalists. Mowrer (1961) in Chauhan (1987:p504) defined delinquency as “moral deficiency because of weak conscience due to improper teaching of the child in early years of life”.Luminary (2004) states that delinquency means law breaking by

young people. Chauhan (1987:p.504) maintains that delinquency is a deficiency in the formation of super ego. The delinquent child is he who has failed to internalize the primitive taboos and code of conducts set by family and society. He has failed to identify with the values of his parents and seeks pleasures at the cost of sacrificing the principles of reality and morality.

Sociologists lay emphasis on anti-social behaviors in young men and women to be when an individual have no lawful avenues towards the realization of his goal, the individual is compelled by circumstances to reach his goal by anti-social means. Thus, delinquently is the result of unsuccessful efforts to achieve goals legitimately thereby causing the individuals to engage in anti-social, illegal avenues to obtain materials wealth and social status, to steal or be part of anti-social gangs, to retreat from social participation through drug addiction (Chauhan, 1987). Bur Carr-Sauders (1942) stated that sociological conditions are related to the incidence of delinquency, thus an environment where there is overcrowding, poverty, unemployment and low moral standards, delinquency is likely to be higher.

From educational point of view, Abone (1986) defines delinquency as aggressive, anti-social behaviors which if unchecked, could leads to criminal acts. The behaviors are among young person's so much so that it falls so short of societal expectations that he could be arrested and tried by appropriate authorities. Abone (1986) states that two conditions are necessary for any young person to be declared a delinquent:

- 1) His action must be harmful to another individual or groups of individuals
- 2) His action must violate accepted rules and standards of conduct of the contemporary society.

2:3:1 Causes of Students Delinquent Behaviours

The high rate of delinquent behavior among adolescents was caused by the general indiscipline which has been settled in all facts of life in Nigeria (Muhammad, 2009). Scholars have also review the issue of delinquent behavior among students as follows:

1. Sociological causes: Sociological factors may have an influence on offending such as the level of parental supervision, the way parents discipline a child, parental conflict or separation, criminal parents or sibling, parental abuse or neglect and the quality of the parent –child relationship (Graham and Bowling 1995, p.33) children brought up by lone parents are more likely to start offending than those who live with two natural parent. Studies have found that there is a strong correlation between a lack of supervision and offending and it appears to be the most important family influence on offending (Farrington; 2002, P.610). When parents commonly do not know where their children are, what are their activities, or who re their friends, children are more likely to be delinquent. Lack of supervision is connected to poor relationships between children and parents as children who are often in conflict with their parents may be less willing to discuss their activities with their parents. Sutherland et al (1954) maintains that the spread of social behavior, law abiding or criminal behavior is a process of “social limitation”. As such crime and delinquency flourishes in a social structure where age, old tradition and restraints have broken down.

2. Biological causes: This school of thought holds the view that delinquents are born and inheritance is responsible for anti-social behavior in youth. Psychologists like Kalikas, Jukes and Edward proves that intelligence and crimes are inherited from generation to generation. Lambroso (1876) studies a number of animals and their physical characteristics which are in born. He further established that criminals are the products of the hereditary social force, some of them beyond their control. Goring (1972) English criminologist in reaction to Lambroso

suggested that intelligence was more significant factors. Other psychologists attempted to study biological characteristics as glands body structures etc which differentiated the criminal and non-criminal, Smith study the glandular functioning and delinquency. He suggested that thieves and murderers suffered from the disturbance of gland cells and nervous system. Some psychologists tried to show relationship between intelligence and delinquency. Healy and Bruner in their study of delinquents reported that 37% of delinquents were in sub-normal range of intelligences. They concluded that delinquency was five to ten times more likely to occur among the mentally handicapped than among the normal group.

3) **Environmental factors**; Environmental factors according to Chauhan (1987) which are responsible for delinquency acts will be explained under the following sub-headings.

1) **Ecological factors**: Ecology means the effect of physical surrounding and climate in the growth and development of the organism. Burges and Park (1920) applied the ecological approach to the study of human community in Chicago University. They studied the social happening in Chicago city and related delinquency to the growth of the city. Another study was conducted by Clifford, R. Shaw (1920) on geographical areas and distribution of delinquency. His findings reveals that the nearer a given locality is to the center of the city, the higher will be the rate of delinquency, the closer a given locality is to the industrial areas, the higher the rate of delinquency in the locality; Slum and Ghetto areas of the city breeds higher percentage of delinquency.

2) **School factors**: The following factors can cause delinquency in school:

a) Location of the school

b) Lack of discipline in the school

- c) Emotional climates: unscrupulous attitudes of teachers e,g, quarrel between teachers and school administrators
- d) Partiality and injustice in teaching and learning
- e) Lack of facilities like games and library
- f) Lack of recreational facilities
- g) Lack of educational clubs and societies
- h) Lack of functional and effective guidance and counseling
- i) Defective, counter-productive curriculum and examination system etc

3) Home factors: According to Chauhan (1987: p,511)

“the child is born in a definite family set-up. The home environment is important on developing the personality of the child. There is face - to - face interaction in family which determines the character and personality makes up of the child there are some types of home and family relationship which contribute to delinquency in children.

The family factors which may have an influence on offending includes:-

- i. Broken home
- ii. Lack of parental supervision
- iii. Parental disciplinary measures
- iv. Parental conflicts or quarrelling in front of their children
- v. Quality and quality of parent – child relationship
- vi. Social-economic background of parents
- vii. Child – abuse or neglect
- viii. Criminal history of the parent

4) Peer group factor: Young people can be motivated to commit crimes by delinquent peers and learn criminal skills from them. There is strong evidence that young people with criminal friends are more likely to commit criminals themselves. However it may be

the care that offenders prefer to associate with one another rather than diligent peers causing someone to start offending.

2:3:2 Characteristics of Delinquent Children

Delinquent children manifest certain behaviors and they are characterized by the behaviors. According to Chauhan (1987) Sheldon and Gluecks in their study of delinquents sorted the following characteristics of delinquent's children:

- i. **Physical:** They are endomorphic in constitution, muscular and bold
- ii. **Temperament:** Restlessly, energetic, impulsive, extraverted, aggressive and destructive
- iii. **Attitude;** Hostile, defiant, resentful, suspicious unconventional and non-submissive to authority
- iv. **Psychological:** Tending to direct and concrete, rather than symbolic intellectual expression and less methodical in their approach to the problem.
- v. **Socio-cultural:** Lack of affection, stability, moral standards of parents usually unfit to be effective guide that is worthy of emulation.

There are so many delinquent behaviors that manifest themselves among secondary school students, for examples, smoking stealing, truancy, drug abuse, cheating, bullying, disobey order to the school authority and teachers fighting, sexual harassment etc however, delinquent acts are difficult to list down because of cultural variance and socio-economic condition of a country (Chauhan 1987).

2:3:3 Types of Delinquent Behaviors

Chauhan (1987) listed the following as the types of delinquent behaviors among adolescents:

a) Acquisitive tendency: The delinquent acts of children have the immediate aim of satisfying acquisitive tendency. Stealing is the most common act which starts from home and if not detected and deal with adequately it can go directly to neighborhood, schools and shops etc stealing releases tension of adolescents. They steal objects like handkerchiefs, pen, ring etc sometimes stealing may be due to jealousy, hatred or aggression (Chauhan 1987).

b) Forgery: Another delinquent act is forgery adolescent commit forgery of several types. They may forge the signatures of their parent's cheque and can withdraw money from the bank. They can also forge the signature of their teachers to correct results etc.

c) Aggressive tendencies: Many adolescent offences are due to aggressive tendencies. The aggression gives reliefs to the offender. Aggression may be against inanimate or animate objects of the environment. The mode of attack may be physical aggression or by less direct method of mental cruelty; damaging school property, bullying and mockery, torturing of dumb animals and committing suicide. Torch (1997) stated that bullies are never do-wells and defeated. They seek to express anger by beating junior students at school. The bullies are also perpetrators to juvenile crimes. Bullying simply put is synonymous with moral bankruptcy.

d) The sex delinquency; Sex delinquency is an act at its peak in adolescence period. Adolescents indulge in all types of sex delinquencies such as homo-sexuality hetero-sexuality, obscene drawing and writing, prostitution, abduction and raping exhibitionism, making sexual suggestion and masturbation, lesbianism among females etc.

2:4 Theoretical frameworks.

A theoretical framework is an outline of existing theories which are closely related or explain the topic under study, for the purpose of this study three (3) theories are to be considered of which they are most relevant to the topic under study.

2:4:1 B.F. Skinner Operant Conditioning

Operant conditioning is also referred to as instrumental conditioning which is based on Edward.L.Thorndike (1874-1949) law of effect, B.F.Skinner (1904-1990) is often referred to as father of operant conditioning and his work is closely cited in connection with behavior modification through the use of either positive or negative reinforcement(wikipedia encyclopedia 2016) According to Skinner what the children learn depend upon differential reinforcement that follows, the incorrect responses by the student that may result in the process of teaching and learning should be eliminated by non-reinforcement in certain situations by punishment.(Auwal 2011) B.F.Skinner spent 40 in his experimental investigation, he observed that reinforcement and punishment are the core tools through which operant behavior is modified, the term can be define by their effect on behavior. Negative reinforcement (aversive stimulus) is the opposite of reinforcing stimulus something we must find unpleasant or painful. “a behavior followed by an aversive stimulus result in a decrease probability of the behaviour occurring in the future”

The above statement clearly shows that an aversive stimulus describe in this form of conditioning known as punishment. E.G. If if you spank a student for throwing away his book next time he will throw his book less and less(George Borce 2006 in Masha 2002)Positive reinforcement occurs when a behaviour (response) is rewarding or by another stimulus that is rewarding. “Behaviour followed by the removal of an aversive stimulus result in an increased probability of that behavior occurring in the future”

The above statement clearly shows that a behaviour followed by a rewarding stimulus provide the opportunity of the behaviour to occur in the future. E.G. If a child perform excellently in his homework and a sweat has been given to him there is a great chance of that behavior to occur in the future.(George Borce in Masha 2002)

Skinner (1953) shows how positive and negative reinforcement work by placing a hungry rat in a box, the box contain a lever on the side, as the rat moved about the box it would accidentally knock the lever, immediately it did so a food pallet drop into a container next to the lever, the consequences of receiving food if it pressed the lever ensured that the action will be repeated again and again. Skinner also showed how negative reinforcement worked by placing a rat in a box and then subject it to an unpleasant electric current which caused it some discomfort, as the rat move about the box, it would accidentally knock the lever , immediately it did so, the electric current would switch off, the consequences of escaping the electric current ensured that they would repeat the action again and again.

Modern behavioural psychologist have disputed Skinner's view of behavior modification through reinforcement(positive or negative) this has drawn a harsh criticism of many who are offended by his mechanical conception of human nature(Encyclopedia 2016) The net conceptualization of human activity precludes any attributes of personal freedom, self determinism or the dynamics of consciousness. B.F.Skinner was constantly attacked by adversaries criticizing his views and attempt to establish in every possible way that his idea were fatally flawed as understood by Skinner ascribing dignity to individuals involve giving them credit for their actions, to say Skinner is brilliant means that means that is an originating force. If Skinner's determinism theory is right he is merely the focus of his environment and had no choice in saying the things he said or doing the things he did.

Similarly, the environment and genetic potentialities of the advocates of freedom and dignity cause to resist the reality that their own activities are deterministically grounded and also argued that Skinner's determinism is not in any way contradictory to traditional notions of reward and punishment as he believed. Noam Chomsky argued that Skinner attempt to use behaviorism to

explain human behavior mounted to little more than word games, conditioned responses could not account for a child's ability to create or understand an infinite variety of novel sentences, among Chomsky criticism work that Skinner's laboratory could not be extended to humans that when it was extended to human it represent "scintistic" behavior attempt to emulate science but which was not scientific, Skinner was not a scientist because he rejected hypothetic-deductive model of theory testing and that Skinner has no science of behavior(Staddon 2014)

However, the theory fail to take into account the role of inherited and cognitive factors in learning process in humans and animals and also the theory fails to address the ability of human to learn automatically through personal experience and observation(Kohler 1924) In the conventional learning situation, operant conditioning applies largely to issues of class and students management rather than to learning content, is very to shape human skill performance, a simple way to shape behavior is to provide feedback on the learner performance. E.G. Compliment, approval, encouragement and affirmation are variable ratio produces the highest response rate for students to learn a new task. Unwanted behaviours, such as tardiness, noise making and dominating class discussion can be extinguished through the present of unpleasant response(punishment) rather than been reinforced by having attention drawn to them.

The relevance of the above theory to this research work is that, learning g occurs only when the response has some effects from the environment, effects is the satisfaction or otherwise which the learner obtain from performing a task or making a response, behavior which is followed by reward will be more likely to be repeated whereas behavior followed by punishment will likely to fade away and also concluded that punishment may cause avoidance behaviour, the above theory relate with behaviour modification.

2:4:2 Social cognitive theory

Albert Bandura social cognitive theory proposes that people are driven not by inner forces but by external factors, human functioning can be explained by a triadic interaction of behavior, personal and environmental factors, in other words people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of a particular is dependent upon the replication of the actions of others depending on whether the people are rewarded or punished for their behaviour on the outcome of the behaviour that serve as a means of behaviour modification.(Bandura 1986)

2:4:3 Theories of delinquency

Different theories has been postulated by psychologist, educationist and other researchers on the factors that are responsible for the student delinquency, the theory can be classified in to 3 (Hirschi 1969).

- a) Hall theory of adolescence crises.
- b) Lower class sub-cultural theories of delinquency.
- c) Biological theory.

a) Hall's theory: - Hall asserted that adolescence is inherently a time of “storm and stress” when all young people go through some degree of emotional and behavioral upheaval before establishing a more stable equilibrium in adulthood. Hall saw adolescence as a time of ‘storm and stress’- or ‘sturm and drang’ which mirrors the volatile history of the human race over the last 2000 years (Gross, 2001). According to Hall, the adolescent period of storm and stress is full of contradictions and wide swings in mood and emotion. Thoughts, feelings, and actions oscillate between humility and conceit, goodness and temptation, and happiness and sadness. One moment, the adolescent may be nasty to a peer, yet in the next moment be extremely nice to her. At

one time he may want to be left alone, but shortly thereafter desire to cling to somebody. In sum, G. Stanley Hall views adolescence as a turbulent time charged with conflict (Ross, 1972).

Hall's analysis of the adolescent years also led him to believe that the time to begin strenuously educating such faculties as civility, scientific thinking, and morality is after the age of 15. However, Hall's developmental vision of education rested mainly on highly speculative theory rather than empirical data. While Hall believed systematic methods should be developed to study adolescents, his research efforts usually resorted to the creation of rather weak and unconvincing questionnaires. Even though the quality of his research was suspected, Hall is a giant in the history of understanding adolescent development.

b) Lower class sub-cultural theories of delinquency :- This theory holds that most juvenile delinquent behaviors occurs in the lower socio-economic class, they relate the reason for high criminal tendencies in this class to their sub-cultural pattern, children in this class are brought up in the slums and ghettos that breed delinquent, provide and interface for their world of alcohol, sex, drugs and violence(Besag 1971)

These theories are based on two (2) assumptions:-

a) Sub-cultures exist particularly in lower class criminal sub-cultures which is immune to the basic values of conventional society.

b) The lower sub-class culture inculcates in its members attitudes, belief and behaviors make them live a life of delinquency. They started learning this at a very tender age so that by the time they grow older it has become part of them (Besag 1971)

Clowrad and Ohlan(1961) in Besag (1971) opined that "delinquent behavior does not only depend on the lower class deviant sub-culture but also can be as a result of normal

societal means. Miller(1958) cited in Besag (1971), states that the children in the sub-cultures are indoctrinated with criminal ethics at a very tender age, he believes that there are a lot of damages to properties in lower class schools because the children do not respect private property.

For a child to be useful member of the society, he has to be de-culturised and re-culturised (this refers to the training and development of the mind) the society should be ready to spend a lot of money and time in order to rehabilitate the delinquents (Besag 1971) The lower class delinquents are seen to be the most fit and able youngsters, one must possess the perseverance stamina and also the ability to interact and to subordinate self to the overall needs of the group. It was also noticed that the need of prestige for the lower class delinquents are bravery and gaining money by wits e.t.c. These are explicit value of the most important and essential reference group of many delinquents' youngsters.

The sub-cultural theory therefore upholds the view that most delinquents come from the lower socio-economic class, environment in which such children grow up is also a contributory factor, criminal acts is more rampant in such environment since children became exposed at a very tender age to criminal acts.

i) **Alienation theory**:-This theory holds that delinquents behavior is as a result of defects in the institutions(family, school and community) and not as a result of socio-economic background(Ohlem 1961 in Besag 1971) This theory explains the causes of delinquents behavior in terms of frustration perpetrated on some juveniles by the family, society and school, this is due to their inability to provide the children with their needs, it is the responsibility of the family to provide their children with protection, need for love, affection

and security e.t.c. failure to provide the child with the above needs causes frustration and tendency to indulge in delinquent behaviors so as to reduce pent-up tensions.

A lot of family fail to provide their children with the above requirement, any child that fails to get all this faces emotional problems, such children feel frustrated and this lead to delinquent behaviors, some punishment which the school gives to their students are unfair, he believes that all people have contact with and take their basic orientation from the conventional culture through various process.(Wikipedia 2016)

ii) Strain theory:- This theory was postulated by Emile Durkheim and revised by Albert Cohen(1955) and Robert Agnew(1985), the theory sees man as a moral being, who desires to abide by some rules and regulations of his group, the theory is provided by legitimate desires, everybody desires certain things. e.g. Wealth and where we can make it, in desperation he turns to deviant behaviour.

A man desires success as everybody tells him he should, but he can attain success conforming to the rules, consequently in desperation, he turns to deviant crime in order to attain that which he considers rightfully, according to him man must be under great pressure before he resorts to crime.(Hirsch 1969). Delinquency are explained in terms of frustration, discontent, deprivation and other such pressure.(Besag 1971) When trying to achieve the right through the wrong we turn to delinquents acts, this shows that social class theory is central to strain theory. The explanation given by the strain theorist in terms of discontent, frustration and deprivation show that the low economic class is been referred to, but this is wrong because children from other socio-economic classes get involved in delinquents acts.(Cohen 1955)

c) Biological factors of delinquency:- One of the theories of delinquency was linked up with genetic factors, the hereditarians believe that delinquent are born not made(Kalikaks, Jukes and Edward in Chauhan 1978) In the study they conducted popularly called “family tree” they tried to prove that intelligence and crime are inherited from generation to generation (Kalikaks in Chauhan 1978) Lambraso(1978) in his study of criminals and their physical characteristics which are reborn, he further established that criminals are products of hereditary social forces, law breaking tendencies were found among human “throwbacks” men and women who by nature were similar to pre-human ancestors.

The problem of the nature of criminals who reproduces in civilized times characterizes not only primitive savage but still of lower types, he also held the view that the distinct criminal types could be recognized by certain stigma of degeneration such as strong chunporruding ears, abundant hair, enormous jaws, square and protruding chin, smaller number of lines in the palm, greater mobility of rate and hands, swift movement of eyes and broad chick bones (Lambraso as quoted by Chauhan 1978)

However, the view was reputed by Goring (1913) in Hartley (1961), Goring refuted the assertion by comparing antropogical findings of 300 English criminals as a control; he found that there was no evidence to show that the existence of physical characteristics are peculiar to criminals. Robinson(1976) cited in Chauhan (1978) preferred another explanation that has to do with chromosomal composition, they suggested that certain sex chromosomes present in human beings determine delinquency in children. Every human beings has XX (female) and XY (male) chromosomes, if instead of XY one has an extra Y that is XYY, the person is proved to be delinquent, they concluded that the males with XXY are usually taller and stronger.

Johnson cited in Chauhan(1978) agreed that there is an association between XXY and involvement in criminal behavior but the association is weak, they also discredited Robinson for not observing the criminal tendencies in female chromosomes, other psychologist that have discovered the extra chromosomes are Jacob and Strong (1959) Hook and Kin (1971) cited in Dusek (1959) Delinquent behaviors cannot conclusively be genetically determined.

There are three layers of tissues present in human beings, he named them endomorphic, mesomorphy and ectomorphy, he said that it is the predominance of one component or the other that varies from one person to another, he also concluded in his study that mesomorphy is none prone to delinquent behavior because it is the one that resorts to vigorous physical activity whenever it is under stress.

The above theories were cited in this research work because most of the deviance behaviors are linked to the human biological and socio-economic conditions of the human body and mind characteristics of the deviant such as poor self control, impulsivity, aggression, lack of empathy, thrill seeking, poor parenting skills, child abuse, poor reasoning and verbal skills all may have a biological and sociological component that predisposes an individual to anti-social behaviors.

The debate of nature versus nurture is a central theme in the review of the above theories, is a person born as a deviant or is it by interacting with others that an individual fails to learn acceptable social behavior? In part, the answer to that question depends upon the focus one brings to the issue. Expert in genetics, neurology and related biological sciences tend to develop perspectives based upon more innate physical qualities that impact human behavior, social scientist and psychologist tend to focus on human interactions as a basis of deviant

behaviors among individuals most especially in the interplay between physiological and psychological factors.

Socio-cultural theories of delinquency provide a distinct framework to understand the influence of human agency, social forces and peers on delinquent behavior. The dominant frameworks argue culture is a set of values, beliefs and actions that are learned through interaction with others, from this perspective, deviance behaviors are primarily transmitted to individuals through intimate peer groups and across generations to provide support or encouragement for actions that may be unacceptable in the larger society. In addition, cultural forces demonstrate what behaviors are valued and those that are perceived as unimportant or not supported, sub-cultures may form an opposition to the dominant culture and support behaviors that deviate from the larger social norms or strain from differences between classes, gender or geographic locations.

Finally, societal responses to the media can foster the belief that a deviant behavior is rampant and force legislative action to identify and define an act as deviant regardless of the accuracy of media claims, larger cultural forces can stimulates the belief that deviant activities are a treat to safety, this cultural theories encompasses a broad spectrum of thought about individual delinquency.

2:5 Review of empirical studies

This is the section of the research that enables the researcher to provide a review of other researches that were carried out by other researchers which is closely related to his own topic of research.

According to the research that was conducted by Joseph (2015) “Analysis of parents/teachers perception of the use of punishment in behavior modification in primary schools in Delta and Edo state, Nigeria”. The study adopted ex-post facto design of a descriptive research, the population comprised all the teachers and parents of the primary schools in Edo and Delta state.

To obtain the sample, schools principals and chairmen of the PTA were serialized into sample frame according to their zonal education board using simple ballot sampling technique. The instrument used to generate data was a self-designed questionnaire with 14 items which was validated by expert in guidance and counseling while in the case of reliability Pearson product moment correlation was used to ensure its reliability. Mean was used to test the response measures of the questionnaire statement items, the decision was ruled base on statistical real limit of numbers was used to determine the acceptance and rejection of the statement items as 2.50 and above was accepted while below 2.50 was rejected.

However, the findings of the study revealed that, parents and teachers see punishment as an important instrument in molding behavior and also necessary to be used in teaching and learning process, parents and teachers strongly believe that “spare the cane and spoil the child” is not only a biblical but real, parents and teachers also believe that any discipline teacher is qualified to be assigned the responsibility of punishment in primary schools, also male and female teachers differ in the use of punishment in primary schools in Edo/Delta state whereby the male teachers use punishment most often than the female teachers.

Based on the above findings, the researcher recommended the following: punishment as a means of behavior modification should be introduced in all schools where it is no longer being practiced, there is need for legislation law to protect teachers in the use of punishment in schools

and also there is need to include right use of punishment in teachers workshop and seminars periodically.

According to the research that was conducted by Kilimci (2010) “Teachers perception on corporal punishment as a method of discipline in elementary schools, A case study of south west geo-political zone” An ex-post facto research design was used for the study, the population was about 300 in numbers, in total 7 principals and 105 teachers were interviewed, majority of the teachers had more than 15 years of teaching experience.

The findings of the research revealed that, there are more incidents of indiscipline act among the lower socio economic status children than in the middle and higher socio economic status, financial problems of the family, educational problems in the family neighborhood and ethnic minority are put forward as the main causes of indiscipline act among the students. The teachers also claim that they spend most of their time in behavior problem not instruction, teachers working in lower socio economic schools have a difficult job to do, it might be difficult to dealt with behavior problem, language problems, family problems in one hand and give instructions in over populated classroom.

However, despite the above problem, the study made some recommendations on how the problem should be curb. Counselors should be appointed in the schools at lower socio economic environment and more in service training should also be founded to the teachers, teaching the students with behavior problem must be part of education so that the teacher candidate might practice such training in their department starting from their very beginning of their education, art and sport centers are one of the important elements of teaching people how to behave in schools, students should also acquire some social skills that are necessary for successful interaction between the students and the teachers.

Another research that was conducted by Joyce (2009) “Corporal punishment and disciplinary control among secondary schools student, a case study of Benue state” The population consist of the entire teachers of Benue state, the study surveyed random sampling of 326 teachers and 109 principals respectively of both private and public secondary schools from the population.

A questionnaire was designed by the researcher based on five point likert scale with 28 items; the instrument was validated and tested for reliability using Pearson product moment correlation co efficient from spilt half method. The findings of the study revealed that, respondent agreed that there are certain form of punishment that frequently used in secondary schools which have failed to achieve desired result. However, on the type of punishment that is effective in disciplinary control, the study identified three out of eleven to include flogging, painful body posture and kneeling down as most effective.

Despite the above findings, the researcher made some recommendations in the use of punishment in secondary schools that have failed to achieve desired objectives should be discouraged because of its harmful effect; other disciplinary control measures such as counseling offender and corporal punishment should frequently been used.

According to the research carried out by Abdussamad (2007) “An investigation into the level of delinquent behaviors and control mechanism in senior Secondary School in Kano Municipal”. A descriptive research method was employed for the study, the population was about fifty two thousand seven hundred and thirty six (52,736) in numbers in the whole senior secondary school as at the time of this study, the teachers was said to be two thousand two hundred and ninety three (2,293) out of the above number, a simple random sampling was used to select five schools and also the required respondent.

Krejcie and Morgan table was used by the researcher to determine the sample size; the selected sample of 381 and 331 of the students and teachers respectively was used for the study. The researcher made use of a questionnaire and interview to generate the data, the questionnaire was used for the students in form of a close ended while the interview was used for the teachers in an unstructured form. Before administering both the questionnaire and the interview to the teachers and the students, the instrument were presented by the researcher to the supervisor for final approval and ensuring that all the necessary questions are within the framework of the study.

The study was conducted with the broad aim of assessing the level of delinquent behaviors and control mechanism employed by teachers in curbing the situation among the students of Senior Secondary Schools, the data was analyzed using t-test and chi-square and revealed that, in Senior Secondary Schools there was high rate of delinquent behaviors and there was high level use of punishment to curb the situation, the use of preventive measures alternative to punishment was low, why there is low use of preventive measures alternative to punishment is another study entirely, but we can see a connection between the high rate of delinquency and the low level in the use of preventive measures alternative to punishment, the use of control strategy though high but seems to be in effective.

Abdussamad (2010) from his findings concluded that “Nigerian schools are finding it more difficult to cope with the problem of delinquency, this shows that the method used in curbing the situation did not yield desired result” based on the above the researcher recommended towards making the situation better with the view to realize a free, safe and conducive environment for effective teaching and learning.

Another research that was conducted by Ibrahim (2015) on the causes, effect of deviant behaviors among the students of girls boarding secondary school Federal Government College, Kano. The research design was a survey type, the population of the study comprises of all the students of Federal Government College, Kano, however, stratified random sampling was used to select five (5) classes, out of the total population seventy (70) students were randomly selected as sample of the study and also seven (7) teachers were also selected from various arms including their guidance and counseling teacher were also part of the sample. The instrument used for data collection for the research was questionnaire which was design by the researcher through the help of his supervisor, the instrument was face validated by expert in the field of measurement and evaluation, the reliability of the instrument was find through pilot testing.

From the finding of the researcher, he revealed that, deviant behaviors among boarding secondary school is as a result of lack of parental supervision and poor home training, he therefore concluded that the remedy to this problem can only be achieved when parent put more effort in upbringing of their children properly, the study also shows that peer group has an influence on the student delinquency and concluded that the best way to check deviancy among the student of boarding girls secondary school of Federal Government College, Kano is through guidance and counseling.

Another research that was conducted by Bilkisu (2011) on “Anti-social behaviours among senior secondary schools students in Nassarawa Education Zone” Survey design was used in the study, the population consist of the entire teachers of Senior secondary schools in the study area with a total of one thousand one hundred and three (1103), out of which two hundred and eighty five (285) was drawn using stratified random sampling technique. A questionnaire was used foe

data collection, the reliability of the instrument was established through pilot testing and simple percentage and chi-square was used for data analysis.

The study finds common anti-social behaviour among the students of the study area to be aggression, disrespect, graffiti, passing note and truancy, the study also finds the causes of the anti-social behaviour to be an interplay of various factors such as genetic, psychiatric, teachers influence and psychological problems. Responses from the study also shows that higher percentage of boys students involve in anti social problems among senior secondary schools students of the zone than girls students and also the findings shows that higher percentage of the male teachers put more pressure to curb anti social behaviour among the students of the study zone.

Based on the above finding, the researcher made the following recommendations which include, teachers should be professionally alerted and educated about the nature of anti social behaviour to be able to respond to them positively by applying appropriate coping strategy, intervention should encompasses all sexes as both boys and girls students were found to engage themselves in anti social behaviour.

According the research that was conducted by Ahmad (2013) on “Causes of Juvenile delinquency among secondary schools students in Fagge Local government area, Kano State” A survey design was used in the study, the population comprises of all the students of the study area with a total of one hundred and twenty four thousand students (124,000) out of which three hundred and eighty three students (383) was used as a sample, a self developed questionnaire with a four point Likert scale was used for data collection, reliability co-efficient of the instrument was established using test re-test method with a value of 0.69, frequency count and percentage was used for data analysis.

The finding of the study reveals that, there is a significant relationship between gender and juvenile delinquency whereby male students behave more delinquently than the females student, also the study find the factors responsible for the students delinquency to be poverty and media influence, also the study find a significant gender difference between male and female students in truancy and injustice as more females seems to be justice than the male students. Based on the above findings the following recommendations was made, school authority of the study area should put effort in ensuring good morals among the students of the study area and also, the media should advocate good conduct that will make the students to imitate virtues like justice and honesty.

Another research that was conducted by Mabusa (2015) on “Perception of teachers on the use of corporal punishment in schools, a case study of Kaduna North secondary schools” The study adopted a descriptive survey research design; the study targeted the entire teachers of Kaduna north secondary schools. Questionnaire was used to collect data for the study which was divided in to three (3) parts based on close ended format; the questionnaire was face and content validated by expert while reliability of internal consistency was established through a pilot testing whereby Cronbach Alpha was used to compute for the reliability coefficient which was found to 0.82 indicating that the instrument was reliable.

The study finds that teachers of both sexes use corporal punishment whenever students misbehave but most often, male teachers uses corporal punishment against their students than the female teachers. The study also reveals that teachers perceive the continued use of corporal punishment as a means of correcting students for misbehaving but with certain limitations, it was based on the above finding the researcher made the following recommendations. Teachers

should be educated on the rules governing the use of corporal punishment, in schools; rules and regulation are somewhat followed therefore, it is recommended that, they should be enforced.

According to the research that was conducted by Umezinwa and Elendu (2012) on “the perception of teachers towards the use of punishment in Sancta Maria Primary School, Onitsha, Anambra state Nigeria”. The study adopted a descriptive survey research design, the study targeted all teachers of Sancta Maria primary school, the study investigated the views of teachers because they are the ones who from time to time are delegated by the school head by the school head to apply punishment in schools.

Questionnaire was used as an instrument to collect data, however, it was divided in to three parts, the first part collected demographic data of the respondents, the second part contained close ended questions with items draw from education acts which stipulates the rules and regulation of punishment in schools while the last part of the questionnaire comprise of an open ended questions requesting respondents to suggest ways to enhance adherence to rules and regulations of punishment in schools. The questionnaire was tested for content and face validity by a team of experts from the department of primary education in the college while a pilot testing was conducted to find out the reliability of the instrument.

The finding revealed that, the teachers perceived punishment as unacceptable method of discipline was surprising, this is because most teachers still punish their students and pupils for any misbehavior, the finding is in agreement with United States(2010) report that “ punishment is an ineffective, dangerous and unacceptable method of discipline” also in conformity with earlier findings.

Parents tend to view punishment as most appropriate for children of pre-school age and least appropriate for infants and for children age five (5) years and older, the finding disagrees with

Baumrind and Larzelere (1996) who supported the use of corporal punishment emphasizing that it is a valid means of discipline.

Again, the finding of the study revealed that teachers gender makes significant difference on their perception of the use of punishment is equally surprising, this is because of the belief that “Nigerian fathers punish their children or wards more than the mothers and as such the male teachers who are most likely to be fathers perceive punishment as appropriate and acceptable than the female teachers.

Furthermore, the finding concluded that, teachers age and years of working experience make no significant difference in the perception of punishment is surprising, young teachers due to their strength are most likely to punish students or pupils than old teachers and were expected to perceive the use of punishment differently.

Teachers with less than five (5) years of teaching experience are expected to have perceived the use of punishment differently as they may not have been exposed or stayed much with the students or pupils as to learn how to manage behavior problem.

However, the study recommended the use of counseling the pupils on the possible effects and dangers of their misbehavior should be used to control delinquency among students, children and adolescent experts should be involved in the character molding process in the school, a critical examination of the causes of pupils delinquency should be done and address it rather than punishment which may never eliminate the root cause of students delinquency. The findings also recommended that, delinquency among student should be curb through allowing of pupils and students should be allowed to form moral conducts clubs and association in the school under the adequate supervision and guidance of teachers with integrity.

Lastly, the school should encourage the invitation of the delinquent students parent/guardian to school can also serve as an effective behavior control strategy as no pupil would want his parent to be invited because of his or her misbehavior.

Another research work that was conducted by Tijjani (2006) on “the nature, causes, effects and treatment of juvenile delinquency in Senior secondary schools, a case study of Sheik Bashir El-Rayyan school complex”. The research type was a descriptive survey, the population of the study include all the male students in the secondary section of the school, a simple random sampling was used to select fifty five (55) students out of the entire population, however, the principal, vice principal and school counselors were also part of the study.

Questionnaire was used as an instrument for data collection, it was design in such a way as to facilitate the respondent choice of responses in a closed form while other areas allowed the respondent to freely express themselves, the questionnaire was face validated by the researcher’s supervisor while the reliability of the instrument was ensured through pilot testing.

The findings of the study have shown that, the main causes of delinquents behavior among the school students is due to socio-economic factors of the parent, marital instability, peer group influence and laizzes-faire attitude of the school personal and the society.

However, the researcher makes some conclusions from the findings on the way to curb student’s delinquency based on the home, school, government and the society.

The parents should inculcate good values and attitude in their children at home while bad attitude should be discouraged, the parent should acknowledge the fact that they are mirror and models of the society and as such they should endeavor to settle quarrels arising at home. Socio-economic background of parents should not refer the home in training their children and also parents should not frown on other relatives who help in training their children.

The school has a vital role to play in the process of preventing students delinquency, discipline should strongly be emphasize through punishment, the school should make sure that the delinquents students who are punished know the reasons for being punished so that such unwanted behavior will not repeat itself.

Similarly, the school should provide guidance and counseling services to their students in order to meet the challenges ahead of their student in the area of educational, vocational and social information needed to make wise decisions.

Furthermore, the government should use mass media to keep on enlightened student on the danger of delinquents acts through educative and moral programs can be organized by mass media for the students, an act or a decree can also be promulgated which will make obscene writing to a crime due to high rate of delinquency in our schools.

Finally, the researcher concluded that, delinquent behavior among senior secondary school can also be brought to an end through the establishment of rehabilitation centers and remand homes in all the local government of the state where by delinquent acts can be trained, such centers should be provided with train staff, probation officers, psychologist and other social welfare workers.

Nevertheless, another research that was conducted by Nakpodia (2012) on “the principals attitude towards corporal punishment in Nigerian secondary schools, a case study of north west geo-political zone”. Ex-post facto research design was used for the study; stratified random sampling was used to select twenty five (25) schools and one thousand (1000) respondents for the study. The instrument use for data collection was questionnaire which comprise of twenty (20) items all of Likert-type.

The instrument was subject to face and content validity by the researcher and expert in the psychology, measurement and evaluation who confirmed that the instrument was suitable for measuring what it was purported to measure. The reliability of the instrument was established through split reliability method of Spearman Brown Prophecy, the exercise was carried among fifty (50) students who are not used in the main study.

The study revealed that corporal punishment is the most frequently used form of punishment in secondary schools, corporal punishment is not an effective tool in disciplinary control and finally shows that there was a significant difference between public and private secondary schools in the use of corporal punishment.

However, the study recommended that, the use of corporal punishment should be discouraged in the school system and also there is the need for the principals to employ better disciplinary techniques that would yield better result. Corporal punishment is not part of any education curriculum, education at every level and also that corporal punishment has no place in the classroom. In order to prevent the continued use of violence or the imposition of corporal punishment against student in our schools, teachers and school administrators should be provided with tools and resources to develop safe and effective methods for encouraging positive behavior.

In another research that was conducted by Muhammad (2009) on “the survey of juvenile delinquency among senior secondary schools and the way forward, a case study of selected senior secondary schools in Kano municipal. The research design was a survey type, the population comprise of all the population of senior secondary schools in Kano Municipal, out of the total population, simple random sampling was used to select fifty (50) respondents for the purpose of the research, thirty (30) boys and twenty (20) girls were selected.

The instrument used for data collection was questionnaire which consist of fourteen (14) items for which the students are to be responded, all the question asked in the questionnaire are free response and were between Yes and No. The validity of the instrument was ensured by the supervisor while the reliability was tested to test re-test method.

The study discovered that delinquent behavior among senior secondary school student is caused by broken homes, poverty, extended family system, low standard of living, biological factors, family history of crime and parental negligence. Delinquency has multiple causation, the total environment of the children including cultural, emotional, economic and hereditary factors except a total pull on them and characteristics traits they acquire from the life around them.

Nevertheless, the researcher made some recommendations on how the problem of student delinquency could be approached at different levels of education.

Parent should help to inculcate the spirit of good manners in the mind of their children and they should also assist the school in eradicating truancy, theft, habitual lateness to school and all sorts of moral irresponsibility among their children.

The teachers should therefore show more interest on the moral behavior of their pupils as they do to their academic activities, whereby delinquents act exhibited by the student should immediately report to the parent of the student before it gets out of hand or control. “a stitch in time saves nine”

The government should use all of its power to reduce if not completely eradicate the flow of dangerous drugs and its circulation among the society, as this has been found to be a trend into one of the causes of delinquent behavior among the students.

Religious bodies and voluntary organizations should also be encouraged in their communal efforts to curb delinquency, the child is for everybody, any elder can correct a child if he found

wanting even if he does not know the child's parent, therefore, all hands must be on deck to completely eradicate these social menace in our midst.

Another research carried out by Alhassan (2013) on "school corporal punishment in Ghana and Nigeria as a method of discipline: A psychological examination". The research design was Ex-post facto, the researcher explain the concept of discipline, indiscipline and also pointed out that the use of cane in behavior modification was rampant in traditional African society, just as teachers use cane a lot in order to maintain discipline in schools and control anti social behavior of their students.

Discipline in schools should be total in all ramifications, greater awareness must be created at all levels as far as discipline is concern, the teacher-direction has its place in effective discipline of student but it is not to be authoritarian in any way. International concern for the danger that the administration of corporal punishment possess to the right and wellbeing of the pupils and students has long established in 2001, the campaign is about preventing all forms of violence against children in schools across the world including corporal punishment, sexual abuse, bullying, use of weapons and harassment in schools.

The paper proposes that, if a teacher intended to correct student for any misbehavior, the teacher should punish immediately after the student exhibit misconduct with a minor punishment rather than severe. A line of communication should be opened between the teachers and the student on the need to do away with anti social behaviors in schools, consequences of such behavior should be spelt out to them.

Furthermore, the researcher went further and stated that, rather than canning for the management of anti social behavior in the Nigerian schools, the schools should ensure the provision of conducive facilities for learning; proper instructional methodology; well ventilated

classroom and proper psychological support are necessary variables for the effective management of behavior problems in schools.

Finally, the researcher concluded that, many delinquent behaviors common in the Nigerian and Ghanaian school pupils can be eliminated through extinction (cessation of reinforcement). Extinction essentially describe a disconnection of a prior link between a behavior and its consequences, if a students are properly briefed about the possibility of their losing reinforces for manifesting a particular behavior, a gradual reduction in the frequency of excess behavior may be observed.

Another research that was conducted by Rogo (2013) on the “ Incidences of antisocial behaviour among Secondary Schools Students of Kano Municipal Education Zone, Kano State” Descriptive survey design was employed for the study, the population consist of the entire male and female students of the zone with a total of twenty seven thousand, one hundred and seventy six (27,176) in the entire thirty seven (37) Schools of the zone, out of which, three hundred and eighty students were randomly selected as sample for the study. Self report anti-social behaviour scale was adapted from NYS to collect data for the study. Reliability of internal consistency was sought using Cronbach Alpha, a positive reliability was found to be 0.72. T-test statistics and simple percentage was used to test the hypothesis and answer the research questions.

The study found common anti social behaviour to be drug/ substance abuse, lack of respect for teachers, examination malpractice, sexual immorality, bullying and possession of dangerous weapons respectively. The study also finds a significant difference in anti social behaviour between male and female students of the study area which shows that male students are more prone to anti social behaviours than female students. Some of the recommendations that was

made by the researcher include; much regard should be given to the affective aspect of learning and school should focus more on the causes of anti social behaviour.

Lastly, another research that was reviewed which was conducted by Idu and David (2011) on “Indiscipline in secondary school cry to all in education” The study is a survey research design, the study population comprise of all government secondary school student in Ogba local government with a population of three thousand, and twenty four (3,024) students at senior secondary school level.

The sample was made up of two hundred (200) respondents which are purely students, simple random sampling was used to select the above respondents. A questionnaire titled “student indiscipline questionnaire (SIQ) was used for the research and it is made up of twelve (12) items, the questionnaire was design with the assistance of measurement and evaluation expert who ascertained face and construct validity of the instrument while test re-test method was used for the reliability of the instrument.

The finding of the research reveal that, parental influence constituted a contributing factor to indiscipline among secondary school student, the finding also agreed with the differences associated with different home background influences ones behavior.

The researcher also find out that, teachers attitude is also a contributing factor to student indiscipline among secondary school student, this is in accordance with Rogers (2003) who states that ‘a child is naturally good, but it is the teachers that corrupt him’ he also agrees that, teachers ignores students problems and complaint whether academic or otherwise, this also prepares ground for students indiscipline.

The researcher also reveal that, government activities are also contributing factors to student indiscipline in secondary school, he also pointed out that government non chalant attitude to

provision of materials required to make learning environment conducive to students which in return makes them to be indisciplined.

The findings of the research also revealed that, peer group influence is also a contributing factor to student indiscipline among students; he also stated that “peer group is of great importance as it affects young people’s way of life; however, this relates more to adolescent stage where most of the respondents belong. All factors investigated are important, in any attempt to curb indiscipline among secondary school students, the researcher made the following recommendations.

The researcher finally concluded from the findings that there should be reward for good conduct and punishment for bad conduct at home, school and society at large by parents, teachers and government. Cordial relationship should also exist between parent and school authorities through active membership of parent teachers association.

Lastly, mass media should also be used to enlighten all stake holders in the areas investigated on the effect of indiscipline in the society and also a functional and professional guidance and counselors should be provided in all schools.

2:6 Summary and uniqueness of the study

This chapter provides a detail description of punishment regime, behavior modification and delinquency based on the scholar’s perception of the terms; the review indicated different theories that were postulated by different psychologist and other social scientist regarding the use of punishment as a deterrent for the reputation of future unwanted behavior.

The researcher also went further to provide a review of some researches that was conducted by different researchers related to the problem under study. Scholars have conducted a lot of study in the area of punishment and delinquency among the student of secondary school, in this study

areas such as causes of delinquency among the student of secondary school, the use of corporal punishment in schools as a method of discipline, the role of schools in preventing delinquency, alternative to punishment in the control of delinquency among secondary school student. e.t.c

The review also tend to assess the extent to which punishment as a corrective measure can be used to modify delinquency among Senior Secondary Schools students and also to find out whether the use of punishment in the previous year's help to modify delinquent behaviors among the students of Senior Secondary School.

This research work is unique in the sense that, most of the researches carried out in this area previously did not single out the effects of administering punishment towards behavior modification among senior secondary schools delinquent students in Kano Municipal local government area. The research is especially unique in such a way that it uses different data analysis, different population sample, different sampling technique and different data procedure among others.

CHAPTER THREE

METHODOLOGY

3:1 Introduction

This chapter present the general methodology of the research, it discuss about the research design, population of the study, sample size, sampling technique, data collection instruments, data collection procedure and data analysis procedure.

3:2 Research design

A survey design was adopted for this study, a survey research is a type of research in which few individuals or items from the entire population is studied by collecting and analyzing data obtained from the sample. By the nature of the study (research) is a survey, this is because the method involved in gathering data from the target population by using a sample of the population, the findings when completed (from the sample) can be generalized for the entire population. Survey type of research is aimed at collecting sample from population in order to examine the distributions, since the study aim at finding out “punishment regime and behaviour modifications among delinquent students of senior secondary schools as such survey was used for the study.

3:3 Population and sample

3:3:1 Population of the study

According to Haruna (2010) Population refers to the total number of the target group, items, elements, or objects intended to be studied. The population of the study comprises all the teachers of public senior secondary schools in Kano Municipal local government.

In all, there are twenty two (22) public senior secondary schools as at the time of this study with one thousand, one hundred and seven teachers (1107). The population consist of the entire male and female teachers of the twenty two boys and girls public senior secondary schools of Kano Municipal local government area, majority of the population are Hausa’s by tribe,

Muslim's by religion and are spread across the three (3) socio-economic statuses and will also admitted in their respective schools.

Table 3.3.1: Population and sample size

S/N	Schools Name	Type	No of Teachers	Sample size
1	ABC CPS Kano	Boys	55	14
2	GSS Bashir Karaye	Boys	42	10
3	GSS G/Albasa	Boys	47	12
4	GSS K/Nassarawa	Boys	42	10
5	GSS Koki	Boys	44	11
6	GSS S/Kofa	Boys	52	14
7	GSS Sharada	Boys	50	14
8	HIS Shahuchi	Boys	62	17
9	Rumfa College	Boys	70	20
10	SAS Kano	Boys	55	14
11	City Women	Girls	45	12
12	GGASS Ado Namaituwo	Girls	40	10
13	GGASS Hasiya Bayero	Girls	42	10
14	GGASS Koki	Girls	44	12
15	GSISS Festival	Girls	44	11
16	GGSS G/Albasa	Girls	48	13
17	GGSSS Hassana Sufi	Girls	52	14
18	GGSS K/Kudu	Girls	47	12
19	GGSS Maryam Shekarau	Girls	51	14
20	GGSS Sharada	Girls	54	14
21	GGSS Shekara	Girls	65	18
22	GGSS Yakasai	Girls	56	15
		Total	1107	291

Source: Planning and statistics KSSSSMB. (2016)

3: 3: 2 Sample size

A sample as we all know means smaller group of elements drawn from the population through a definite procedure (Ololobou 2008), using 95% of confidence level and 5% margin of error with the use of Research Adviser(2006) table of sample selection as a guide, the study will use two hundred and ninety one(291) respondents as a sample.

3: 3: 3 sampling technique

Sampling technique is a plan specifying how element will be drawn from the larger population of the study. There are many sampling techniques, but for the purpose of this study which is punishment regime and behavior modification among delinquent students of senior secondary schools in Kano Municipal local government area, since the entire population of the teachers cannot be studied, stratified random sampling will be used in selecting of the element (respondents). The population which consist of the entire senior secondary schools teachers in Kano Municipal local government area will be grouped according to the male and female strata based on sizes and types of the schools.

Table3.3.3. Proportionate Stratified Sampling

Type of school	Total No. of Teachers	Percentage population	Sample consisting of 291
Boys SSS	630	57	166
Girls SSS	477	43	125
Total	1107	100	291

$$BSSS \frac{630 \times 100}{1107} = 57\% \quad \frac{57 \times 291}{100} = 166$$

$$GSSS \frac{477 \times 100}{1107} = 43\% \quad \frac{43 \times 291}{100} = 125$$

3:4 Data collection instrument

Being a survey study and the respondents can read and write, the instrument used for data collection is a questionnaire titled “Punishment and Behavior Modification Questionnaire (PBMQ)

According to Haruna (2010) a questionnaire is a list of questions related to the objectives of the study, research questions and or hypotheses which the researcher gives to the respondents to write in their answers. A structured self-developed questionnaire was designed by the researcher through review of related literature and feedback from experts in the field of educational

psychology and test and measurement. The questionnaire was administered to the teachers, however, the questionnaire consist of two main sections A and B.

Section A sought for the respondents demographic information's with regard to age, sex, qualifications, position, years in service. While section B contain series of questions intended for the opinion of the respondent on the common punishment given by teachers to delinquent students, common delinquent behavior among the students, factors responsible for students delinquency as well as the effective punishment regime that can be used among delinquent students of Kano Municipal local government.

The questionnaire was design based on a 5-point Likert-Type scale of Strongly agree, Agree, Disagree, Strongly Disagree respectively, some yes/no, true /false while others the respondent will be allowed to tick on the correct options provided. (See appendix)

3:5 Validity and reliability of the instrument

3:5:1 Validity of the instrument

The validity of any instrument of data collection is the extent to which the instrument measures what it intends to measure rather than other different variables, the instrument use was face, and content validated by the supervisor, expert in psychology as well as test and measurement to find out if the items in the questionnaire could actually get the information they are intended for. These experts made some important suggestions and correcting certain aspect of the questionnaire such as arranging the questionnaire in order of the research questions starting from common delinquent behavior, causes of delinquent behavior, common punishment regime used by teachers in handling delinquent behavior, effective punishment regime to used by teachers, addition of to your perception in the involvement of student delinquency and also

inclusion of commas, full stop and questions mark where necessary thereby making the instrument valid enough.

3:5:2 Reliability of the instrument

For the reliability of the instrument, a test -retest was conducted using the instrument in order to establish reliability (reliability as stability). According to Haruna (2010) Test re-test reliability refers to instrument consistency among different administration. The same questionnaire is given to the group of sample in at least two separate occasions; if the instrument is reliable the scores that each respondent receives on the first administration should be similar to the scores on the second administration. The instrument was administered on a selected thirty sample from the population with an interval of two weeks, Cronbach's alpha was used to determine the reliability of internal consistency of the instrument. A positive reliability coefficient index for the instrument was found to be 0.76 which indicate that the items included in the instrument have internal consistency and they are similar to one another in the content and that the instrument was reliable for use in the study.

3:6 Data collection procedure

The success of any data collection depend on the gaining access, in order to gain access to the information about punishment regime and behaviour modification among delinquent students, the researcher first collect an introduction letter from Education department Bayero University, Kano and then forward directly to Kano State Senior Secondary Schools Management Board, planning and statistics department and bought a research form, at this point an introduction letter was given to the researcher which serve as an access to go and collect data from the twenty two senior secondary schools of Kano Municipal.

The researcher conducts himself very well to the principal of the sample schools and solicited permission to use teachers for data collection, the researcher physically involve himself in the distribution and collection of the questionnaire at the schools, an identification numbers was written on the questionnaire instead of names for confidentiality. The questionnaire was administered by the researcher to the selected samples (who are my respondents) with the aid of research assistance (discipline/assistant discipline master from each school) the questionnaire for each school was distributed, the researcher provide explanations to the teachers that ask him questions and also what they were expected to do where necessary, the teachers fill the questionnaire on the spot and handed back the filled questionnaire to both the researcher and the research assistance. The researcher thanks the teachers and the research assistance for given him their time and respond to his questionnaires.

3:7 Data analysis

The data gathered was compiled, tabulated and explain statistically to answer the research questions and also used to test the stated hypotheses. The researcher used both descriptive and inferential statistics to analyze the data collected.

At the descriptive level, the researcher employed frequency distribution and percentage methods of statistical analysis in order to answer the research questions while at the inferential level, Chi-square statistical method which is non-parametric test which usually deal with observed and expected frequencies was used for testing the hypotheses. Chi-square test is a method of analysis that assess whether or not the frequency of occurrence of event systematically deviates from an expected pattern of frequencies.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents summary of the result, data analysis and summary of findings as well as discussions of the findings. The data collected was analyzed and presented in accordance with the research questions and then hypotheses, each one after the other followed by summary of findings and finally discussions of the findings.

4.2 Summary of data

Table 4.2.1 Questionnaire Administered and Received

Respondents	Questionnaire sent	Questionnaire received	Percentage
Teachers	291	291	100
Total	291	291	100

Source: Questionnaire Administered. 2016

The above table shows that the response rate was high; this is because two hundred and ninety one (291) copies of questionnaire were administered on both the male and female teachers respectively, and two hundred and ninety one (291) were returned and found useful.

Table 4.2.2 Gender of respondents

Sex of respondents	Frequency	Percentage
Male	166	57
Female	125	43
Total	291	100

Source: Questionnaire administered, 2016

The above table shows the number of respondents by sex, out of the two hundred and ninety one respondents, it shows that 166 which account for 57% of the respondents are male while 125 which account for 43% are female which constitute the sampled population of the study and 100% of the respondents.

Table 4.2.3 Qualifications of Respondents

Qualifications	Frequency	Percentage
Postgraduates	30	10.3
Degree/HND	115	39.5
N.C.E/OND	146	50.2
Total	291	100

Source: Questionnaire administered, 2016

The above table highlights that 30% of the respondents possessed postgraduate qualifications representing 10.3%, one hundred and fifteen (115) respondents possessed first degree/ HND representing 39.5% while one hundred and forty six (146) respondents represents 50.2% possessed NCE/OND as their teaching qualifications.

Table 4.2.4 working experience of respondents

Years of working experience	Frequency	Percentage
4 years or less	92	31.6
5- 9 years	84	28.9
10-14 years	43	14.8
15 years and above	72	24.7
Total	291	100

Source: Questionnaire administered, 2016

The above table shows that ninety two (92) respondents representing 31.6% have been working for the period of 4 years or less, eighty four (84) respondents representing 28.9% have been working for the period of 5-9 years, forty three (43) respondents representing 14.8% have been working for the period of between 10-14 years while seventy two (72) respondents representing 24.7% have been working for the period between 15 years and above.

Table 4.2.5 Age distributions of respondents

Age of Respondents	Frequency	Percentage
20- 30 years	113	38.8
31-45 years	95	32.3
46- above years	83	28.9
Total	291	100

Source: Questionnaire administered, 2016

The above table indicates that, one hundred and thirteen (113) respondents representing 38.8% have fall between 20-30 years of age, ninety five (95) respondents representing 32.3% fall between 31-45 years of age while eighty three (83) respondents representing 28.9% have been fallen between 46 years and above.

Table 4.2.6 Respondents statuses

Respondents status	Frequency	Percentage
Classroom teacher/Form master	182	62.5
Principal / Vice principal	50	17.2
Senior master/ discipline master	36	12.4
Others	23	7.9
Total	291	100

Source: Questionnaire administered, 2016

The above table shows that, one hundred and eighty two (182) respondents representing 62.5% are classroom teachers/ form masters or mistress, fifty (50) respondents representing 17.2% are principals/ Vice principal followed by thirty six (36) respondents representing 12.4% are senior masters / discipline masters, twenty three (23) respondents representing 7.9% have other statuses which is not stated above. This shows that classroom teachers have responsibilities in addition to their teaching job.

4.3 Data Analysis

This section presents a statistical analysis of the data which formed the basis of the results and findings of the study. To present a clear and logical data analysis, the research questions were answered sequentially using parametric statistics and chi-square to test hypotheses that seeks for differences between variables.

4.3.1 Identification and categorization of common delinquent behaviour among senior secondary schools students of Kano Municipal local government.

Research question 1:- What is the most common delinquent behavior among senior secondary schools students of Kano Municipal local government?

Table 4.3.1 Common delinquent behavior

Delinquent behavior	Frequency	Percentage
Truancy	35	12.0
Substance abuse	56	19.2
Stealing	41	14.1
Vandalism	22	7.6
Fighting	30	10.3
Sexual immorality	51	17.5
Bullying	36	12.4
Possession of dangerous weapons	20	6.9
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that the most common delinquent behavior among senior secondary schools students of Kano Municipal local government area was substance abuse which account for 19.2%, followed by sexual immorality with 17.5%, followed by stealing backs 14.1%, then bullying 12.4%, truancy 12.0%, fighting 10.3%, vandalism 7.6% and possession of dangerous weapons got 6.9% respectively.

4.3.2 Causative factors of students delinquency

Research question 2: What is the most common factor responsible for delinquent behaviours among senior school students of Kano municipal local government area?

Table 4.3.2 Causative factors of students delinquency

Causative factors	Frequency	Percentage
Poor home training	92	31.6
Poverty	51	17.9
Peer group	73	25.1
Mass media	50	17.2
Lack of religious instruction	24	8.2
Total	291	100

Source: Questionnaire Administered, 2016

On the major causes of student's delinquency among senior secondary schools students of Kano Municipal local government area, the table above shows that the most common factor responsible for students delinquency was poor home training which account for 31.6% followed

by peer group influence with 25.1%, next is poverty with 17.9% followed by media influence 17.2% whereas lack of religious instruction was rated low with 8.2%. From the result above, it can be deducted that student's delinquency has some causative factors, it does not occur on its own, but rather as a result of the interplay of various factors.

4.3.3. Common punishment regime used by teacher's in handling delinquent behaviour

Research Question 3: Which of the punishment regime do you use most often as a teacher among delinquent students of your school?

Table 4.3.3 Common punishment regime used by teachers

Punishment regimes	Frequency	Percentage
Corporal punishment. EG Kneeling down, flogging, washing of toilets.	78	26.8
Temporary loss of cherished privileges	35	12.1
Detention after school hours	10	3.4
Prolonged torture	21	7.2
Verbal assault	101	34.7
Conference with delinquent students parent	25	8.6
Public humiliation	21	7.2
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that, teachers most often used verbal assault in handling delinquent behaviours which account for 34.7%, followed by corporal punishment which account for 26.8%, next to it is temporary loss of cherished privileges with 12.1%, conference with delinquent student's parents 8.6%, public humiliation and prolonged torture with 7.2 each, the least punishment regime used by teachers in handling delinquent behavior is detention after school hours which account for 3.4% respectively.

4.3.4 Effective punishment regime to be used by teachers in handling delinquent behaviours

Research Question 4: Which of the punishment regime is most effective in behaviour modification among delinquent students of senior secondary schools in Kano Municipal local government area?

Table 4.3.4 Effective punishment regime for behaviour modification among delinquent students

Punishment regimes	Frequency	Percentage
Corporal punishment. EG Kneeling down, flogging, washing of toilets.	125	42.9
Temporary loss of cherished privileges	52	17.9
Detention after school hours	5	1.8
Prolonged torture	10	3.4
Verbal assault	40	13.7
Conference with delinquent students parent	41	14.1
Public humiliation	18	6.2
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that 42.9% of the respondents are of the view that corporal punishment is most effective in behavior modifications among delinquent students followed by temporary loss of cherished privileges which account for 17.9%, next is conference with delinquents students parent which account for 14.1%, verbal assault 13.7%, public humiliation 6.2%, prolonged torture 3.4% and detention after school hours which account for 1.8%.

4.3.5 Gender differences in the involvement in delinquent behaviours.

Research Question 5: Is there any gender difference in the rate of delinquent behaviour among senior secondary schools student of Kano Municipal local government?

In order to find out gender differences in the rate of delinquent behaviors, the data was analyzed by taking each type of delinquent behavior to find out its gender difference as shown by the various tables below.

Table 4.3.5(a) Teacher’s perception of student’s gender difference in involvement of delinquent behaviour (Truancy)

Gender	Frequency	Percentage
Both	11	3.8
Exhibited by boys	221	75.9
Exhibited by girls	59	20.3
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that truancy is exhibited more by boys in senior secondary schools of Kano Municipal with as high percentage as 75.9% whereas 20.3% of girls are truancy. This result shows significant gender difference among students in the involvement of delinquent behavior.

Table 4.3.5(b) Teacher’s perception of student’s gender difference in involvement of delinquent behaviour (substance abuse)

Gender	Frequency	Percentage
Exhibited by boys	242	83.2
Exhibited by girls	49	16.8
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that substance abuse is engaged more by boy’s students of the study area with as much as 83.2% against only 16.8% among girls, this also shows a significant gender difference.

Table 4.3.5(c) Teacher’s perception of student’s gender difference in involvement of delinquent behaviour (stealing)

Gender	Frequency	Percentage
Exhibited by boys	201	69.1
Exhibited by girls	90	30.9
Total	291	100

Source: Questionnaire Administered, 2016

The finding from the above table shows that male students are much more involved in stealing cases than their female counterparts as per 69.1% and 30.9% respectively. These shows significant gender differences exist in respect of stealing.

Table 4.3.5(d) Teacher’s perception of student’s gender difference in involvement of delinquent behaviour (vandalism)

Gender	Frequency	Percentage
Exhibited by boys	195	67.1
Exhibited by girls	96	32.9
Total	291	100

Source: Questionnaire Administered, 2016

From the above table it could be seen that boys involved in vandalism with 67.1% than girls with only 32.9%, this also shows that a significant gender difference.

Table 4.3.5(e) Teacher’s perception of student’s gender difference in involvement of delinquent behaviour (Fighting)

Gender	Frequency	Percentage
Exhibited by boys	262	90.1
Exhibited by girls	29	9.9
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that the responses obtained from the questionnaire in respect of gender difference in the involvement of students delinquent behavior with respect to fighting, as can be seen from the table, boys students fight more with 90.1% than girls students with only 9.9%. The difference is highly significant as very few girls fight when compared with the result of their male counterparts.

Table 4.3.5(f) Teacher’s perception of student’s gender difference in involvement of delinquent behaviour (sexual immorality)

Gender	Frequency	Percentage
Exhibited by boys	104	35.7
Exhibited by girls	187	64.3
Total	291	100

Source: Questionnaire Administered, 2016

From the above table, it can be seen that girl's students of the study area engage more in sexual immorality with 64.3% than boy's students with only 35.7%. This shows there is a significant gender difference.

Table 4.3.5(g) Teacher's perception of student's gender difference in involvement of delinquent behaviour (Bullying)

Gender	Frequency	Percentage
Exhibited by boys	251	86.3
Exhibited by girls	40	13.7
Total	291	100

Source: Questionnaire Administered, 2016

Out of the 291 responses concerning gender difference in the involvement of student delinquency with respect to bullying, 86.3% indicated that, boys indulge in that behavior compared to the 13.7% for the girls, for this reason, we can deduce that there is a significant gender difference among senior secondary school students of Kano Municipal local government area with regard to bullying.

Table 4.3.5(h) Teacher's perception of student's gender difference in involvement of delinquent behaviour (possession of dangerous weapons)

Gender	Frequency	Percentage
Exhibited by boys	272	93.5
Exhibited by girls	19	6.5
Total	291	100

Source: Questionnaire Administered, 2016

The above table shows that boy's students engage themselves in the possession of dangerous weapons with 93.5% than girls with only 6.5%. The difference is highly significant as very few girls involved themselves in the possession of dangerous weapons when compared with the result of their male counterpart.

4.3.6 Gender difference among teachers towards the use of punishment on delinquent students

Research question 6: Is there any gender difference between teachers towards the use of punishment regime against delinquent students?

Table 4.3.6 Gender difference among teachers towards the use of punishment regime

Gender	Frequency	Percentage
Male teachers	207	71.1
Female teachers	84	28.9
Total	291	100

Source: Questionnaire Administered, 2016

Looking at the above table, one could easily observe that, male teachers more often use punishment regime against delinquent students which account for 71.1% than their female counterpart with 28.9%, here a significant gender difference exist.

4.3.2 Hypotheses testing

The two hypotheses of the study were tested using chi-square statistical test for the purpose of analyzing the data obtained from the study. Tabular presentation of the responses was done.

4.3.2.1(a) HO2: There is no significant gender difference in the rate of delinquent behavior among senior secondary schools student of Kano Municipal local government.

Table 4.3.7(a) Gender difference

Gender	Observed	Expected	Residual	df	P Value	$\underline{X^2}$
Male	242	145.5	61.5			128.03
Female	49	145.5	-61.5	1	3.84	Sig
Total	291	291				

Sig= Significant P= 0.05

The above table indicated that there is a significant gender difference in the involvement of student's delinquent behaviours; this is so since the calculated chi-square value (128.03) as seen from the table is greater than the table value (3.841) at *df* 1 and 0.05 level of significance. For

this reason the null hypothesis is dropped in favor of the alternate hypothesis. It can therefore be deduced that there is a significant gender difference in the involvement of delinquent behaviors in the sense that more boy students are involved than girls.

4.3.2.2 (a) HO2: There is no significant gender difference between teachers towards the use of punishment regime on delinquent students of Kano Municipal local government.

Table 4.3.7(b) Gender difference

Gender	Observed	Expected	Residual	df	P Value	χ^2
Male	207	145.5	61.5			51.78
Female	84	145.5	-61.5	1	3.84	Sig
Total	291	291				

Sig= Significant P= 0.05

Based on the result above, significant difference exists between teachers. This is because the calculated chi-square value (51.78) is greater than the tabulated chi-square value (3.841) at *df* 1 and 0.05 level of significance. Therefore, the null hypothesis is rejected in favor of the alternate one.

4.4 Summary of findings

After the analysis of the data received, the research finds the following:-

- 1) The most common delinquent behaviour among senior secondary schools student's of Kano Municipal local government area was substance abuse followed by sexual immorality.
- 2) The major causative factors responsible for student's delinquency within the study area was poor home training style followed by poverty and mass media influence.
- 3) The most common punishment regime used by teachers against delinquent students of the study area is verbal assault.

- 4) The study equally discovered that teachers encourage the use of corporal punishment as an effective means of behavior modifications among delinquent students.
- 5) The study also revealed that, male students of the study area involve in delinquent behaviors most often than female students.
- 6) The study also finds that male teachers of Kano municipal local government area use punishment regime most often on delinquent students than their female counterparts.

All the two hypotheses tested have been rejected, the first hypothesis indicated that there is very significant gender difference in the rate of delinquent behaviours because finding revealed that more boys are involved in delinquent behaviours than girl's students.

The second hypothesis was also been rejected, the finding shows that significant gender difference exists between male and female teachers towards the use of punishment regime against delinquent students.

4.5 Discussions of findings

4.5.1 Result relating to the research questions.

The study asked six (6) research questions, the answers are compressed and briefly discussed below.

From research question one, the study found that delinquent behaviours among then study area exist, this finding supported the work of Abdussamad (2010) and Ibrahim (2015) which according to them shows that delinquent behaviours exist among the study area. However, the study finds that the most common delinquent behaviour among the student was substance abuse, this is also in agreement with the finding of Rogo (2004) followed by sexual immorality, next is bullying, then truancy, fighting, vandalism and the least delinquent behaviour is possession of dangerous weapons.

The second findings of the research question two postulate that, the most common causative factors responsible for student delinquency was poor home training, this is in accordance with the findings of Idu (2011) Tijjani (2006) and Ibrahim (2015) who indicated that, parental influence constituted a major contributing factor responsible for students delinquent behaviors among senior secondary schools student. The study also finds that the next contributing factor after poor home training was peer group influence, followed by poverty, next is media influence and the least contributing factor was lack of religious and moral instructions.

The third research question revealed that, the most common punishment regime used by teachers of the study area among delinquent students that have failed to achieve desired result was verbal assault, this finding is in congruent with the work of Abdussamad (2010) and Joyce (2009) who found that there are certain forms of punishment regime that are frequently been used in secondary schools that have failed to achieve desired result, the use of strategy though high but seems to be ineffective.

From the fourth research question, the study found that, the most effective punishment regime which can be used by teachers to modify delinquent behaviors among senior secondary school student of the study area was corporal punishment or physical punishment. This finding collaborate with the finding of Joyce (2009) which identified three out of the eleven corporal punishment to include flogging, painful body posture and kneeling down as most effective punishment regime that can be used towards behavior modification while Alhassan (2013) supported the continuous use of corporal punishment in senior secondary schools towards behavior modification.

4.5.2. Result Relating to Research Hypotheses

The study tested two hypotheses; the discussion on each hypothesis is briefly discussed below.

From the hypothesis one which stated that, there is no significant gender difference in the rate of delinquent behaviours among senior secondary schools students of Kano municipal local government. This hypothesis was rejected as per chi-square test result indicated that calculated value (128.03) was less than the tabulated or critical value (3.841) at 5% level of significance. Though, the result indicated that delinquent behaviors cuts across all sexes, this supported the finding of Abdussamad (2010) on investigating the level of delinquent behaviours among the students of Kano Municipal also shows that delinquent behaviours cut across all sexes of the students.

However, some delinquent behaviours are exhibited more by boys than girls and vice versa. For example, substance abuse (Boys 83.2% as against Girls 16.8%) while sexual immorality (Boys 35.7% and Girls 64.3%) This is in line with the finding of Rogo (2013) which find that delinquent behaviours are higher among male students than their female counterpart. A significant gender difference in anti social behaviours exists between the students of the study area which shows that male students are more prone to anti social behaviours than their female counterpart. The finding of this research is also in congruent with the finding of Bilkisu (2011) whereby responses of her study shows that higher percentage of boys students involve in anti social problem than the females students of the study area. The finding also supported the work of Ahmad (2013) who also find out that a significant gender difference between male and female secondary school students of the study area exist, male students indulges most often in truancy and injustice than their female counterparts.

From the second hypothesis which stated that, there is no significant gender difference between teachers toward the use of punishment regime against delinquent students of Kano municipal local government area. This hypothesis was also rejected; the result shows that the calculated chi-square value (51.78) is less than critical table value (3.841) an indication that there is a significant gender difference; therefore the null hypothesis was rejected. This finding supported the research of Umezinwa (2012) who conducted a research on the perception of teachers towards the use of punishment among students which shows that teacher's gender make significant difference on their perception towards the use of punishment among the students of the study area whereby male teachers use punishment most often than the female teachers.

The finding of the above hypothesis is also in line with the findings of Joseph (2015) whose findings of his study shows that male and female teachers differ on their use of punishment among the students of the study area in which male teachers use punishment most often towards behaviour modification than female teachers. The finding of this research is also in agreement with that of Bilkisu (2013) which her findings also shows that higher percentage of male teachers put more pressure to curb anti social behaviour among the students of her study area. The findings also supported the research of Mabusa (2015) who also find that, teachers of both sexes use corporal punishment whenever students misbehave but most often, male teachers uses corporal punishment against their students than their female counterparts.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study focuses on the use of punishment regime by teachers towards behavior modifications among delinquent students of senior secondary schools of Kano municipal local government area. In this chapter, a general summary of the study, conclusions inferred from answering the research questions, testing the research hypotheses as well as recommendations from the study and recommendations for further study are raised and logically presented by the researcher.

5.2 Summary

The vital role played by teachers upon behavior modification of delinquent students' can never be over emphasized, this is also found to be the case of Kano Municipal senior secondary schools teachers.

In chapter one of this dissertation background to the study was presented as the main thrust of the study is on the use of punishment regime towards behavior modification among delinquent student of senior secondary schools, statement of the problem was given than the objectives. Also highlighted in this chapter was the research questions, six research questions and two hypotheses were formulated, significance of the study was also been discussed under this chapter, include in this chapter also is the scope and delimitation of the study which covered senior secondary school teachers of Kano Municipal local government.

Chapter two contains related literature on punishment, behavior modification and delinquency, a number of theories and empirical studies were expounded over the years on punishment regime, behavior modification and delinquency, among which notable theories were that of Skinner, Albert Bandura and Hall.

Chapter three is the chapter on methodology adopted for the research, descriptive survey design was employed in the study, the population of the study was 1107 teachers from 22 senior secondary schools in Kano Municipal local government, from which a sample of 291 teachers was drawn in accordance with research advisor (2006) using proportionate stratified sampling technique. Also in this chapter, the data collection instruments and the procedure used which was questionnaire administered and collected by self and research assistance was discussed, validation and reliability of the instrument was discussed as well as pilot study. The chapter ends

with data analysis procedures whereby both descriptive and inferential statistics were used, percentages and chi-square statistical test were applied to answer the research questions and hypotheses respectively.

Chapter four focused on presentation and analysis of data, under this chapter, the data collected was analyzed and presented using both descriptive and inferential analyses in accordance with the first six research questions one after the other than the two hypotheses formulated were tested using chi-square respectively based on SPSS version 15 computer software each accompanied by tables of result of findings showing degrees of freedom and levels of significance.

Lastly, conclusions and recommendations were highlighted, among the major recommendation that was formulated was that, the use of corporal punishment should continuously be used as a means of behavior modification and should also be practice in all the schools where it is no longer been practice.

5.3 Conclusion

Education is significantly deteriorating not only in Kano state but also in the whole country at large, this deterioration is evident with poor academic achievement of the students, and this perhaps can be attributed to a number of factors ranging from students delinquency.

It was found in this study that delinquent behaviors is significantly increasing among senior secondary schools students, parental negligence is the major factor responsible for students delinquency, verbal assault was the common form of punishment regime used by teachers that have failed to achieve desired result, it was also found in this study that teachers perceive the use of corporal punishment as an effective form of punishment regime that can be use toward behavior modification among delinquent students, the result of the findings also found a significant gender difference in the involvement of delinquent behaviors between male and female students of Kano municipal local government area and lastly find a significant gender difference between teachers towards the use of punishment regime among delinquent students of the study area. Based on the above findings the researcher concluded that corporal punishment should continuously been used as a means of behavior modification among delinquent students and also the quality of child upbringing at home is faulty, that it need to be address.

5.4 Recommendations

The analyses and interpretations of the data collected from this study led to several suggestions and recommendations. In the light of that, the researcher may wish to suggest and recommend the following.

5.4.1 Recommendations from the study

1. Since the study revealed that the common delinquent behaviour among the students of the study area is substance abuse, it is therefore recommended that the schools authorities should intensify effort to curb substance abuse among delinquent's students through the effective use of corporal punishment.
2. The study also revealed that the major causative factor responsible for students delinquency was poor home training as such, parents should stand up to their responsibilities of training their children through close monitoring as well as ethical and moral re-orientations.
3. The study has also revealed that the most common punishment regime used by teachers that have failed to achieve it targeted objectives was verbal assault; it is therefore recommended that teachers should avoid the use of verbal assault as a means of behaviour modification among delinquent students.
4. The finding of the study shows that teachers perceived the use of corporal punishment as an effective means of behaviour modification as such; the study recommended that, corporal punishment should continuously been as a means of behaviour modification among delinquent students in schools where it is no longer practiced and there is the need to include the right use of corporal punishment in teacher's workshops and seminars periodically.
5. The study revealed that male students of the study area involve themselves in delinquent behaviours most often than then their female counterpart, it is therefore recommended that, students of both sexes should be engaged in extra-curricular activities in such a way that they would not have the time to participate in delinquent activities.
6. The finding of the study shows that male teachers of the study area uses punishment regime most often than their female counterparts as such the study recommended that the teachers of both sexes should work hard, deliver their instructions well, motivate their students and establish cordial relationship with their students and put more effort to curb students delinquency.

5.4.2 Recommendations for further studies

It is recommended that similar and further studies in this area should be carried out so as to provide more empirical data across the country. This study focus on senior secondary schools teachers of Kano Municipal local government, it is recommended that similar studies should be carried out especially from other educational zones and inter states in order to provide all encompassing study across our educational system.

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