

CHILD PHYSICAL ABUSE AND PARENT-CHILD COMMUNICATION AS DETERMINANT OF STUDENTS' AGGRESSIVE BEHAVIOR IN PUBLIC SECONDARY SCHOOLS IN AKWA IBOM NORTH-WEST SENATORIAL DISTRICT

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ABSTRACT

The chief focus of this study was to evaluate child physical abuse and parent-child communication as a determinant of students' aggressive behavior in public secondary schools in Akwa Ibom North-West Senatorial District. Correlational research design was adopted for the study. The study was conducted in Akwa Ibom North West Senatorial District. The target population for the study comprises all the 19,162 senior secondary school II students in all the 87 public secondary schools in Akwa Ibom North-West Senatorial District during the 2017/2018 academic year. The sample of the study was 1,916 Senior Secondary II Students selected randomly in multi-stage using toss of coin. The instrument used for data collection was a structured questionnaire titled "Parent-Child Relationship and Students Aggressive Behaviour Questionnaire (PRASABQ). To ensure face validity of the instrument, copies of the questionnaire were given to three experts, one in Measurement and Evaluation and two in Sociology for face and content validity. To determine the reliability of the instrument, the researcher administered the instrument to 30 secondary school II (SS2) students drawn from the population who did not participate in the final study. The data obtained was subjected to Cronbach's Alpha Statistic. A reliability coefficient of .87 was obtained for the instrument. The instrument was therefore regarded as reliable and good for the study since the coefficient was high. The r-value of Pearson Product Moment Correlation Coefficient (PPMC) was used for answering the research questions by comparing the values with the scale of correlation while r-value was also used for testing the hypotheses by comparing it with the r-critical value. The entire hypotheses formulated were tested at .05 level of significance. It was observed in this study that many abused children find it difficult to form lasting and appropriate friendships. It was concluded in the study that there is a significant relationship between child physical abuse and students' aggressive behavior. One of the recommendations made in the study was that dialogue, communication, explanation and the establishment of good and cordial relationship between parents and their children should be encouraged by government, non-governmental agencies and school administrators through seminars and workshops to educate parents of the importance of good parent-child communication.

KEYWORDS: Parent-Child Communication, Child Physical Abuse, and Students' Aggressive Behavior

Introduction

Children learn how to communicate by watching their parents. Deficits in family communication are an aspect of the parent-child relationship that brings about behavioural problems in children (Jarman and Constatine, 2010). Parent-child communication is another factor in the parent-child relationship that could affect a child's behaviour. Communication is the sending of information from one person to another. It can be verbal, as in one person talking to another, or it can be non-verbal, such as a blink of the eye showing disapproval of something. According to Zolten and Long (2009), it is very important for parents to be able to communicate openly and effectively with their children. Open, effective communication benefits not only the child but every member of the family. Relationships between parents and their children are greatly improved when there is effective communication taking place. In general, if communication between parents and their children is good, then their relationship is good as well. If parents communicate openly and effectively, chances are that their children will too. Good communication skills stand to benefit children for their entire lives. Children begin to form ideas and beliefs about themselves based on how their parents communicate with them. When parents use open and effective communication with their children, they are indirectly showing the children respect. These children then begin to feel that they are heard and understood by their parents, which is a boost to their self-esteem. On the other hand, communication between parents and children that is ineffective or negative can lead children from such families to believe that they are unimportant, unheard, or misunderstood, and this could bring out aggressive behavior in them.

Discipline is one of the characteristics of a healthy parent-child relationship (Singh, 2017). Moges and Weber (2014) and Sroufe (2002) found that early attachment relationships between parents and the child predict later emotional development in children. These authors asserted that such variations (of relationship quality) are not reflections of genetically based traits of the child but of the history of interaction with the parents. This suggests that attachment styles are not inborn but are driven by how parents interact with their infants from birth. Synder and Bub (2011), opined that the disciplinary practices that parents use on their own children affect the child throughout his or her life, and this may also influence the way he behaves at home with his younger ones. A child's temperament that evokes aggressive behaviour may develop as a result of excessive discipline given to the child by his parents or how his parents display emotions and interact with other people. Children from highly disciplined homes tend to believe that the best way to correct or communicate what they do not appreciate is by spanking and corporal punishment. This seems to explain why some senior students tend to exhibit forms of aggressive behaviour towards the younger ones in school. There are a lot of parents who are not aware of the dangers that a poor relationship between them and their children could have on the children's behaviour and relationships with others in school. Therefore, this gap in knowledge is what this study attempts to fill by asking whether there is a relationship between parent-child relationship and aggressive behaviour of secondary school students in Akwa Ibom North West Senatorial District, Nigeria.

Statement of Problem

Some parents do not know when their children need to eat, need medical care, or need supervision. Among others, some children have been physically abused by neighbours, relatives, or housekeepers or nannies because their parents are not mostly at home and do not have the time to communicate with them to ensure that things are going well with their children. Parents have resorted to corporal punishment, which inflicts pain and anger in children instead of serving as a corrective tool. There have been traces of students' anti-social behaviour that is disturbing in secondary schools in Akwa Ibom North-West Senatorial District. This was observed by the researcher through personal interaction. Some students exhibit kinds of aggressive behaviour that is not acceptable in the school environment, such as destruction of school property, rudeness, fighting with other students, bullying, teasing, spreading malicious rumours, stabbing, punching, hitting, and refusing to speak to others in school. These kinds of behaviour can affect the students' academic outcome and also the parent-child relationship because an aggressive child may find it difficult to have smooth communication with the parents. Most children have withheld certain information from their parents, even when they are abused and bullied, because of the communication gap between them and their parents. Therefore, this study attempts to investigate the relationship that exists between parent-child communication and students' aggressive behaviour in public secondary schools in Akwa Ibom North-West Senatorial District, Nigeria.

Purpose of the Study

The purpose of this study was to determine the relationship between parent-child communication and students' aggressive behavior in public secondary schools in Akwa Ibom North-West Senatorial District, Nigeria. Specifically, the study sought to

1. Assess the relationship between child physical abuse and students' aggressive behaviour in Public Secondary Schools in Akwa Ibom North – West Senatorial District;
2. Determine the relationship between parent-child communication and students' aggressive behaviour in Public Secondary Schools in Akwa Ibom North – West Senatorial District;

Research Questions

The following research questions were formulated to guide the study:

1. What relationship exists between child physical abuse and students' aggressive behaviour in Public Secondary Schools in Akwa Ibom North – West Senatorial District?
2. How does parent-child communication relate with students' aggressive behaviour in Public Secondary Schools in Akwa Ibom North – West Senatorial District?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

- Ho₁:** There is no significant relationship between child physical abuse and students' aggressive behaviour in Public Secondary Schools in Akwa Ibom North – West Senatorial District.
- Ho₂:** There is no significant relationship between parent-child communication and students' aggressive behaviour in Public Secondary Schools in Akwa Ibom North – West Senatorial District.

Theoretical Review

Social Bond Theory by Travis Hirschi (1969).

The social bond theory was created by Travis Hirschi in 1969. Social bond theory, later developed into social control theory, has historically been an interesting way of approaching social problems. Social bonding includes:

- i. **Attachment:** This is described as the level of values or norms that an individual hold in society. Attachment is especially important when it comes to a person's parental figures. According to Hirschi, other attachments, such as school, have played a tremendous role in conventional upper-class involvement since it was created. The middle-class children tend to make fun of or demoralize the lower-class children.
- ii. **Commitment:** This can be described as the level of commitment that an individual has to abide by legal behaviour. The norms and values taught to adolescents should be to obey how society works in normal terms. From a very early stage in an individual's life. An individual learns the difference between "right" and "wrong". This understanding has an effect on how a person turns out and finds his place in normal society. For example, if a child is raised in a home where drugs are bought, sold, and used regularly, then that child has a greater chance of becoming involved in drug use in the future.

If no basis for rights and wrongs is formed or provided, the adolescent will make the decision that tends to make the most sense. This also ties into family involvement in the person's life. Social bond theory has long been accepted among sociologists for a variety of reasons. The fact that bonds exist in all aspects of society means that the relationship between these bonds can be readily discussed. Hirschi bases his theory on the fact that social bonds do exist, and when a bond is weakened or broken, unusual behaviour for that individual may occur.

The Social Bond Theory is important to the present study because it emphasizes that the kind of bond that exists between a child and his parents can cause the child to exhibit unusual kinds of anti-social behaviour which aggressive behaviour is one. A child that does not have a good relationship with his or her parent may feel rejected and become aggressive when relating to other students in the school environment.

Conceptual Review

Concept of Students' Aggressive Behaviours

Legg (2016) opines that aggression in children can be caused by poor relationship skills, underlying health conditions, stress, or frustration. Most children act aggressively when they have trouble coping with their emotions. They might find it hard to deal with frustration. Kutner (2018) is of the opinion that aggression is one of the first responses to frustration that a child learns. Examples like grabbing, biting, hitting, and pushing are especially common in childhood before a child develops the verbal skills that allow him to talk in a sophisticated way about what he wants and how he feels. Most children keep up aggressive behaviour because they see it as rewarding, as a way of getting attention from parents and teachers. Kutner opined that one of the toughest problems that parents and teachers face in stopping aggressive behaviour is that, in the short term, it gets the child exactly what he wants. According to Berkowitz (2009), anger is thought to have a number of underlying roles in aggression, particularly with regard to influencing cognitive processes. When an individual level his emotional experiences as anger, an associatively connected network of hostile thoughts and aggressive motor impulses is activated.

Shaikh et al. (2014:56) listed the types of aggression below:

- i. Physical-active-direct: stabbing, punching, or hitting.
- ii. Physical-active-indirect: setting a booby trap or hiring an assassin to hurt another person.
- iii. Physical-passive-direct: physically preventing another person from obtaining a desired goal or performing a direct act.
- iv. Physical-passive-indirect: refusing to perform a necessary task.
- v. Verbal-active-direct: insulting or demeaning another person.
- vi. Verbal-active-indirect: spreading malicious rumors or gossip about another person.
- vii. Verbal-passive-indirect: refusing to speak to another person, to answer questions.
- viii. Verbal-passive-indirect: failing to make specific verbal comments when required.

Arehart-Treichel (2008) explained that there are four types of childhood aggression: The first kind is non-destructive aggression. This is a child's attempt to master themselves and their environment. This is a magnificent kind of aggression, which represents the kind that drives children to excel academically, win in sports, climb mountains, and do fantastic things with their lives. It is inborn and essential for survival and adaptation. A second kind of aggression is the urge to obtain food. It is also inborn and essential for survival and adaptation. The third kind of aggression is displeasure-related aggression (i.e., a temper tantrum or a rage reaction), and the

fourth kind of aggression is pleasure-related aggression, for example, teasing and taunting. It is not inborn. The third and fourth kinds of aggression are hostile aggression, and both are activated by emotional pain. In other words, hurting a person's feelings can generate hostile aggression. In contrast, people whose feelings are not hurt will probably not engage in hostile aggression. Thus, the amount of hostile aggression that children display is largely influenced by how their parents treat them (Paren, 2013). Physical, sexual, and emotional abuse by parents can trigger hostile aggression in children. According to Popp (2003) and Kozina (2009), the three most common types of aggression observed in schools are physical, verbal, and psychological. These types are commonly observed, especially physical aggression, due to the ease of spotting them. In the majority of studies, the most frequent forms of aggression found in school settings are physical and verbal (Kozina, 2007). By verbal aggression, the one mostly observed are different forms of calling names, nicknaming, and spreading rumors that lead to social stigmatization and exclusion. Verbal and psychological aggressions have longer-lasting consequences, and these forms of aggression are more difficult to spot (Popp, 2003).

Child Physical Abuse and Students' Aggressive Behaviour

Child physical abuse is when a person physically hurts a child. The abuse is not accidental; examples include hitting and beating a child, hitting a child with an object such as a belt or a stick, kicking a child, burning a child with hot water, a cigarette, or an iron, and holding a child under water, among others (ADAM, 2017). According to Smith and Segal (2016), physical abuse can result from severe discipline, such as using a belt on a child, or from physical punishment that is inappropriate for the child's age or physical condition. Many physically abusive parents and caregivers insist that their actions are simply forms of discipline, ways to make children learn to behave. But there is a big difference between using physical punishment to discipline and physical abuse. Most parents are physically abusive and believe that they need to instill fear in their children in order to behave; they resort to physical abuse to "keep them in line." However, what children are learning is how to avoid being hit, not how to behave or grow as individuals. According to Tedson (2017), ascertain that victims of physical abuse exhibit more aggressive behaviour than children who have never been abused.

Raven (2014) explained that parents aim to educate children through corporal punishment, but instead of learning good social behaviours the beatings often have the opposite effect. Severe punishment brings out aggressive behaviours in school children. There is a difference between a parent who spanks a child in the context of a loving family and explains what the spanking is for, compared with a parent who starts swatting because of some other non-related situations (Ferguson, 2014). Regardless of the culture a child lives in, corporal punishment may cause lasting psychological harm. Physical aggression and antisocial behaviours are among the most consistently documented childhood outcomes of physical child abuse. Most studies documented physical aggression and antisocial behaviour using parent or staff ratings (Aber, 2000; Perry, 2002; Salzinger, 2003).

Gluck (2016) pointed out that child physical abuse has some social effects on the abused child. The adverse social effect of child physical abuse represents still another fact of the child's life influenced by the abuse. Many abused children find it difficult to

form lasting and appropriate friendships. They lack the ability to trust others in the most basic social skills and cannot communicate naturally as other children can. These children may exhibit a tendency to overly comply with authority figures and to use aggression to solve interpersonal issues. Gluck (2016) explained that the social effects of child physical abuse continue to negatively influence the adult life of the abused child. They are more likely to divorce, develop drug and alcohol addictions, and physically abuse their own children.

Parent-Child Communication and Students' Aggressive Behaviour

An important component of the parent-child relationship is communication. The way parents and their children communicate is pivotal in determining roles, boundaries, disciplinary strategies, and relationships (Lee, 2009). Zolton and Long (2006) define communication as the sending of information from one person to another. Communication can be verbal, for example, one person talking to another, or it can be non-verbal, for example, a scowl on a person's face that will probably let other people know he is angry. Zolton and Long pointed out that communication can either be positive or negative, effective or ineffective. In the family context, communication can be defined as the ability of family members to exchange their needs, feelings, and desires with one another and to attain the changing needs of a family member in a positive manner (Barnes and Olson, 2010; Guilamo-Ramos et al., 2016). The quality of communication among family members contributes to the quality of the parent-child relationship, which in turn predicts children's well-being (Broberg, 2012). Open parent-child communication is one aspect of good parent-child relationships that plays a critical role in maintaining the healthy function of the family system and children's development. Moreover, communication is fundamental for maintaining and supporting closed family relationships, and it contributes effective qualities to parent-child relationships. Open parent-child communication has been recognized as one of the protective factors among youths at risk of psychological and behavioural problems. Research has indicated that parents who communicate with their children openly and who involve them in discussions have children who are less involved in tobacco and alcohol use (Goldberg-Looney, 2015; Luk et al., 2010; Rayn et al., 2010; Tobler and Komro, 2010). Research has also established that problems of communication within the family result in a higher probability of behavioral problems at school (Demaray and Malecki, 2002; Esteyez et al., 2005). Having positive parent-child communication is specifically essential for a child's healthy development and academic success (Hill et al., 2016; Jeynes, 2014).

Davidson and Cardemil (2009) opined that open or positive communication that occurs between parents and children is associated with fewer child externalizing symptoms. Bireda and Pilly (2017) found out the critical role that open parent-child communication could play in the development of children's self-esteem and decreased occurrences of depressive symptoms, school-related problems, and substance use behaviours among adolescents. Zolten (2009:20) explained that it is important for parents to communicate openly and effectively with their children. Open and effective communication benefits not only the child but every member of the family. Relationships between parents and their children are greatly improved when there is effective communication taking place. If the communication that exists between parents and their children is good, then their relationship is good as well.

Lee (2009) confirmed that communication in the parent-child relationship influences child behaviour. Children who have better (clear and direct) communication with their parents are less influenced by their peers than children who have poorer communication. He notes that children from families with better communication exhibit more positive behaviours towards their classmates as opposed to more bullying and violent behaviour. In contrast, children who have poor communication patterns with their parents and feel rejected and unsupported are at higher risk of developing behaviour problems (Barnes and Olson, 2010). Studies have shown that children who exhibit aggressive behaviours are more likely to come from families in which communication is limited and ineffective. Eustice (2000) agreed that the kind of communication that exists between parents and their children can be termed "verbal aggressive communication". Verbal aggressiveness is a person's predisposition to attack the self-concept of other people in order to inflict psychological pain (Infante and Wigley, 2014). Sometimes the communication a parent gives to his child is verbally aggressive. This can affect the way the child reacts to the parents and uses communication as well (Martin and Anderson, 2007; Beatly and Dobos, 2013). Eustice (2000) pointed out that communication in relationships is often symmetrical. Therefore, children may also become verbally aggressive towards the parent who is verbally aggressive. However, when these children become verbally aggressive at home due to the way their parents communicate with them, they transfer what they have learned at home to school, which affects their relationships with teachers and other school children.

Methodology

A correlational research design was adopted for the study. The study was conducted in Akwa Ibom North West Senatorial District. The district is made up of 10 LGAs, namely, Ikot Ekpene, Essien Udim, Obot Akara, Ikono, Ini, Abak, Etim Ekpo, Oruk Anam, Ukanafun, and Ika. The target population for the study comprises all 19,162 senior secondary school II students in all 87 public secondary schools in Akwa Ibom North-West Senatorial District during the 2017–2018 academic year. The sample of the study was 1,916 senior secondary II students selected randomly in multi-stage using toss of coin. The instrument used for data collection was a structured questionnaire titled "Parent-Child Relationship and Student Aggressive Behaviour Questionnaire (PRASABQ)". To ensure face validity of the instrument, copies of the questionnaire were given to three experts, one in measurement and evaluation and two in sociology, for both face and content validity. To determine the reliability of the instrument, parent-child relationship, and students' aggressive behaviour questionnaire (PRASABQ), the researcher administered the instrument to 30 secondary school II (SS2) students drawn from the population who did not participate in the final study. The opinions on the questionnaire were on a scale of "strongly agree" (SA), "agree" (A), "disagree" (D), and "strongly disagree" (SD), so the data obtained was subjected to Cronbach's alpha statistic. A reliability coefficient of 0.87 was obtained for the instrument. The instrument was therefore regarded as reliable and good for the study since the coefficient was high. The r-value of the Pearson Product Moment Correlation Coefficient (PPMC) was used for answering the research questions by comparing the values with the scale of correlation, while the r-value was also used for testing the hypotheses by

comparing it with the r-critical value. The entire set of hypotheses formulated was tested at 0.05 level of significance.

Results and Data Analysis

Research Question

Research Question One: What relationship exists between child physical abuse and students' aggressive behaviour?

Table 1: The result of the relationship between child physical abuse and students' aggressive behaviour (N=1894)

Variable	ΣX	ΣX^2	ΣXY	r-value
	ΣY	ΣY^2		
Child physical abuse	20435	262407	825877	0.66
Students' aggressive behavior	70469	2858811		

Source: Field Data, (2019).

The result presented in Table 1 reveals the r-value of 0.66 which indicates a high and positive relationship between child physical abuse and students' aggressive behaviour. This means that there exists high relationship between child physical abuse and students' aggressive behaviour.

Research Question Two: What relationship exists between parent-child communication and students' aggressive behaviour?

Table 2: The result of the relationship between parent-child communication and students' aggressive behaviour (N=1894)

Variable	ΣX	ΣX^2	ΣXY	r-value
	ΣY	ΣY^2		
Parent-Child communication	32268	584212	1248088	0.53
Students' aggressive behavior	70469	2858811		

Source: Field Data, (2019).

The result presented in Table 2 reveals the r-value of 0.53 which indicates a moderate and positive relationship between parent-child communication and students' aggressive behaviour. This means that there exists relationship between parent-child communication and students' aggressive behaviour.

Hypotheses Testing

Research Hypotheses One: There is no significant relationship between child physical abuse and students' aggressive behaviour.

Table 3: The result of Pearson Product Moment Correction of the relationship between child physical abuse and students' aggressive behaviour (n=1894)

Variable	ΣX	ΣX^2	ΣXY	r-value	Decision
	ΣY	ΣY^2			
Child Physical abuse(X)	20435	262407	825877	0.66	Significant
Students' aggressive behavior	70469	2858811			

***Significant at .05 alpha level, criteria r-value = .062, df = 1892.**

The result in Table 3 reveals that the r-calculated value of 0.66 is greater than the r-critical value of .062 at .05 level of significance and at 1892 degree of freedom. With this result, the null hypothesis was rejected. This implies that there is significant relationship between child physical abuse and students' aggressive behaviour.

Research Hypotheses Two: There is no significant relationship between parent-child communication and students' aggressive behaviour.

Table 4: The result of Pearson Product Moment Correction of the relationship between parent-child communication and students' aggressive behaviour (n=1894)

Variable	ΣX	ΣX^2	ΣXY	r-value	Decision
	ΣY	ΣY^2			
Parent-child Communication (X)	32268	584212	1248088	0.53	Significant
Students' aggressive behavior	70469	2858811			

***Significant at .05 alpha level, criteria r-value = .062, df = 1892.**

The result in Table 4 reveals that the r-calculated value of 0.53 is greater than the r-critical value of .062 at .05 level of significance and at 1892 degree of freedom. With this result, the null hypothesis was rejected. This implies that there is a significant relationship between parent-child communication and students' aggressive behaviour.

Discussion of Findings

The result of hypothesis two revealed a significant relationship between child physical abuse and students' aggressive behaviour in secondary schools in Akwa Ibom North-West Senatorial District of the State. This implies that students whose parents resort to physical abuse as a means of discipline or as a correcting tool tends to instill fear in the child and the child in turn uses aggression in solving interpersonal issues. The finding of the present study supports that of Tedson (2017) that victims of physical abuse exhibit more aggressive behaviour than children who have never been abused. The results of the findings is in accordance with that of Alokun and Osakinle (2015), who found that child abuse brings out aggressive behaviour in children. Also, Gluck

(2016), found out that child physical abuse has some social effect on the abused child. The researcher further explained that abused children find it difficult to form lasting and appropriate friendships. They cannot communicate naturally as other children and they use aggression for solving interpersonal issues. Wolf and Shi (2012) in their study revealed that physical child abuse was related to aggression in adulthood. However, Verill (2018) in his study revealed that many forms of childhood maltreatments and forms of aggression in adulthood were tested to conclude that childhood abuse is related to aggression in adulthood but physical abuse was the type that is most associated with overall aggression. Also, Prino and Peyrot (2018), in their study revealed that physical abused children displayed significantly more aggressive behaviour than the neglected and non-maltreated ones. They further explain that the neglected children were significantly more withdrawn than the physically abused and non-maltreated, while the non-maltreated children exhibited significantly more pro-social behaviour than the abused and neglected children.

The result of hypothesis two revealed a significant relationship between parent-child communication and students' aggressive behaviour in secondary schools in Akwa Ibom North-West Senatorial District of the State. The findings are consistent with prior research of Demarary and Maleeki, (2002), Esteyez, et al. (2005), which established that problems of communication within the family result in higher probability of behavioural problems at school. Also, Lee (2009), revealed that communication in the parent-child relationship influences child behaviour. He further explained that children who have better (clear and direct) communication with their parents are less influenced by their peers than children who have poor communication. However, Eustice (2000), pointed out that communication in relationships is often symmetrical, therefore children also becomes aggressive towards the parent who is verbally aggressive and they in turn take this behaviour to school. Davidson and Cardemil (2009) revealed in their study that positive communication between parent and their children was associated with fewer child externalizing symptoms. Bireda and Pilly (2017) also found out the critical role that open parent-child communication plays in the development of children's self-esteem and decreased occurrences of depressive symptoms, school-related problems and substance use behaviours among adolescents.

Conclusion

The adverse social effect of child physical abuse represents still another fact of the child's life influenced by the abuse. Many abused children find it difficult to form lasting and appropriate friendships. They lack the ability to trust others in the most basic social skills and cannot communicate naturally as other children can. Apparently, communication is fundamental for maintaining and supporting closed family relationships, and it contributes effective qualities to parent-child relationships. Open parent-child communication has been recognized as one of the protective factors among youths at risk of psychological and behavioural problems. In general, it is concluded that there is a significant relationship between child physical abuse and students' aggressive behavior and that there is also a significant relationship between parent-child communication and students' aggressive behaviour in public secondary schools in Akwa Ibom North-West Senatorial District.

Recommendations

1. Dialogue, communication, explanation, and the establishment of a good and cordial relationship between parents and their children should be encouraged by the government, non-governmental agencies, and school administrators through seminars and workshops to educate parents about the importance of good parent-child communication.
2. The school administrators and school counselors should encourage the reorientation and integration of parents into various intervention programs that will educate them on other positive ways to discipline a child, like applying mutual interaction and encouraging good behavior with praise, reward, and other strategies rather than yelling and corporal punishment.

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