UNIVERSITY OF EDUCATION, WINNEBA

PRESCHOOL TEACHERS' PERCEPTION OF THE INFLUENCE OF CORPORAL PUNISHMENT ON PRESCHOOLERS' BEHAVIOUR IN THE GA SOUTH MUNICIPALITY

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DECLARATION

Candidate's declaration

I, MERCY ARABA GHANNEY, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and has not been submitted, either in part or whole for another degree elsewhere.

Signature………………………. Date…………………………….

Supervisor's declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: HANS KWEKU ANDERSON (PhD)

Signature………………………… Date…………………………

DEDICATION

To my children Kevin, Deborah, Philip, John and Joel Ghanney and the entire lovely preschooler and teachers in Precious Jesus School, Accra.

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I thank God for His greatness and His mercies bestowed upon me to have gone this far. His steadfast love is new every morning in my life. I remain indeed grateful to Him. It is also with immense gratitude that I wish to acknowledge the constant support and expert guidance of my esteemed supervisor Hans Kweku Anderson (PhD). I am indeed thankful for his patience, understanding, guidance and advice throughout this endeavour. Finally, I will like to thank Mr. Cyril A. Titty and all my family members and friends who in diverse ways urged me on and prayed fervently for me to complete this research study and my programme of study.

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ABSTRACT

The purpose of this study was to explore teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality. Skinner‘s Operant Conditioning theory underpinned the current study. A cross-sectional survey research design was employed to guide the collection and analysis of data collected. Convenience and purposive sampling were applied to identify and select 160 kindergarten teachers to participate in the study. Data collection was done in respect of the study‘s research objectives through semi-structured questionnaire. The data on the research questions were analyzed using descriptive statistics. T-test and one-way analysis of variance (ANOVA) were used to analyze the hypothesis. The study findings revealed that corporal punishment exists in the study area. Secondly, the teachers viewed corporal punishment as a useful tool for promoting learning and discipline among preschooler. The teachers, however, showed appreciation of the negative effect of corporal punishment on the overall behaviour of pupils. They enumerated some other alternative methods in disciplining preschoolers. The result on the hypotheses revealed that there was a difference between teachers with less and more teaching experience as regards the commonly administered forms of corporal punishment in preschools. Among others, the study concluded that corporal punishment with its associated effects were, in the view of the teachers, negatively affecting the preschooler‘ behaviour. Therefore, the study recommended among others that the enforcement of Ghana Education Service regulation on the limited use of corporal punishment should be ensured while the use of alternative disciplinary practices is encouraged among teachers.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter is the introduction to the study and it has been organized under the following sub-headings: background to the study, statement of the problem, purpose of the study, research objectives and research questions. The others include significance of the study, the delimitations and limitations of the study as well as the organization of the study.

1.1 Background to the Study

The development of any nation or community largely depends upon the quality of education available to its citizens. It is generally believed that the basis for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for socio-economic development and social mobilization in any society. As a result of the benefits inherent in educating the country‛s citizenry, a lot of educational committees have been set by different governments to help improve education delivery in Ghana. For the nation‛s quest for quality education to be achieved, schools have been structured in an institutionalized way through which national aspirations could be transmitted. The main structure of Ghanaian educational system includes: basic (first cycle), secondary (second cycle) and tertiary education. Basic education is the foundation on which further education is built. Basic education has two main purposes (Ministry of Education (MOE), 2007). The first purpose is to produce a literate and numerate population that can jointly deal with problems both at home and at work. It also serves as a foundation on which further education is built (Akanle, 2007). The provision of the same or similar preschool education for all pupils, therefore, becomes a prerequisite in the achievement of the purpose of basic education. Preschool forms the foundation upon which all the other educational institutions, especially basic education, rest. This is because preschool helps in contributing to the overall success of training and nurturing pupils with skills and attitudes that prepare them for formal education.

Undoubtedly, early childhood education has the potency of affecting the future of any nation by nurturing pupils with skills, attitudes and competences necessary for individual and national development. Early childhood education in recent times has been formalized by most countries thereby allowing private and public investment in helping pupils to optimize their potentials to augment care from family with systematic social, physical, cognitive, and emotional child development (Bar-On, 2004).

Schools, and for that matter preschools, are very important social institutions that are set up with the aim of training learners to acquire good conduct, knowledge, skills, attitudes, and moral values among others in order to make them fit into the world around them. It has been argued that for proper learning and good character building to take place in the school setting, discipline must be observed (Eshiwani, 1993). Discipline must also be maintained to ensure a peaceful and conducive environment and favourable school climate for learning and desired character formation at the preschool level. For Padilla (2012) asserted that good discipline enables the learners to focus more, for with good focus, learners master the knowledge, skills, attitudes, and moral among others offered by the school. Effective discipline ensures there is a sense of order amongst students and schools are safe places where learning can take place without interference. School rules and behaviour management policies are part of discipline. Often when people talk about discipline, they really mean ‗punishment' which is one method to enforce discipline by negative or harmful means. When preschooler display disruptive behaviour, they interfere with the instruction and quality character building processes set up in the appropriate/conducive early childhood environment. Such disruptive behaviours may limit preschooler themselves and others to take advantage of positive academic environment. It is, therefore, prudent that discipline is maintained at all times to ensure free flow of the early programme. In the quest to maintaining discipline in school, school authorities at all levels including the preschools have resorted to various forms of disciplinary measures. Some of the measures include, modeling, counselling and guidance, positive and negative reinforcement systems, and corporal punishment amongst others.

One of the most contentious issues within the debate of effective discipline techniques is the use of corporal punishment (Gershoff, 2002). Corporal punishment of pupils is becoming a worldwide topic of discussion because research findings have indicated that it is the most widely used form of discipline (Straus, 2010; Xu, Tung, & Dunaway, 2000). Corporal punishment has a long history in the development of man, and it has been a preferred mode of correcting behaviour of children in Ghanaian communities and schools. Straus and Donnelly (2005) defined corporal punishment as the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correcting or controlling the child‘s behaviour. They further stated that the phrase _pain but not injury‘ helps to distinguish corporal punishment from physical abuse and also that the phrase _with the intention of causing a child to experience pain‘ distinguishes corporal punishment from acts that have other purposes but may cause pain, such as putting an antiseptic on a cut. Corporal punishment can range from slapping, spanking, beating and kicking, kneeling down or standing for a long time, scolding and verbal assault, cutting grasses, fetching water, knock on the head, pulling of ears, sweeping and tidying of the school environment, sending the pupil out of the class, seizure or denial of a pupil‘s belongings, among others (Umezinwa & Elendu, 2012). ―Spanking” which is defined as ―to strike especially on the buttocks with the open hand” (Merriam Webster Online Dictionary, 2018) is the most common form of corporal punishment (Bitensky, 2006). Umezinwa and Elendu (2012) went further to point out that though these are used to correct students‘ behaviours which are counterproductive some researchers have debunked it saying that it has harmful effects such as somatic complaints, increase in anxiety, changes in personality and depression.

The practice of corporal punishment has, however, been shown to have adverse effects on children in many ways including increased anxiety, depression, low self-esteem, and antisocial behaviour (Boakye, 2001; Gershoff, 2010; Gershoff, Grogan-Kaylor, Lansford, Chang, Zelli, Deater-Deckard & Dodge, 2010). Umezinwa and Elendu (2012) asserted that teachers perceive some forms of punishment as beneficial and some others as harmful. According to them, teachers see canning/flogging students with stick as an acceptable form of corporal punishment. Corporal punishment of preschooler is associated with increased risk of many serious social and psychological problems. Early childhood is a stage of challenge and potential and requires an urgent need to understand the experiences of the preschooler from different perspective. Raikhy and Kaur (2010) stated that corporal punishment during this sensitive phase of human life will have profound effect on their personality, growth and overall development. To teachers and parents some forms of corporal punishment are acceptable and may have no harmful effects on the adolescent children. However, the question that remains unanswered is how much of it is acceptable? The study, therefore, was conducted to ascertain teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana.

1.2 Statement of the Problem

Although corporal punishment can provide positive effects (temporary child compliance) such actions are harmful and can last for many years. Because of this, the number of countries prohibiting corporal punishment continues to rise, as well as the amount of research looking at the effects of corporal punishment. According to Ghanney (2017) some of the countries that have abolished the practices of corporal punishment include New Zealand, Australia, the United Kingdom, and some states in the United States.

However, Ghana is one of those countries that still hold on to the practice of corporal punishment (Boakye, 2001; CURIOUS MINDS, 2009; Ghanney, 2017; Human Rights Watch, 2012). In reporting to the Committee on the Rights of the Child for examination in 2014, the Government confirmed that corporal punishment is widely and lawfully used in schools and other institutions. According to the evidence presented to the committee, caning was identified as the most common ―corrective measure" but other punishments include ―weeding of the school compound, physical drills such as pulling of ears, kneeling down and carrying of weights" (Global Initiative to End All Corporal Punishment of Children, 2017, p. 2).

In the late 1970s, the GES partially banned corporal punishment in schools by restricting its administration to head teachers or their deputies. By then it had been realised that the majority of teachers were abusing corporal punishment and injuring pupils as a result (Global Initiative to End All Corporal Punishment of Children, 2017). The practice persists in Ghana on the belief that it facilitates learning and desired character formation (Boakye, 2001). As at July 2005, the Ghana Education

Service and the Teachers‘ Handbook issued by the Ministry of Education concede that there were no mechanism in place for monitoring corporal punishment in schools. Consequently, in 2006, attempts were made to prohibit the practice but the proposed legislation is yet to see the light of day.

The practices of corporal punishment is not limited to learners in upper primary and beyond but preschooler are equally victims. Global Initiative to End All Corporal Punishment of Children (2017), reveal that, in Ghana, corporal punishment is lawful in day care and preschools under the provisions of allowing ―reasonable” and ―justifiable” correction in article 13(2) of the Children‘s Act 1998. The evidence that corporal punishment is harmful to children, adults and societies is overwhelming. The more than 250 studies included in the Global Initiative‘s review of research on the impact of and associations with corporal punishment show links between corporal punishment and a wide range of negative outcomes, including: direct physical harm; negative impacts on mental and physical health; poor moral internalisation and increased antisocial behaviour; increased aggression in children; increased violent and criminal behaviour in adults; damaged education; damaged family relationship and increased acceptance and use of other forms of violence.

Although, there are many studies regarding corporal punishment; there are few that discuss its impact on preschooler‘ behaviour in Ghana. In addition, Adam (2015) and Agbenyega (2006) found that the use of corporal punishment was found to be rampant among teachers in the Greater Accra Region of Ghana, even though they recognise the negative effects the practices may have on basic school learners‘ classroom participation. Finally, report from the Ghana Education Service in the Ga South Municipality in the Greater Accra Region indicates that the practice of corporal punishment in basic schools is on the rise (Ghana Education Service, 2017). Due to the limited amount of research and the evidence that corporal punishment exist in the Ga South Municipality in the Greater Accra Region, this study used an exploratory research design with a survey data-collection method to explore teachers�straditional perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana.

1.3 Purpose of the Study

The purpose of this study was to explore teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana.

1.4 Objectives

The objectives of the study were to:

1. Investigate the commonly administered form of corporal punishment in the Ga South Municipality.
2. Examine preschool teachers‘ views on the efficacy of corporal punishment on pupils‘ behaviour.
3. Identify Ga South Municipality teachers‘ perceptions of the negative effect of corporal punishment on preschool pupils‘ behaviour.
4. Enumerate alternative forms of behaviour management systems that are adopted by preschool teachers in the Ga South Municipality.

1.5 Research Questions

The following research questions were developed to guide the achievement of the objectives of the study:

1. What are the commonly administered forms of corporal punishment in preschools in the Ga South Municipality?

2. What are Ga South Municipality teachers‘ perceptions of the efficacy of corporal punishment in enhancing pupils‘ learning and discipline in preschools?
3. What are Ga South Municipality teachers‘ views of the negative effect of corporal punishment on preschool pupils‘ behaviour?
4. What alternative forms of disciplinary measures do preschool teachers in the Ga South Municipality adopt in modifying pupils‘ misbehaviours?

1.6 Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

H_{01} = There will be no significant difference among the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools.

H_1 = There will be significant difference among the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools.

H_{02} = Perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils‘ misbehaviour will not differ significantly due to their area of specialization.

H_2 = Perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils‘ misbehaviour will differ significantly due to their area of specialization.

1.7 Significance of the Study

The significance of the study lies in its exploratory nature as it attempts to unveil teachers‘ perception of the influence of corporal punishment on preschooler in the Ga South Municipality in the Greater Accra Region of Ghana. A successful diagnosis of the problem would bring to the fore teachers‘ positive and negative perception of the influence of corporal punishment on preschooler‘ behaviour in the study area. This would lead to the discovery of the negative effects of the phenomenon on pupils in the study area and on the region at large. The results of this study would help the following groups in the Ga South Municipality Education Directorate: Teachers, Schools‘ management, Education board, other stakeholders, and other researchers interested in behavioural management system, disciplinary issues and punishment in preschools.

The findings of the study would help preschools managers in the Ga South Municipality to have understanding of teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour. This understanding would help them realize that the perception of teachers towards behavioural management system and disciplinary measures which can make or mar the pupils‘ development and school activities. Since behavioural management and disciplinary issues are one of the major activities in the school and the school is like a factory that processes the learners into finished products, then the phenomenon ought to be properly understood in order to make the needed recommendations. In addition, the findings would help the school management to know the extent to which attendance to conference and seminars would improve teachers‘ perception of teachers of behavioural management and disciplinary measures. This would make them encourage teachers to participate more in conferences and seminars organized by the various stakeholders.

Results of this study would help teachers to understand and appreciate the importance of alternative (non-intrusive) forms of behaviour management that is available to preschool teachers. It would help them understand that behaviour management systems are there to assist the pupils and not to harass or punish them. It would also make them know that the way they perceive behaviour management and disciplinary issues can make or mar their pupils‘ behaviour and development.

The study‘s result would also help other stakeholders in education like parents, teachers and Non-governmental Organisations (NGOs) to know that corporal punishment has a great influence on pupils‘ development and behaviour. The information would make the stakeholders to provide enough support to improve classroom performance of teachers.

The findings would also help other researchers to understand the impact of corporal punishment on the development of pupils and help in their researches. It will also assist them in their review of empirical studies. It would contribute to the existing theories and works on behavioural management system and disciplinary measures and corporal punishment.

1.8 Delimitations

The study was delimited in both geographical and content wise. The study was conducted among preschool teachers in the Ga South Municipality in the Greater Accra Region of Ghana. Although the region has twenty-seven (27) districts (made up of 2 Metropolitan, 19 Municipalities and 5 Districts) the study was delimited to only one district (Ga South Municipality) in order to include a manageable number of sample, variables of interest and to reach out to all information rich respondents. Although, the scope of behavioural management system and disciplinary issues and its manifestations are clearly wide, the study focused only on preschool teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality. Furthermore, no statistical methods were used by the researcher to control for intervening/mediating variables for example environmental variables such as teacher quality, availability of institutional disciplinary systems and genetic variables such as temperament.

1.9 Operational Definition of Terms

1. Behaviour: It is the reactions and actions of an individual or group to other individual(s) or groups of people, events, or the environment.
2. Learner Behaviour: It refers to the sets of reactions and actions that would usually be seen in groups of young people at school. Examples of positive leaner behaviours include helping friends, studying hard, obeying school rules and organising social activities. Examples of poor learner behaviour include disruption in class, not completing work, poor punctuality and not listening to teachers.
3. Anti-Social Behaviours: These are those behaviours that cause distress and harm to others and are unacceptable in society. Examples of anti-social behaviour include bullying, cult activities, drug and alcohol use, and graffiti.
4. Discipline: Discipline comes from the word _disciple‘ which means _to instruct‘. School discipline is about teaching children the rules of acceptable behaviour, and helping them to understand what is expected of them in their society.
5. Corporal Punishment: According to Leach and Humphreys (2007) Corporal punishment is the use of physical force in causing pain, but not wounds, as a means of disciplining students in schools. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects, painful body postures, and use of excessive exercise drills amongst others.

6. Behaviour Management Systems: Behaviour management is a whole school approach to promoting positive student behaviour. It is about creating an environment where students are valued and learn socially acceptable ways of behaving. It includes a range of strategies for responding to poor behaviour, including effective discipline techniques, effective sanctions, fair suspension and expulsion processes, and counselling.

1.10 Organization of the Study

This study is organized into five chapters. The first chapter includes background to the study, the statement of the problem identified for the study, the objectives of the study and research questions that guided the study. There are followed by the significance of the study, delimitations, limitations, explanation of terms used in the context of this study and finally, how the study has been organized. Chapter Two, deals with the review of related literature, including the frameworks of the study. The review employed theoretical and conceptual frameworks that justified the study.

The Chapter Three sails us through the core component of the study which is the methodology of the study. This includes the research design, the setting of the study, population, sample and sampling techniques, the instruments for data collection and statistical tools that were used for data analysis and discussions. Chapter Four, focuses on data analysis and results and discussions of the findings. Chapter Five presents the summary of findings, conclusions drawn from the study, recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The purpose of this literature review was to explore existing theoretical and empirical literature regarding teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana. The review of the literature analyzes the theoretical framework, discipline, the nature of indiscipline in schools, indiscipline among learners, concept of punishment, forms of punishment in schools, reasons for using corporal punishment in schools and summary.

2.1 Theoretical Framework

This research study is anchored on the Theory of B. F. (Burrhus Frederic) Skinner which is the Operant Conditioning. The Operant Conditioning Theory, sometimes referred to as Instrumental Conditioning, is a method of learning that occurs through rewards and punishments for behaviour. In the view of Skinner (1953), the operant conditioning model responses are not ―elicited” by sensory conditions, but ―emitted” by the animal. Reinforcement is, therefore, between response and reward, not between sensory condition and reward. In Skinner‘s view, action is described as the ―operant” or ―instrument” by which reward is obtained. Reward may only be forthcoming in some of the many situations in which the action can be taken. In this case it is referred to as a discriminated operant, the various circumstances being distinguished by sensory conditions.

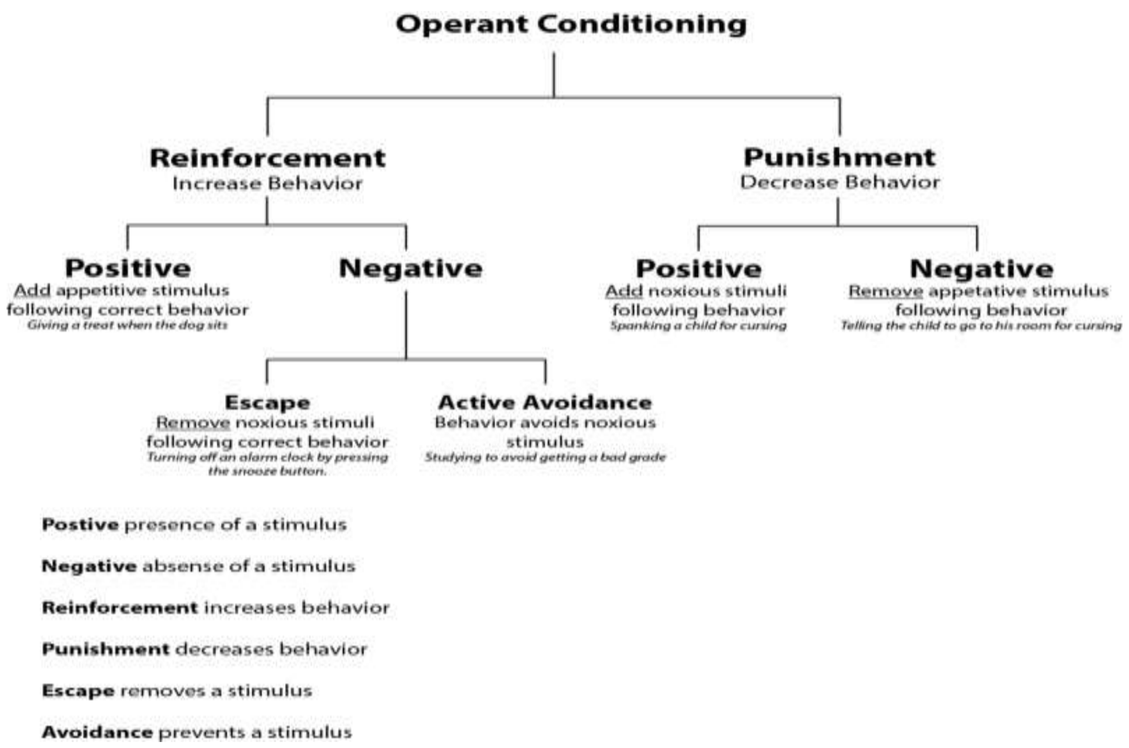
In an experiment, Skinner paired a dog and a bell in order to study how stimulus affects behaviour. He concluded that through operant conditioning, an association is made between a behaviour and a consequence for that behaviour. As a behaviourist, Skinner believed that internal thoughts and motivations could not be used to explain behaviour. Instead, he suggested, we should look only at the external, observable causes of human behaviour. The term operant refers to any "active behaviour that operates upon the environment to generate consequences" (Skinner, 1953, p. 24). In other words, Skinner's theory explained how we acquire the range of learned behaviours we exhibit each and every day.

Operant conditioning (also called instrumental conditioning) is a learning process through which the strength of a behaviour is modified by reinforcement or punishment. It is also a procedure that is used to bring about learning. Although operant and classical conditioning both involve behaviours controlled by environmental stimuli, they differ in nature. In operant conditioning, stimuli is present when a behaviour is rewarded or punished come to control that behaviour. For example, a child may learn to open a box to get the candy inside, or learn to avoid touching a hot stove; in operant terms, the box and the stove are "discriminative stimuli". Operant behaviour is said to be "voluntary": for example, the child may face a choice between opening the box and petting a puppy.

Skinner considered the world as a large version of the Skinner box within which ‗technology of behaviour' plays its role. Skinner (1971), in his book ‗Beyond Freedom and Dignity', presented his view of human existence as a series of learning processes. Skinner does not use the word ‗personality'. As a result, he spoke on human nature in general. According to Skinner, human being is completely determined by his conditioning history. There is nothing called free will. One does what one is reinforced to do. There is also no point in debating whether man is rational or irrational. Both are inner states, and hence outside the domain of scientific analysis of behaviour. Skinner opined that human behaviour is changeable, and this change constitutes what we think as ‗personality growth'. It does not occur from within, but from manipulation of reinforcements from outside. There is no mystery in human existence. It is completely objective and knowable through scientific investigation.

2.1.1 The Components of Operant Conditioning:

In both of these cases of reinforcement, the behaviour increases. Punishment, on the other hand, is the presentation of an adverse event or outcome that causes a decrease in the behaviour it follows. There are two kinds of punishment: Positive punishment sometimes referred to as punishment by application, involves the presentation of an unfavorable event or outcome in order to weaken the response it follows. Negative punishment, also known as punishment by removal, occurs when a favorable event or outcome is removed after a behaviour occurs. In both of these cases of punishment, the behaviour decreases (Skinner, 1971). The conceptual framework depicting the connection and the relationship that exist between the components of operant conditioning is presented in Figure 1.


Operant Conditioning
Reinforcement
Increase Behavior
Punishment
Decrease Behavior
Positive
Add appetitive stimulus following correct behavior
Giving a treat when the dog sits
Negative
Positive
Add noxious stimuli following behavior
Spanking a child for cursing
Negative
Remove appetative stimulus following behavior
Telling the child to go to his room for cursing
Escape
Remove noxious stimuli following correct behavior
Turning off an alarm clock by pressing the snooze button.
Active Avoidance
Behavior avoids noxious stimulus
Studying to avoid getting a bad grade
Postive presence of a stimulus
Negative absense of a stimulus
Reinforcement increases behavior
Punishment decreases behavior
Escape removes a stimulus
Avoidance prevents a stimulus

Source: Skinner (1971)

Figure 1: Components of Operant Conditioning

2.1.2 Modifying Operant Behaviour

Reinforcement and punishment are the core tools through which operant behaviour is modified. These terms are defined by their effect on behaviour. Either may be positive or negative. Positive reinforcement and negative reinforcement increase the probability of a behaviour that they follow, while positive punishment and negative punishment reduce the probability of behaviour that they follow. Another procedure is called "extinction". Extinction occurs when a previously reinforced behaviour is no longer reinforced with either positive or negative reinforcement. During extinction the behaviour becomes less probable. There are a total of five consequences. Positive reinforcement occurs when a behaviour (response) is rewarding or the behaviour is followed by another stimulus that is rewarding, increasing the frequency of that behaviour (Schultz, 2015). For example, if a rat in a

Skinner box gets food when it presses a lever, its rate of pressing will go up. This procedure is usually called simply reinforcement.

Negative reinforcement occurs when a behaviour (response) is followed by the removal of an aversive stimulus, thereby increasing the original behaviour's frequency. In the Skinner Box experiment, the aversive stimulus might be a loud noise continuously inside the box; negative reinforcement would happen when the rat presses a lever to turn off the noise. Positive punishment (also referred to as "punishment by contingent stimulation") occurs when a behaviour (response) is followed by an aversive stimulus. Example: pain from a spanking, which would often result in a decrease in that behaviour. Positive punishment is a confusing term, so the procedure is usually referred to as "punishment". Negative punishment (penalty) (also called "punishment by contingent withdrawal") occurs when a behaviour (response) is followed by the removal of a stimulus. Example: taking away a child's toy following an undesired behaviour by him/her, which would result in a decrease in the undesirable behaviour. Extinction occurs when a behaviour (response) that had previously been reinforced is no longer effective. Example: a rat is first given food many times for pressing a lever, until the experimenter no longer gives out food as a reward. The rat would typically press the lever less often and then stop. The lever pressing would then be said to be "extinguished." It is important to note that actors (e.g. a rat) are not spoken of as being reinforced, punished, or extinguished; it is the actions that are reinforced, punished, or extinguished. Reinforcement, punishment, and extinction are not terms whose use is restricted to the laboratory. Naturally-occurring consequences can also reinforce, punish, or extinguish behaviour and are not always planned or delivered on purpose.

2.1.3 The Implications of Skinner's Theory for the Study

Operant conditioning theory is relevant for the study on, teachers�too perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana, because Skinner‘s theory of behaviour modification focuses on a system of positive feedback, rewards, for desired behaviour and negative feedback, punishments, for unwanted or desirable behaviour. Skinner‘s work ranges from the intervention of teaching machine to a theory of contingency management, which suggests an even growing range of teaching of options for achieving more positive human behaviour in general and classroom behaviour in particular. Skinner is concerned with creating a better world by shaping a better world. Skinner, (as cited by Ahmad, 2004) takes a dim, pessimistic view of future and asserts that all mankind could be headed straight for disaster unless ‗something‘ is done. This ‗something‘ is providing rewards in the present to ensure a stable future. If the future is to be bright, then educational institutions must provide immediate gratifications and rewards similarly to those now found by individuals, such as food in the home.

The school is an institution which can provide these immediate rewards. The teacher can be a tool to provide these rewards. Based upon Skinner‘s theory of learning and behaviour modification, learners can receive a system of rewards and teachers can arrange contingencies in which learners will learn. Skinner was convinced that generally, reward controls behaviour better than punishment. Punishment does create an immediate and dramatic effect, but it is likely to have an emotional side effect that could confuse the learning situation. A learner cannot learn to respond if his emotional state is not contributing to learning. Moreover, punishment can cause aversive reactions to factors besides the undesirable behaviour. If a learner dislikes a teacher because the teacher continually reminds him that his answers are incorrect, there is only the making of a new problem, a substitution of one problem for another. Skinner much more prefers using rewards to create positive feedback. But teachers must be alert to their learners because all learners operate on different schedules. A learner who has achieved success for longer period of time will be more likely to work effectively for a longer period of time between rewards. In contrast, the learner who has had little success in the past may need reinforcement more often to keep going.

The key is the environment provided by the teacher in the classroom. When the environment provides positive feedback, it is a positive experience for the learner and the learner is more apt to have more effective learning. Negative feedback or punishments, in Skinner‘s view, are least effective regarding long-term learning. Man behaves in a certain way because he gets something out of it. Rewards are contingent upon what man is doing and upon the circumstances under which he is doing it. When the system of rewards and the contingencies are changed, there can be changes in behaviour. The contingencies are central to Skinner‘s theory; they are more important than the actual reinforcers. Skinner (as cited in Ahmad, 2004) was asked where he is in the world of the 1970‘s he stated

> I think my main contribution is a better understanding of effects of rewards and punishments, as the Layman would put it, or what we can reinforcers, positive and negative....How is a reinforce contingent upon the behaviour? If the contingencies are good, the behaviour will be strengthened. If they‘re bad, you can reward and punish as much as you like and you‘ll get nowhere. You‘ve neglected the contingencies. Teachers must recognize what they are doing, which is reinforcing the children, and then note what behaviour it is contingent upon. By doing this teachers can develop great powers to manage a classroom (p. 3).

Ahmad (2004) asserted that from this foregoing paragraph, Skinner developed programmed instruction. Programmed materials are designed to maximize good contingencies because there is immediate reinforcement. The learner, using this machine, writes a response in a space that is provided for him; then, a printed tape moves the correct answer for comparison. By careful sequencing of instructional frames, the learner is led in a series of small, easy steps to learn the material. Skinner‘s principles of operant conditioning were first applied to education in programmed instruction and teaching machines. Skinner‘s experiment with animals demonstrated the visible learning that could take place. Similarly, when a teacher can bring about evident changes in behaviour, changes which do not need to be confirmed by a statistical treatment of test scores, the teacher knows immediately what he has done and how he can learn to teach effectively. The teacher then has learned the process of shaping behaviour. Teachers teach skillful behaviour. Teachers do not impart knowledge, but generate behaviour that will lead to the gaining of knowledge. Abilities are not improved or powers strengthened; teachers make it more likely that learners will show the behaviour from which abilities and powers are inferred. When educational goals are properly specified, the teacher knows what he is supposed to do. When he has done it, the teacher can observe.

Skinner believes that given the right conditions, learners will learn, not because they particularly want to, but because contingencies have been provided that will bring about changes in behaviour. Skinner does not necessary agree with those theories that maintain that man learns because of his genetic endowment and natural urge to learn. Rather, Skinner believes that the environment creates the desire to learn. Skinner believed that teachers would accept his theories willingly. Skinner asserted that the average teacher wants to teach well, and many suffer from the recognition that they are not teaching well. If teachers are given a method that will indicate a way to make teaching more effective, Skinner believed that they would accept it.

In summary, Skinner‘s theories about learning allowed him to understand how learning conditions could be controlled. His work with animals indicated that better answers could be provided in a controlled situation. There are two kinds of learning, respondent behaviour, which is an automatic reflex and operant conditioning, which makes a response more probable or frequent. These two types of learning suggested to Skinner that if a teacher wanted a learner to respond in a certain way to a given stimulus, the teacher must concentrate on reinforcing those responses he wants repeated. So, the conditions under which these responses were noted are very important to Skinner‘s work. The conditions or the contingencies are central to Skinner‘s theory. And, teachers must take note of these contingencies so that future positive responses can be elicited from learners. Teachers must recognize and understand what they are doing, which is reinforcing the learner and then note what behaviour it is contingent upon. The teacher with this method can manage the classroom and thereby reduce the number of variables that must be controlled.

2.2 Discipline

The word “discipline”, in the view of Brouwer (2010), is derived from the Latin word, “disciplina”, meaning “instruction given to a disciple”. Specifically, regarding the raising of children, Brouwer further asserted that, it refers to the actions implemented by the caregiver to develop or modify a specific behaviour. Furthermore, “disciplina” is derived from the Latin, discipulus, which is the sense of “treatment that corrects or punishes” (Brouwer, 2010, p. 16). Smith and Laslett (2002) described discipline as the techniques that caregivers, including teachers, implement in the attempt to increase compliance and discourage behaviour deemed inappropriate. Schaffer and Cook (1980) defined the behaviours that caregivers engage in to modify and control a child‘s behaviour as –control techniques” that range from an angry glance to physical punishment. In addition to the types of –control techniques” employed by caregivers, the consistency to which these techniques are implemented has also received much attention. A consistent discipline style has been stressed by many scholars who have identified that an inconsistent discipline style tends to reinforce unwanted behaviours (Wahler & Dumas, 1986). Furthermore, additional studies have identified a relationship between inconsistent discipline styles and conduct problems in children (Patterson, & Yoerger, 2002).

Consistency among caregivers is also important. Research has suggested that disagreement among caregivers regarding when to discipline is associated with increased noncompliance (Elder, Caspi & Cross 1984). Symonds (1939) has proposed a model that accounts for the multiplicative effects of caregivers-behaviour factors: (1) –love vs. hostility”, and (2) –autonomy vs. control.” Symonds proposed that these two independent variables that distinguish between emotional tone and level of control, describe many existing concepts of caregivers behaviour. Symonds‘ theory was later expanded upon to include a variable incorporating the caregivers‘ psychological contribution (Becker 1964; Schaefer 1959). According to Barber (2002), other researchers have since focused on this three variable model currently defining the three variables as caregivers support, behavioural control, and psychological control.

Some of the most influential research addressing how specific childrearing patterns are associated with identifiable child outcomes was conducted by Baumrind beginning in the 1960s (Baumrind, 1991; Baumrind & Black, 1967). While other researchers focused on classifying individual behaviours of caregivers, Baumrind classified caregivers according to the cumulative caregiving behaviours. Specifically, Baumrind, identified four patterns of parenting: authoritarian, authoritative, permissive, and uninvolved or neglectful, each distinguishing between caregivers‘ levels of responsiveness and permissiveness. According to Baumrind, authoritarian caregivers are the most demanding, valuing obedience and often engaging in forceful implementation of the caregiver‘s will. Baumrind described permissive caregivers as being the most responsive, yet non-intrusive, valuing child freedom and autonomy. Uninvolved or neglectful caregivers also value freedom and autonomy, but –are less passive and exert more control than permissive parents” (Baumrind, 1975, p. 14). Authoritative caregivers are both responsive and demanding, valuing independence while attempting to modify children‘s behaviour through rational explanation.

Additional research conducted by Baumrind (1971, 1973, & 1975) suggested that caregivers with an authoritative parenting style are aware of, sensitive to, and facilitate the child‘s ever-changing sense of self. In addition, authoritative caregivers understand the dynamic relationship caregiver where just as they have an effect on children, children also have an effect on them. Understanding that this is a bidirectional relationship, these authoritative caregivers allow themselves to learn from children just as the children learn from them. These interpersonal give-and-takes between caregiver and child are associated with many positive childhood outcomes including increased social competence and compliance (Lamb & Lewis, 2005). For both authoritarian and permissive caregivers, the dynamic relationship between caregiver and child fail to encourage the child‘s development of social competence. While authoritarian caregivers exert too much control within the interpersonal dynamic, permissive caregivers exert no control within the interpersonal dynamic. Through the balance of reasoning and punishment, authoritative caregivers create a balanced interpersonal relationship which values independence while employing a value system distinguished by adherence to social and cultural norms (Lewis & Lamb, 2005). While Baumrind‘s (1965) model of caregivers behaviour categorized caregiving styles, Hoffman (1970, 1983) proposed an alternative model of caregivers behaviour based on Schaefer‘s (1965) model of classifying specific disciplinary techniques. Specifically, Hoffman‘s model of caregiving classified disciplinary techniques according to whether or not the technique employed helped the child improve their internalization of the morals valued by society. The three classifications of disciplinary techniques that he identified were (a) induction, (b) assertion of power, and (c) withdrawal of love.

Hoffman (1983) defined induction as those discipline techniques employed by caregivers to show children how their behaviour affects others. Inductive discipline techniques often involve a description of the child‘s problematic behaviour by the caregiver followed by suggestions for improvement. In addition, Hoffman defined the assertion of power as those discipline techniques that employ physical control, a removal of privileges, and threats. These discipline techniques seek to induce a high level of emotional arousal in children, influencing them to alter their behaviour. Finally, Hoffman defined withdrawal of love as those discipline techniques that employ nonphysical but direct expressions of dissatisfaction. These discipline techniques seek to alter a child‘s problematic behaviour through ignoring the child, threatening the child that providers will withdraw love or abandon the child.

2.3 The Nature of Indiscipline in Schools

Schoonorer (2009) defined indiscipline as lack of control or discipline. This may imply that students who are indisciplined are not able to control themselves on issues. Also, Canter (2000), defined indiscipline as unruliness, insubordination, disorderliness, and disruptiveness. It can be deduced from the above definition that indiscipline is broad and covers a wide range behaviours or issues such as disrespect for authority, vandalism and uncontrollable. Morse and Wingo (2003) also described indiscipline as a kind of behaviour which represents lack of relationship between the expected behaviour and the actual behaviour. In analysing this definition, one may say that the expected behaviour is one required by the society whilst the actual behaviour is one exhibit by the individual. Therefore, if an individual exhibits a behaviour which is in conflict with what the society requires, then it becomes an indisciplinary act.

According to the National Conference on Teachers Education (1997), indisciplined or disruptive students are irregular in school attendance, they come to school late, and they distract others, disrupt class room activities, and vandalize other pupils and school property. Docking (2000), also described indisciplined students as law breakers and disobedient to teachers. Moswela�visit's (2004) study on indiscipline in schools indicates that students' indiscipline is on the increase. Afriyie (2004) and Dusi (2003) also affirmed that moral laxity and indiscipline among students are on the ascendancy in our schools. Cases of rioting, vandalism, occultism, theft, rape, drug abuse, watching of pornographic films on phones, teenage pregnancy and lately examination malpractices have characterized our educational institutions more especially, the second cycle institutions.

2.4 Indiscipline among Learners

To be successful academically and socially, learners need a set of social skills, cooperation, assertion, responsibility and self-control. A high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student academic achievement and behaviour. According to Froyen and Iverson (2014), conduct management is essential to the creation of foundation for an orderly task-oriented approach to teaching and learning. Classroom management discipline problems can be dealt with either on an individual basis (between teacher and student) or by group problem solving (class meetings).

Quality schools are defined by teacher effectiveness and student achievement under the auspices of building strong interpersonal skills (Froyen & Iverson, 2014). As mutual trust builds up between teacher and students, the latter are gradually released from teacher supervision by becoming individually responsible. As a result of that, both educators and students become co-participants in the teaching and learning process, striving to make the most of them.

An individual‘s behaviour can be influenced by his environment, age, and experience. According to Neugarten and Havighurst (1976), the child grows up in two social worlds, the world of his peers and the world of adults. The behaviour of adolescents is quite different from that of adults and children. Adolescents think they should be left alone to do whatever they like. They feel they are old enough to do things on their own. In other words, they always fight for freedom. At this stage they move with their peers, take suggestions from each other and disobey adults including parents and teachers.

Adesina (2012) described discipline as the readiness or ability to respect authority and observe conventional or established laws of the society. From his point of view, truancy, cheating in examination, fighting in class, stealing, smoking and drug abuse are signs of indiscipline. He sees them as individual problems. He also perceived students‘ misbehaviour against teachers in groups and their destruction of school properties as collective mal-adaptive behaviour.

According to Shertzer and Stone (1981), discipline is a means of correcting the faultiness in the personalities of individuals and encouraging enlightened self-directed behaviour. They saw discipline as a way of assisting the individual to change from an undesirable behaviour to a desirable one. Arong, and Ogbadu, (2010) argued that poor facilities, poor feeding, lack of classrooms, laboratories, workshops, teachers and equipments contribute to indiscipline among students. The climate of the school can affect discipline in students.

Students‘ misbehaviour takes the form of violation of interest of pupil/student concerned and violating of the interest of other people (Oliveira, & Graça, 2013). Violation of the interest of the student includes the student doing something dangerous to his own health, and safety while violation of the interest of other people refers to things like bullying and disturbing other students, and disobedience to teachers or school authorities. For instance students‘ deliberate refusal to wear school uniforms or footwear properly.

In the school setting, students moving out from the classroom or campus without permission, talking or sleeping in the classroom or performing any other activity apart from listening to the teacher are signs of indiscipline. Indiscipline among students may be caused by the removal of corporal punishment in schools. Most students fear the cane and, therefore, try to behave well. This shows that pupils/students fear corporal punishment more than any other form of punishment. Loretta (2004) stated that the causes of indiscipline in schools can be attributed to abolition of corporal punishment. Smith and Laslett (2002) also said indiscipline in students may be due to frustration, ill health and personal mal-adjustments. Gresalfi, Barnes, and Cross, (2012) mentioned difference in students‘ interest, insufficient parental interest in students and limited intelligence of students as causes of indiscipline. Okumbe (2001) said indiscipline can be preventive or corrective. According to him, preventive discipline is better in the sense that it instils self-discipline and builds morale and long- range goals. Newstrom and Davis (2007) stated that corrective discipline is used to reform the offender to prevent their mates from taking similar actions.

2.5 Concept of Punishment

Punishment is a term used in operant conditioning to refer to any change that occurs after a behaviour that reduces the likelihood that behaviour will occur again in the future. While positive and negative reinforcement are used to increase behaviours, punishment is focused on educating or eliminating unwanted behaviours (Leach & Humphreys, 2007). According to Acton (1969) punishment also implies lawmaking, penalisation, finding guilty, pronouncing a sentence. In this case, it serves as a method used in reducing the incidence of one‘s behaviour either by deterring the potential offenders or by incapacitating and preventing them from repeating the offence or by reforming them into law-abiding students. In educational system, research indicates that punishment may be perpetrated by teachers, other staff and school mates on children through corporal punishment and other forms of punishment (Dunne, Leach, Chilisa, Maundeni, Tabulawa, Kutor, Forde, & Asamoah, 2005; Leach, Fiscian, Kadzamira, Lemani, & Machakanja, 2003). The goal of punishment in schools is to decrease the behaviour that it follows. Punishment is only a method of disciplining and in schools corporal punishment is only one aspect mostly used (Sanderson, 2003).

Corporal punishment is the use of physical force causing pain, but not wounds, as a means of disciplining students in schools (Leach, & Humphreys, 2007).

Spanking, knocking on the head and slapping are forms of corporal punishment which are normally used in schools. The use of corporal punishment is strongly rooted in our society and is passed on through generations; however, this doesn't mean that corporal punishment is justified. Corporal Punishment according to National Association of School Nurses (NASN) (2010), is causing physical pain deliberately to change behaviour that could be in the form of hitting, slapping, spanking, punching and pinching using objects such as sticks, belts, and paddles. Scarre (2003) also defined the word "corporal" to refer to any punishment applied on body including assault or any means that are meant to cause physical pain or humiliation.

The legitimacy of corporal punishment is still a contentious issue to many societies including Ghana. From pedagogical perspective, Ritchie (2001) claimed that corporal punishment is an assault on the dignity of individual and offensive act against the dignity of the teaching profession. Further, McGrath (1999) proposed that corporal punishment reflects a failure on the part of the teachers. Punishing means subjecting a penalty for an offense and usually includes inflicting some kind of hurt; in this regard, to Thomas and Peterson, a practice of disciplining in which, something unpleasant is present or positive reinforces are removed following behaviour so that it happens less often in future. In general, these definitions seek to point out that corporal punishment is the use of physical force against an individual. All these harsh disciplinary measures adopted by authoritarian/totalitarian parents and teachers to discipline children lead to antisocial behaviour, contribute to academic failure and social rejection. These conditions further reduce self-esteem and create depressed mood, which in turn add to the likelihood of delinquency in adolescents (Patterson, & Yoerger, 2002). Punishment against students especially preschooler have been widely documented worldwide and sadly it occurs in places where they should be the most protected, that is, in their homes, foster institutions and schools (United Nations International Children's Emergency Fund [UNICEF], 2005). However, we don't want to lay blame; rather we want to bring about constructive change. Many people have been submitted to corporal punishment without being traumatized by it, however, the risk of its causing emotional harm to children especially preschooler in school requires us, as a society, to seek alternatives.

2.6. Forms of Punishment in School

One of the best-known examples of positive punishment is spanking. Defined as striking a child across the buttocks with an open hand, this form of discipline is reportedly used by approximately 75 percent of parents and teachers (Sanderson, 2003) especially in most African countries. Some researchers have suggested that mild, occasional spanking is not harmful, especially when used in conjunction with other forms of discipline. However, in one large meta-analysis of previous research, psychologist Gershoff (2002) found that spanking was associated poor parent-child relationships as well as with increases in antisocial behaviour, delinquency and aggressiveness. More recent studies that controlled for a variety of confounding variables also found similar results.

Negative Punishment: This type of punishment is also known as "punishment by removal." Negative punishment involves taking away a desirable stimulus after behaviour as occurred. For example, when the student from the previous example talks out of turn again, the teacher promptly tells the child that he will have to miss recess because of his behaviour. In another perspective, Nazl, Khan, Daraz, Hussain and Khan (2011) also grouped punishment in school into two mainstreams; mild punishment and severe punishment. They described mild punishment as hitting or slapping students with a bare hand, hitting or slapping with hand, arm or leg, spanking and shaking, pushing and pulling.

On the contrary, severe punishment is understood as hitting or slapping students on head, beating the buttocks with stick, hitting or slapping students on the face, pulling ears and hairs, and making the students stand etc. In keeping with the provisions of the National Commission for Protection of Child Rights (2010) corporal Punishment in Schools could be classified as physical punishment, mental harassment and discrimination. Physical punishment is understood as any action that causes pain, hurt/injury and discomfort to a child, however light. Examples of physical punishment include but are not restricted to the following: Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking or with any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc.); Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair-like position, standing with one leg, kneeling etc.); Forced ingestion of anything (for example: washing soap, mud, chalk, hot spices etc.); and detention in the classroom, library, toilet or any closed space in the school.

According to National Commission for Protection of Child Rights (2010) mental harassment is understood as any non-physical treatment that is detrimental to the academic and psychological well-being of a child. It includes but is not restricted to the following: Sarcasm that hurts or lowers the child‘s dignity; Calling names and scolding using humiliating adjectives, intimidation; Using derogatory remarks for the child, including pinning of slogans; Ridiculing the child with regard to her background or status or parental occupation or caste; Ridiculing the child with regard to her health status or that of the family – especially HIV/AIDS and tuberculosis;

Belittling a child in the classroom due to his/her inability to meet the teacher‘s expectations of academic achievement; Punishing or disciplining a child not recognising that most children who perform poorly in academics are actually children with special needs. Such children could have conditions like learning disability, attention deficit hyperactivity disorder, mild developmental delay etc.

Using punitive measures to correct a child and even labelling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviours; Shaming‘ the child to motivate the child to improve his performance. According to Alhassan (2013) school corporal punishment is administered within schools, when pupils‘/students are punished by teachers or school administrators for wrong done against rules and regulations or, in the past, apprentices by master craftsmen. He conceived that corporal punishment comes in the form of canning, using hands in beating the student, denying them from break and making them to kneel down in front of the classroom. All of these types of punishment in some way affect many of our girl-child and are often interrelated. For instance, bullying and intimidating can be either overt or covert.

According to Shariff (2004), overt bullying involves physical aggression such as beating, kicking, shoving, and sexual touching which could be accompanied by covert bullying, in which victims are excluded from peer groups, stalked, stared at, gossiped about, verbally threatened or harassed. Covert bullying can also be random or discriminatory, racial, sexual, homophobic or based on social class, abilities or disabilities (Shariff 2004). According to Du Plessis (2011), it is important to distinguish between the different kinds of punishment as it can easily be perceived as a single or general problem in society. In light of this, Umezinwa and Elendu (2012) listed the following forms as school corporal punishment: Scolding and verbal assault to the pupil, making the pupil to stay back after school the pupil cutting of grasses, the pupil fetching of water, the pupil scrubbing the floor of the class, the pupil sweeping the whole class, the pupil washing the whole toilets, sending the pupil out of the class, the pupil kneeling down or standing for a long time, flogging the pupil with stick or cane, giving the pupil knock on the head, slapping or beating the pupil with hands, kicking and pushing the pupil with legs, pulling the pupil‘s ear or hair. In a similar research conducted by Kimani, Kara and Ogetange (2012) in primary schools in Kenya, the findings indicated that, the pupils reported canning (96%), slapping (91.2%), kneeling down (90%), pinching (78%), and pulling hair/ears (71.6%) and forced manual work (70.8%) as the most prevalent forms of corporal punishment used at school. Kicking (36.8%), being shaken or being thrown around (39.6%) and standing in the sun for long periods (42%) were the various forms of corporal punishment used in schools.

Brenner (2000) reveal how the issue of sexual violence is raised: talks of girls trying to get too close to male teachers. Anderson-Levitt, Bloch, and Soumaré (1998) mention a tiny minority of male teachers pressurising girls for sexual favours and of boys teasing girls who have rejected their sexual advances. The issue is swept under the carpet by administrators. This could be the reason why there are high levels of pregnancy rates and low retention among girls in the higher level of education but very few make the link with sexual harassment and coercive or transactional sex. It would appear that certain sexual harassment and sexual assault related girl-child in school asking for a date, insulting with sexual language, touching breast without consent.

2.7. Reasons for Using Corporal Punishment in Schools

As for school corporal punishment, it is believed that this kind of punishment could immediately deter students' from wrong behaviours and help them learn better (Du Plessis 2008). According to Du Plessis reasons of giving punishment in schools could be classified into two; teacher-based reasons and pupils'-based reasons which are relevant to the current study. All of these reasons in some way affect many of our girl-child and are often interrelated. As an old saying goes, ―Spare the rod, spoil the child" (p. 4) Corporal punishment was viewed as an efficient way to teach students correct behaviours and to make them study harder. From research as well as newspaper articles, it is evident that corporal punishment is still viewed by some as having a place in education (Shariff, 2004). Many teachers feel that without corporal punishment classrooms are out of control.

Furthermore, teachers feel that they are not equipped with alternatives to effectively deal with classroom management, nor do they feel supported by relevant education departments. On a global level, research findings reveal that teachers who received corporal punishment are highly likely to use it and approve of its use (Jehle, 2004). Traditionally, parents who think of corporal punishment as being the only tool for discipline are not expected to object to teachers beating their children at school (Jehle, 2004). Some of the reasons that feed corporal punishment in schools could be either family-based or school-based. To start with the family-based factors, Zayed (2007) proposes that families use punishment as the only method of reforming children's behaviour and raising them up. Another factor that clusters under the umbrella of school is the teacher. It is evident that some teachers are not qualified enough to discipline students by any means other than corporal punishment (Moussa, & Al Ayesh, 2009). This could be traced to the fact that corporal punishment is thought of as being the only way to maintain teachers' respect (Salama, 2000). Traditionally, teachers use it for being the most common tool to control the class because they are not trained on any other techniques during the university time or later in the school, or they use corporal punishment for other reasons such as forcing students to pay school fees and extra classes. Research has been done into the use of corporal punishment in schools. However within the African context limited research such as that of Morell (2001), and Roos (2003) amongst others attempt to provide explanations of why the shift away from corporal punishment has been difficult for teachers. Gale, Furlong, D'Incau, and Morrison (2004) warn that intimidation and bullying could cause psychological harm, to not only the victims but also bystanders. In addition to the psychological harm caused through violence or situations in which there is a threat of violence, developmental harm may also occur in the form of anxiety about the threats of the likely harm. When this happens anxiety of this sort can disrupt the educational process.

According to UNICEF (2007), nearly 60% of all parents in Jordan believe that corporal punishment is ―an effective child-rearing method" (p. 3) in the home, and a similar percentage believe that corporal punishment should also be used in the schools (Elayyan, 2007). Moreover, the majority of Jordanian parents believe that hitting children in the home or in school is justifiable when a child disobeys a task, breaks a rule, fights with another child, or performs poorly on his/her or academics (Elayyan, 2007). Furthermore, Lwo and Yuan (2010) point out that arguments for the positive effects of corporal punishment continue to be made today; a major argument is that corporal punishment improves children‘s classroom behaviour because it is ―a very clear, specific, and obvious consequence" (p. 9).

Non-Traditional Methods

Fields and Bosser (2002) proposed a model which provide the ideal balance which is called the constructivist model. Through this model students can learn from their own experiences and make informed logical choices. Kounin (1977) agreed that this constructivist model works towards self-determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result they are encouraged to think about the effects of their actions on others. The model involves guidance by adults and the exploration of consequences of negative actions. While children are able to become involved in decision-making, they get the chance of co-operating and making an intelligent and informed decisions. Whenever they choose to display negative behaviour they understand that they are choosing the negative consequences that result from those behaviours. This shared-power model results in high self-esteem, good social skills, general competence and self-discipline. Fields and Bosser (2002) stress that having mutual respect between adult and child is crucial to the success of the constructivist approach to discipline. They add that this type of relationship results from taking time to get to know the students and building positive relationship from taking with them.

Curwin and Mendler (2008) agreed that instead of trying to solve the discipline problem it may be wiser to positively affect the lives of children. They add that building and maintaining positive relationships with the students would decrease the frequency of certain negative interactions between teacher and students. Some of the ways of developing these positive rapport with students suggested by them are:

i. Pay attention to the small details which make the classroom welcoming.
ii. Greet students
iii. Notice and build on students strengths
iv. Tell personal stories
v. Call students by name
vi. Teach empathy
vii. Let them see who you are
viii. Have fun with them
ix. Listen to them
x. Use non-verbal messages
xi. Say no respectfully (p. 49)

Fields and Fields (2006) also agree that teacher-child relationships are a critical part of teaching, and that teachers need to build positive relationships with children in order to influence their behaviour and thoughts. This, they claim, creates harmonious classrooms that are conducive to learning, as self-esteem, confidence and feelings of security are encouraged. Along with positive relationship, there is the suggestion by researchers that keeping students engaged during class time would help to eliminate disruptions and reduce general indiscipline. For instance, Curwin and Mendler (2008) state that the best way to prevent behavioural problems is to engage students with lessons that are interesting and entertaining. They suggest that teachers take into consideration the multiple intelligences and learning styles in the classroom, teach with energy and enthusiasm, make their objectives clear from the outset, use informed grouping tactics and incorporate games into the lessons.

Clements and Sova (2000) added that one of the most important aspects of managing student behaviour is to ensure that teaching practices and classroom organization are appropriate to the needs of the learner. These strategies are expected to reduce the chances of boredom as students become motivated to be involved Fields and Fields (2006) add that sometimes the cause of inappropriate behaviour is that children have learned inappropriate role models. Children today are bombarded with all forms of violence on television, movies, and cartoons and more importantly on the video games which they play. In order to counteract such pervasive influences adults must provide positive modelling for pupils to emulate to bring a desire behaviour. This strategy can also be helpful for providing students with an example to imitate. Fields and Fields (2006) agreed that students with the examples of admired adults as they construct their own ideas of appropriate behaviour.

Over and over again, research findings demonstrate that children learn how to treat one another from the way they are treated by their teachers and parents. According to Lane (1986), students learn behaviours such as dealing with anger or pain, responding to the anger of others, and dealing with personal problems from the way they see adults behave in such situations. The styles of interaction which students adopt are highly influenced by the interaction styles of adults in their lives. As such, teachers and parents who exhibit very controlling behaviour are setting an example of demanding their own way without regard for others (Fields & Fields, 2006). It follows therefore, that when adults create a culture of sensitivity, respect and kindness, these result in students who treat each other with respect and consideration.

The strategies outlined above seem to focus mainly on classroom discipline. However, Clements and Sova (2000) believed that schools need a team approach in dealing with indiscipline, adding that every school needs a nucleus of staff trained in non-violent physical crisis intervention that can respond by restraining and removing violent and non-compliant students. They proposed that schools take a holistic discipline approach to combat the increasing problem of violence disruptive behaviour. They have outlined a school-wide discipline model which is proactive and comprehensive but includes elements of traditional disciplinary methods. They advise that school staff should first be trained in effective communication and mediation skills as well as non-violent physical crisis intervention techniques. After the completion of training, there should be communication with parents in the form of seminars whereby the school‘s vision for a safe school is explained. Next, as with traditional methods school rules are to be developed based on discussions and input of all members of staff. Each teacher is to then develop with his or her class the individual classroom rules. All of the school and class rules must be clearly communicated to parents along with a request for their cooperation. Curwin and Mendler (2008) agreed that an effective discipline approach involves a united effort by the entire school. They have outlined 12 processes that form the foundation of any effective discipline programme which includes:

i. Let students know what you need

ii. Provide instruction that match the students‘ level of ability.

iii. Listen to what students are thinking and feeling

iv. Use humour

v. Vary your style of presentation

vi. Offer choices – ‗You can do your assignment now or during recesses.

vii. Refuse to accept excuses -accepting excuses, teaches the students how to be irresponsible

viii. Legitimise behaviour that you cannot stop – e.g. If there are daily paper airplanes buzzing past your ear, consider spending 5 minutes a day having paper airplane contests. When certain types of misbehaviours are legitimised the fun of acting out fizzles.

ix. Use hugs and touching – pat on the back, high five, and handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.

x. Be responsible for yourself and allow the kids to take responsibility for themselves you are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.

xi. Realise and accept that you will not reach every child – Some students must be allowed to choose failure.

xii. Start fresh every day. (p. 120)

2.8 Summary

The literature review reveal that the definition of what constitutes corporal punishment and discipline varies among individuals. Whiles some school of thought define corporal punishment as causing physical pain deliberately to change behaviour that could be in the form of hitting, slapping, spanking, punching and pinching using objects such as sticks, belts, and paddles other are of the view that corporal punishment implies lawmaking, penalisation, finding guilty, pronouncing a sentence. In this case, it serve as a method use in reducing the incidence of one's behaviour either by deterring the potential offenders or by incapacitating and preventing them from repeating the offence of by reforming them into law-abiding student.

While some are in agreement that discipline can be described as the techniques that caregivers, including teachers, implement in the attempt to increase compliance and discourage behaviour deemed inappropriate others believe that it can be defined as the behaviours that caregivers engage in order to modify and control a child‘s behaviour as ―control techniques" that range from an angry glance to physical punishment. Whatever the definition being used, another group of researchers contend that it is imperative that that definition be made known to all parties involved in order to avoid miscommunication.

Another issue that came to the fore was the nature of indiscipline in schools. Indiscipline was compositely defined as unruliness, insubordination, disorderliness, and disruptiveness. Examples of cases of indiscipline in our educational institutions include rioting, vandalism, occultism, theft, rape, drug abuse, watching of pornographic films on phones, teenage pregnancy and lately examination malpractices. However, in relation to preschools, examples of cases of indiscipline include irregular in school attendance, coming to school late, distraction of others, disrupt class room activities, and vandalize other pupils among others.

The overwhelming reasons of given punishment in schools could be classified into two; teacher-based reasons and pupil-based reasons which are relevant to the current study. All of these reasons in some way affect many of our pupils and are often interrelated. As an old saying goes, ―Spare the rod, spoil the child." Corporal punishment was viewed as an efficient way to teach pupils correct behaviours and to make them study harder. From research as well as newspaper articles, it is evident that corporal punishment is still viewed by some as having a place in education. Many teachers feel that without corporal punishment classrooms are out of control.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, study area, population of the study, sample and sampling techniques, research instruments, and data analyses techniques.

3.1. Research Design

The choice of a particular research design depends on the nature of the study to be conducted. A study that aims at ascertaining and describing the state of a given phenomenon will require a different design from a study that seeks to investigate say the effect of a particular teaching method on a given class or learners (Hoyle & Wallace, 2005). Research design, according to Burns and Grove (2003) is ―a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings" (p. 195). Research design, therefore, is seen as a comprehensive plan, framework, or blueprint of the research which stipulates the general statement of the various methods used and guides the collection and analysis of data collected. In simple terms, research design is a guideline processes that helps a researcher focus exactly on the problem under investigation by controlling all factors that may influence the validity and reliability of the findings. Conventionally, such a design is made up of four key components: research questions, determination of the data to be collected, data collection methods, and data analysis (Creswell, 2007).

This study was carried out using a cross-sectional survey research design to investigate teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality of the Greater Accra Region of

Ghana. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Bryman, 2001). Cross-sectional survey was also appropriate because data could be collected from a section of a population in a short time and then results generalized to represent the entire population of the study (Creswell, 2003). As noted by Yin (2014), a survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members.

To be able to gather the necessary data, the researcher utilized the descriptive method, using quantitative research approaches. The descriptive research design is a study designed to depict the participants in an accurate way (Kowalczyk, 2016). According to Kowalczyk, descriptive research is all about describing people who take part in the study. It is also to describe the current characteristics, attitudes, opinions, ideas and measures taken by the respondents. This design is the method of choice, because it explains phenomena from the person being studied (Patton, 2002) and produces descriptive data from the respondents' own written or spoken words (Amin, 2005). Creswell (2003) is of the view that, descriptive study is used in collection of data, measurement, classification, analysis, comparison and interpretation of data. Orodho (2010) also described descriptive study as collecting information by interviewing or administering questionnaire to a sample of individuals and it can be used when collecting information about people's attitude, opinions, habits or any of the variety of education or social issues. Again, Patton (2002) said that the descriptive design interprets, synthesizes, integrates data and points to implications of the study. This design enabled the researcher to obtain information from sample of individuals' representative of the entire population. This design was adopted because it has the advantage of providing useful information from a large group of people.

This design enabled the researcher to get a broad and accurate views or responses on issues concerning teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana. It provided a meaningful picture of events and sought to explain teachers‘ behaviour on the basis of data gathered. Descriptive design was considered appropriate for the present study because the researcher used questionnaire for the study to seek information from the respondents in order to generalize. The design also enabled the researcher to describe the prevalence status of corporal punishment and its effects in the study area in detail by using only a small selected sample size from the context of the geographical setting of the study area. The main concentration was to collect data for making future plans or decisions.

Also, quantitative oriented approach and open – ended questions enabled the respondents to widely express their views on the subject under investigation. Moreover, this helped to achieve high validity of results and can therefore be used to construct more complex research problems (Creswell, 2009). This also allowed simultaneous description of views, perceptions and beliefs at any single point in time (Cohen, Manion & Morrison, 2007). It is also considered appropriate as it helps researchers to investigate the issue raised in the study.

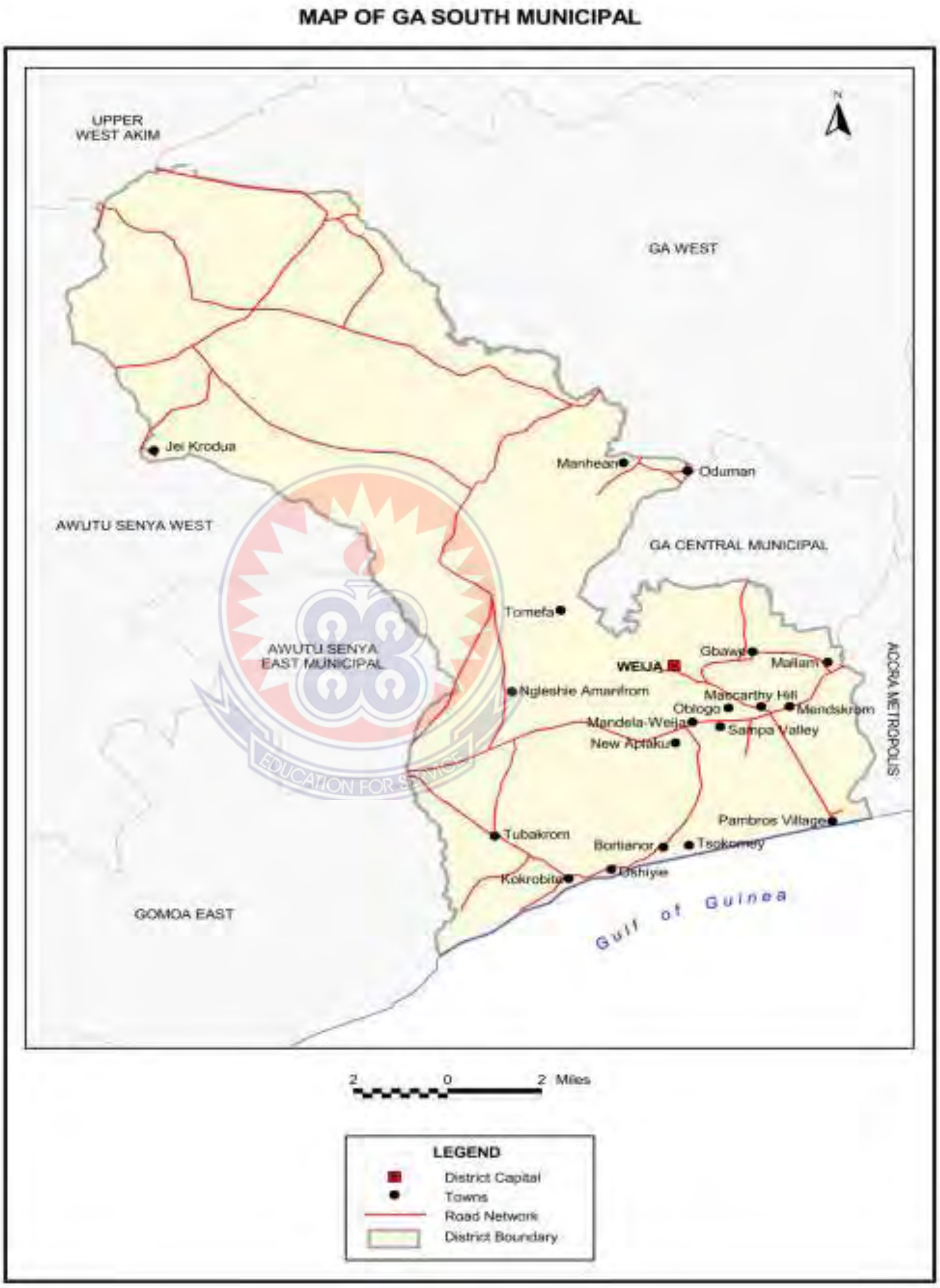
3.2 Study Area

The Ga South Municipal was carved out from the Ga West District in November 2007 and was established by Legislative Instrument 2134 in July 2012 with Weija being the Municipal capital. It lies at the South Western part of Accra and shares boundaries with the Accra Metropolitan Area to the South-East, Ga Central to

South-East, Akwapim South to the North East, Ga West to the East, West Akim to the North, Awutu-Senya to the West, Awutu-Senya East to the South-East, Gomoa to the South-West and the Gulf of Guinea to the South. It occupies a total land area of about 341.838 square kilometers with about 95% settlements. The 2010 Population and Housing Census put the total population of the Municipality at 411,377 representing about a tenth (10.3%) of the region‘s total population. Males constitute 48.9 percent of the population and females represent 51.1 percent (Ghana Statistical Service, [GIS] 2014). The population of the Municipality is youthful (36.1%) depicting a broad base population pyramid which tapers off with a small number of elderly persons (6.5%). The total age dependency ratio for the Municipality is 63.0, the age dependency ratio for males is higher (64.6) than that of females (61.6).

The economic activities in the Municipality include cassava production for industrial starch, fishing at the Weija Lake, large scale quarrying activities in the north-eastern part, shopping mall, constructional works, financial institutions and telecommunication services. These activities inject huge capital investments into the Municipality and serves as a foundation for local economic growth. The structure of the local economy is predominantly agriculture, followed by the industrial and the services sectors. The Municipality is linked by all kinds of roads which facilitate varied economic activities within and outside the area. The main form of employment in the Municipality is the private informal sectors that are self-employed without employees.

The Assembly provides education to the entire municipality through the Municipal Education Directorate whilst the Municipal Coordinating Directorate provides the infrastructural needs of public schools in the Municipality. There are also private basic and Senior High Schools in the Municipality. Also in the Municipality are tertiary institutions such as West End University, Kings University, Regent University, Jayee Professional Institute and University of Management Studies. A pictorial representation of the municipality is presented in Figure 1


MAP OF GA SOUTH MUNICIPAL
N
UPPER WEST AKIM
GA WEST
Jei Krodua
Manhean
Oduman
AWUTU SENYA WEST
GA CENTRAL MUNICIPAL
Tomefa
AWUTU SENYA EAST MUNICIPAL
WEIJA
Gbawe
Mallam
Ngleshie Amanfrom
Mccarthy Hill
Oblogo
Mendskrom
Mandela-Weija
Sampa Valley
New Aplaku
ACCRA METROPOLIS
Pambros Village
Tubakrom
Bortianor
Tsokomey
Kokrobite
Oshiyie
Gulf of Guinea
GOMOA EAST
2 0 2 Miles
LEGEND
District Capital
Towns
Road Network
District Boundary

Source: Ghana Statistical Service, GIS (2014)

Figure 2: Map of Ga South Municipal

3.3. Population of the Study

According to Dumais, Coates, and Richardson, (2011), population of a research comprises all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher. In like manner, Mugenda and Mugenda (2003), defined a population as a complete set of individuals, cases or objects with some common observable characteristics. In simple terms, population refers to entire group of individuals, events or objects having common observable characteristics. Castillo (2009) differentiates between the two types of population, that is target population and accessible population. The target population is the total group of subjects to which a researcher would like to generalize the results of a study and accessible population is the group of subjects that is accessible to the researcher for a study from which the study sample can be drawn (Castillo, 2009). The target population consists of all public kindergarten school teachers in the Greater Accra Region of Ghana. According to statistics released by Ghana Statistical Service (2014), there are 1, 624 public kindergarten school teachers in the region, with 133 (8.2%) being male and 1, 491 (91.8%) being female. The accessible population on the other hand consist of all public kindergarten school teachers in the Ga South and Ga Central Municipal Assemblies. Statistics released by both Municipal Assemblies Education Directorate office put the total number of public kindergarten schools at 171 with 342 teachers. The district has 8 circuits which are managed by 8 circuit supervisors.

3.4 Sample Size

A sample is a subset of the population being studied (Crossman, 2013). In order words, it represents the entire population and is used to draw inferences about that population. According to Mugenda and Mugenda (2003) ―generally the sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population" (p. 16). Gay, Mills, and Airasian, (2009), is of the view that at least twenty percent of a population of 100 and above forms a representative sample for descriptive survey.

In the current study, a total of 160 public kindergarten school teachers from 8 circuits in the Ga South Municipal Assembly were sampled for the study. The justification for this sample size was for the researcher to be able to get a more reliable and accurate data on the population under study. This was because all the one hundred and sixty (160) public kindergarten school teachers selected for the study are expected to enforce discipline in one way or the other with the aim of guiding the pupils to form a better behaviour towards themselves and the environment. The decision to arrive at this sample size was based on the recommendation of Nwana (2007) that ―if the population is a few hundred, a 40% or more sample size will do for descriptive survey" (p. 72). Therefore, this study used 46.8% of the accessible population.

3.5 Sampling Techniques

According to Mertens (2010) sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. Firstly, convenience sampling technique was used to select the district, that is, Ga South Municipal Assembly. According to Agyedu, Donkor and Obeng (2013), convenience sampling technique is an approach where a sample is selected according to the suitability of the researcher. In the view of Agyedu, et al., the suitability may be in respect of availability of data, accessibility of the subjects, among others. Ga South Municipal Assembly was conveniently chosen because of its proximity and accessibility to the researcher. Secondly, all circuits in the municipality were purposively selected for the study. Purposive sampling, in the view of Babbie (2007), is selecting a sample ―on the basis of your own knowledge of the population, its elements, and the nature of your research aims" (p. 75).

Simple random sampling technique which provides samples with equal opportunity to be randomly selected was used to select a total of seventy (70) preschools in the district. Numbers 1 – 70 were written on pieces of paper including thirteen blank papers for the all preschool headteachers to pick. The researcher moved from one preschool to the other and in each case gave the opportunity to the headteacher or the assistant headteacher of those preschools to pick a paper from the box containing the papers. The schools whose headteachers picked papers with numbers on them were included in the study while those school whose headteachers picked blank papers were not included in the study. Therefore, out of the total eighty-three (83) school 70 were randomly selected for the study. Out of the 70 selected schools, 10 were double streams. Purposive sampling technique was used to select all the preschool teachers in the 70 sampled schools in the study area. There were 160 preschool teachers in the 70 sampled schools. All the 160 teachers were purposely sampled for the study. However, in all, one hundred and fifty-six (156) preschool teachers duly completed and returned the questionnaire for analysis and this represents 97.5% of a total of one hundred and sixty (160) administered questionnaires for data collection. Hence, 156 questionnaires were used in the data analysis.

3.6 Research Instrument

Vogt (2007) advances that when deciding on a data collection method one must be practical but also be guided by the nature of the research problem and the characteristics of the respondents. In consideration of the Vogt‘s assertion, the primary data collection instrument was the questionnaire (see Appendix A). The questionnaire was a self-constructed semi-structured instrument and named ―Corporal Punishment Perception Index (CPPI)". The CPPI was designed to collect information on what teachers perceive as influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana. The questionnaire contained 52 closed-ended items with one opened-ended item.

The CPPI was divided into five main sections. As part of the first section (Section A), the questionnaire has an introduction which assured respondents of confidentiality and anonymity. Section A, also sought information on personal data of the respondents (6 items). The background information include: gender, class taught, age, educational qualification, area of specialization and professional teaching experience of respondents. The second part, Section B, consisted of fifteen items which were designed to investigate the commonly administered form of corporal punishment by preschool teachers in the Ga South Municipality. The third sub-scale (Section C) was made up of eleven items and it explored teachers‘ perceptions of the usefulness or the efficacy of corporal punishment in enhancing pupils‘ learning and discipline in preschools in the Ga South Municipality. Section D, was made up of fifteen items and they were designed to quickly, easily and accurately elicit preschool teachers‘ views on the efficacy of corporal punishment on pupils‘ behaviour. And finally, Second E, aimed at enumerating alternative (non-intrusive) forms of behaviour management systems that are adopted by preschool teachers in the Ga South Municipality. Five structured items and an opined-ended section were provided to allow the respondents to enumerate the alternative forms of behaviour management systems that they adopt in managing pupils‘ misbehaviour. In order to yield quantitative data the researcher utilized the Likert Method. For each of the questions asked, respondents were provided with four choices, each representative of a different level of agreement. The respondents selected an option that best described their perception from a choice of Scale: Strongly Disagree (SD = 1), Disagree (D = 2), Agree (A = 3), Strongly Agree (SA = 4) for each of the items on the survey.

3.7 Pilot Testing

The strength and weakness of the Corporal Punishment Perception Index (CPPI), was pre-tested in a pilot study conducted in the Ga Central Municipality in the Greater Accra Region of Ghana. The pilot study was meant to determine the strengths and weaknesses of the questionnaire, in terms of question format, wording and order of items. It was also meant to help in the identification of question variation, meaning, item difficulty, and participants‘ interest and attention in responding to individual items, as well as to establish relationships among items and item responses, and to check item response reliability (Mertens, 2010; Gay, Mills, & Airasian, 2009). Awanta, and Asiedu-Addo (2008) asserted that pilot-testing the instruments enabled the researcher to modify items that were difficult to understand, reduce ambiguities and incorporate new categories of responses that were identified as relevant to the study. Pilot testing is again essential since according to Creswell (2009) ―it not only helps to establish content validity or the extent to which the items measure the constructs in its entirety but also improve the format, and general improvement of the questions and the scale being used" (p. 150).

In this current study, a total sample of twenty (*n* = 20) preschool teachers were conveniently sampled for the pilot testing. The researcher used this sampling technique after taking into consideration time and other resources at her disposal. The researcher chose the municipality because it was deemed to have exhibited the similar characteristics as the municipality of interest to the researcher. The pilot-test helped the researcher to ensure the validity and reliability of the questionnaire. Based on the results of the pilot testing phase the items on the original instrument were reviewed. The original questionnaire comprised seventy (70) items but was subsequently reviewed after rigorous testing process to fifty-two (52).

3.8 Validity

Validity refers to the extent to which the research instrument serves the use for which it is intended (Seidu, 2006). The validity of the research instrument (questionnaire) was ensured by assessing the items in the questionnaire during their construction and by pilot-testing. After developing the research instruments, a group of graduate students from the University of Education, Winneba and other teachers from some preschools in Winneba, were requested to carefully and systematically scrutinize and assess the instrument for its relevance and face validity. The feedback from the graduate students and teachers were factored into the final preparation of the instrument. Issues such as length of the items and general format of the questionnaire were some of the concern pointed out to the researcher during the scrutiny stage.

Expert judgment ensured content validity too. Content validity of an instrument focuses on the extent to which the content of the instrument corresponds to the concepts it is design to measure (Agyedu, Donkor & Obeng, 2013). They opine that, the usual process of establishing content validity is to examine the objectives of the instrument and compare to its content. Content validity was ensured by critically developing the items or questions within established theoretical framework. Again content validity index was calculated to ensure validity. To establish content-validity index of the instrument, drafts of questionnaire was given to the research‘s supervisor and two other lecturers, who were content experts in the area of the current study. The experts were requested to specify whether an item on the instrument was necessary operating a construct in a set of items or not. To this end, the raters were requested to score each item from 1 to 3 with a three-degree range of ―not essential, useful but not essential, and essential" respectively. For the questionnaire, 80 items instrument was submitted to the raters.

The number of items on the questionnaire rated essential by the expert combined was 75 + 78 + 76 = 229. The total number of items rated were 240, thus 80 + 80 + 80 = 240. Dividing the relevant rated items by the total number of items is 229 ÷ 240= 0.95. This gave Content Validity Index of 0.95 to the questionnaire implying that the instrument would elicit the right data for the study. According to Polit and Beck (2006) content validity ratio varies between 1 to -1. Outcome from the raters' indications were analyzed to establish the degree of convergence using the Content Validity Index (CVI) formula given by Polit and Beck (2006).The questionnaire was then modified accordingly for use in the field. The refining of the items in the questionnaire was intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items.

3.9 Reliability

Reliability is important criteria for evaluating quantitative instrument. According to Howell (2002) reliability is the consistency with which the instrument measures the target attribute. This means that administering the same instrument by various researchers will provide the same results under comparable conditions. According to Garson (2006), reliability can be estimated in one of the following four ways; inter-rater reliability, split-half reliability, test-retest reliability, and internal consistency.

In this study, internal consistency was tested on the questionnaire (Corporal Punishment Perception Index (CPPI)) by means of Cronbach Alpha statistics with the help of SPSS package version 20. Cohen (2009) asserted that Cronbach Alpha is the most common means of testing internal consistency of a research questionnaire instrument. Cronbach's Alphas for each sub-scale under sections two to five of the questionnaire were as follows: Section A ($\alpha = 0.87$), Section B ($\alpha = .91$), Section C ($\alpha = .89$), Section D ($\alpha = 0.94$), and Section E ($\alpha = 0.80$). However, an overall Alpha (α) value of 0.95 was attained on the instrument. This indicated that teachers in the pilot-testing consistently responded to most of the items in the questionnaire for the final draft of Corporal Punishment Perception Index (see Appendix A). Cohen, Manion and Morrison (2007) suggested that the reliability level is acceptable at 0.8. As a rule of thumb values less (<) 0.60 are unaccepted low reliability, 0.60 to 0.69 marginally/minimally reliable, 0.70 to 0.79 are reliable, 0.80 to 0.89 are highly reliable and above (>) 0.90 are considered very highly reliable (Bryman 2001). The reliability results implied that the tool was suitable for assessing teachers' perception of the influence of corporal punishment on preschooler' behaviour in the Ga South Municipality in the Greater Accra Region of Ghana.

3.10 Data Collection Method

In this study the primary instrument for data collection was the questionnaire. The online Web Center for Social Research Methods (2008) proposed that the questionnaire can be administered by mail, individually, or as a group administered questionnaire. The questionnaire was administered to and collected from the teachers by the researcher and four trained research assistants (group administered questionnaire). Direct delivery and retrieval system was used. This method of administering the questionnaire was endorsed by Best and Kahn (2006) who posited that it has many advantages for the researcher. They explained that the researcher has an opportunity to establish rapport with the group, clarify the purpose of the study and attend to any requests for clarification of items that are not understood. Best and Kahn (2006) also highlighted the time and cost savings that are realized by having a group of participants in one place at the same time. The method of data collection enabled the researcher to recover most of the instruments from respondents. In a meeting, the researcher gave a brief overview of the study, addressed concerns teachers had about the study, and solicited their consent to participate in the study. The researcher assured them of confidentiality and their informed consent.

3.11 Data Analysis

Data analysis refers to the systematic organization and synthesis of research data, and the testing of research hypotheses (Burns & Grove, 2003). In simple terms, data analysis is the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions which guide the research. The quantitative data from the questionnaire instrument was first examined, sorted, edited, summed and the resulting scores for Corporal Punishment Perception Index was transcribed in a tabular format for analysis. Vogt (2007) confirms that this ―format is ideal for further analysis using spreadsheet software such as excel or statistical packages such as SPSS" (p. 28). In the spreadsheet, each row in a table represented a specific student and each column represented a different variable.

Descriptive statistics such as the frequencies, percentages, means and standard deviations were calculated. The findings were reported in a discussion format. According to Gall, Gall, and Borg, (2007) descriptive statistics not only allows the researcher to use numbers but also provides the researcher with data that allow for inferences on the population and directions for answering the research questions. The returned questionnaires were scored and coded for analysis and answering of the research questions. An item-by-item analysis of data was conducted. The percentage of the total sample responding to each question was given. The data was presented according to the responses and or the views of the respondents. Numerical scores were assigned to them to indicate possible relationship in responses of the respondents and then frequency lists were drawn. The scores assigned to the responses were easily analyzed using frequency counts. These easily allowed the researcher to access data and interpret results for statistical analysis provided. During the analysis, similar scales were collapsed to form one scale for easy analysis and interpretation. That is, strongly disagree and disagree were merged to form disagree while strongly agree and agree were merged to form agree. A summary of conclusion and findings were provided, based on the findings and supported with literature. Also, tables were presented with descriptions and discussions of some major aspects that addressed the research questions raised. Inferential statistics, ANOVA and *t*-test, were also used to analyze and test the research hypotheses.

3.12 Ethical Considerations

In conducting this study it was important for the researcher to do so bearing certain ethical considerations in mind (Creswell, 2007; Flick, 2011). Creswell (2007) tells that in order to gain right of entry we must find a gatekeeper; an individual who gives the researcher the right of entry. In the context of my study this individual was the Municipal Director of Education in the study area. Thus, the researcher solicited an appointment with the Principal and explained as much as possible my research interest and purpose. In order to further gain the director‘s trust and approval, the researcher forwarded a written application letter seeking for permission to conduct this study in the Ga South Municipality from the Department of Early Childhood Education, University of Education, Winneba. The letter from the department outlined the purpose of the research, the research procedures, the average amount of time required to conduct the research, the risks involved, the benefits to the participants, the issue of confidentiality, the right to withdraw from the study and the procedures to be followed should any participant require information regarding the study. The director of Education in turn gave permission letter to the researcher for the study to be carried out in the various preschools in the municipality.

The approval letters from the District Educational Directorate were used to solicit permission from school heads to administer the questionnaire to the teachers. To establish a close relationship with the teachers, the Heads convened a short meeting with the teachers to seek their maximum support. At the meeting, the researcher gave a brief overview of the study, addressed concerns teachers had about the study, and solicited teachers consent to participate in the study. The researcher assured them of confidentiality and their informed consent. The research has not personalized any of the respondent‘s response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Overview

This chapter presents the findings and discussion of the study. The chapter is organized under four major sub-sections, A, B, C and D and the results presented in three parts. The first part (Section A) presents the results of the demographic characteristics of the respondents. The second (Section B) and third (Section C) parts present the findings to the research questions and hypothesis respectively. Finally, section D presents a discussion on the findings and a summary of the chapter.

The findings were obtained by employing semi-structured questionnaire. Statistical Product for Services Solution (SPSS version 20) was the statistical software package used in analyzing the quantitative data (data from questionnaire). Statistical analyses include descriptive statistics (frequency, percentage, mean and standard deviation scores) and inferential statistics such as t-test and One-Way ANOVA. The data was analysed and presented in a format that would be interpretable by all consumers of this study, inclusive of preschool teachers, head teachers, circuit supervisors, and municipal education director in the study area a. Consequently, diagrems and tables were presented where practicable to aid in understanding of the written material. In all, one hundred and fifty-six (156) preschool teachers duly completed and returned the questionnaire for analysis and this represents 97.5% of a total of one hundred and sixty (160) administered questionnaires for data collection. Hence, 156 questionnaires were used in the data analysis.

4.1 Section A: Demographic Characteristics of the Respondents

In order to be able to determine the reliability of the data collected on the study and draw inferences, the researcher sought information on issues relating to the demographic characteristics of respondents involving preschool teachers in the Ga South Municipality in the Greater Accra Region of Ghana. A self-constructed semi-structured questionnaire was administered to teachers teaching in preschools in the study area. The demographic characteristics of the teacher respondents centered on their gender, age, academic qualification, number of years they have been teaching, identification of school educational qualification, area of specialization and professional teaching experience and the class level they were teaching as at the time for the study. Frequencies and percentages, were used to present the demographic data. Table 4.1 presents the demographic characteristics of the preschool teacher respondents.

Results presented in Table 4.1 show that out of the 156 teachers, 49 representing 31.4% were male while 107 representing 68.6% were female. This discrepancy in the distribution of teachers by gender could be attributed to the fact that, generally there are more female teachers in Ghanaian basic schools than male teachers. This supports the earlier observations made by Casely-Hayford (2007), that females prefer teaching to other professions. This findings also confirms regional statistics released by Ghana Statistical Service (2014), which indicated that there are more female teachers in the preschool in the Greater Accra Region than male teachers. The results also indicated that 67 (42.9%) of the teachers were teaching in kindergarten 1 and the rest (*n* = 89, 57.1%) were teaching in kindergarten 2. The age characteristics of the teachers who participated in the study indicated that majority of them were from 39 years and below. For example, it is evident from Table 4.1 that 26

(16.7%) of the respondents were below 20 years; 56 representing 35.9% fell between the ages of 20 – 24 years; 23 of the respondents representing 14.7% were between 25 – 29 years; 25 (16.0%) were between 30 – 34 years and 17 (10.9%) were also within the 35 – 39 years age range. The result on the age characteristics of the teacher respondents is an indication of the fact that, majority of the respondents are youth and active. The future of every nation is largely dependent on the youth as such, the number of youthful people interested in teaching in preschools is therefore seen as very significant and encouraging.

Table 4. 1: Demographic Characteristics of the Participants

Variable	Categories	Frequency	Percentage
Gender of Teachers	Male	49	31.4
	Female	107	68.6
Class Taught	KG1	67	42.9
	KG2	89	57.1
Age of Teachers	Below 20	26	16.7
	20 – 24	56	35.9
	25 – 29	23	14.7
	30 – 34	25	16.0
	35 – 39	17	10.9
	40 – 44	4	2.60
	45 – 49	3	1.90
	50 and above	2	1.30
Teachers' Academic Qualification	Post Sec. Cert A.	11	7.10
	Diploma	43	27.6
	Bachelor's Degree	66	42.3
	Others	35	22.4
Specialized Area	Early Childhood Education	65	41.7
	Basic Education	35	22.4
	Others	56	35.9
Years of Teaching Experience	Below 2 years	20	12.8
	2 – 5 years	87	55.8
	6 – 10 years	26	16.7
	11 – 15 years	9	5.80
	16 – 20 years	9	5.80
	21 years and above	5	3.10

Source: Field Data (Questionnaire 2018)

Findings on Table 4.1 further reveal information about the respondents' highest academic qualification. The result indicate that out of the 156 teachers who participated in the study, 11 (7.1%) hold Post-Secondary Certificate A, 43 representing 27.6% hold Diploma, 66 (42.3%) of them hold bachelor's degree and 35 representing 22.4% hold other certificates (HND and Masters). This implies that teachers teaching in the preschools in the Ga South Municipality in Greater Accra Region meet the minimum requirement in terms of academic qualification to teach at the preschool in Ghana. This supports earlier observations made by Darling-Hammond (2010) that the highest quality teachers are those capable of helping their students to learn. The fifth item on the bio data section on the questionnaire sought to find out the area of specialization of the respondents. The results as shown in Table 4.1 suggest that majority of the teachers were specialists in early childhood education (*n* = 65, 41.7%), 22.4% (*n* = 35) were specialists in basic education and 56 representing 35.9% were teachers who had their specialization in certain area other than basic or early childhood education.

And finally, Teacher experience is another key variable that has great influence on teachers' professional behaviour and students learning outcome (Cimbriz, 2002). Based on this assertion, an attempt was made by the researcher to find out from teachers teaching in preschools in the study area the number of years they had taught. The responses are summarized in Table 4.1. The results indicate that greater number of the teacher respondents numbered 87 representing 55.8% had taught for between 2 – 5 years, followed by 26 representing 16.7% who had taught for between 6 – 10 years. It is also evident that 20 representing 12.8% indicated that they had also taught for less than 2 years, while 9 representing 5.8% had taught for between 11 – 15 years and 16 – 20 years respectively. Finally, 5 representing 3.1% indicated they had taught for 21 years and above.

The results imply that a substantial number of the respondents are younger and have less teaching experience and therefore may be familiar with recommended child-centered theory underling disciplining pupils in order to promote learning in our preschools. This view supports Rivkin, Hanushek, and Kain‘s, (2005) idea that a young beginner teachers are effective as teachers in preschooler than those with more years of teaching experience. This, in the view of Rivkin, Hanushek, and Kain, is true because the younger teachers mostly are exposed to new developmentally appropriate practices of teaching pupils.

4.2 Findings in Relation to the Research Questions

Research Question 1: What are the commonly administered form of corporal punishment in the Ga South Municipality?

Findings on the first research question are presented in Table 4.2

Table 4. 2: Commonly administered form of corporal punishment in the Ga South Municipality

	Statement	D (%)	A (%)	*M*	*SD*
1	Scolding and verbal assault to the pupil by teachers is very common in my school	123(78.8)	33(21.2)	2.2	0.4
2	Most teachers in my school make the pupil to stay back after school as a form of punishment	125(80.1)	31(19.9)	2.2	0.4
3	Sending the pupil out of the class is one of the corporal punishment most teacher employ on pupils in my school	87(55.8)	69(44.2)	2.4	0.5
4	Kneeling down of pupils for misconduct is a common practice in my school.	68(44.2)	86(55.8)	2.6	0.5
5	Pupils standing up for long hours is one of the corporal punishment most teachers in this school use.	80(51.3)	76(48.7)	2.4	0.5
6	Flogging the pupil with stick or cane is common practice in this school.	42(26.9)	114(73.1)	2.7	0.5
7	Giving the pupil knock on the head is a common practice in this school by teachers.	45(29.2)	109(70.8)	2.7	0.5
8	Most teachers are used to slapping or beating the pupil with their hands.	119(76.3)	37(23.7)	2.2	0.4
9	Kicking and pushing the pupil with legs is one of the most frequent corporal punishment most teachers in this school use.	131(84.0)	25(16.0)	2.2	0.4
10	Pulling the pupil‘s ear or hair is an example of corporal punishment used in my school.	26(16.6)	130(83.3)	2.9	0.4
11	Most pupils are spanked by their teachers for misbehaving in this school.	45(28.8)	111(71.2)	2.7	0.5
12	An example of punishment teachers in my school use is shaking the pupils	138(88.5)	18(11.5)	2.1	0.3
13	Some teachers use various objects (i.e., wooden paddles, belts, sticks, pins, or others) when correcting pupils misbehaviour	151(96.8)	5(3.2)	2.0	0.2
14	Preventing pupils from passing urine or stool is how some teachers in my school punish their pupils	147(94.2)	9(5.8)	2.1	0.2
15	Use of excessive exercise drills (mental) is very common in this school.	61(39.1)	95(60.9)	2.6	0.5

Source: Field Data (Questionnaire, 2018)

The data presented in Table 4.2 show the mean scores for the sample ranged from a minimum of 2.0 (0.2) to a maximum of 2.7 (0.2) while the frequency ranged from a minimum of 5 (3.2%) to 151 (96.8%). According to the results as outlined in Table 4.2, when the teachers were asked to indicate the commonly administered form of corporal punishment in the study area, 86 teachers which is equivalent to 55.8% (*M* = 2.6, *SD* = 0.5) indicated that teachers instructing pupils to kneel down for misconduct was a common practice of corporal punishment in their school. The data, in the same regards indicate that 114 respondents representing 73.1% (*M* = 2.7, *SD* = 0.5) claimed that flogging of pupils with stick or cane was common practice in the study area. Similarly, the data reveal that 109 which is equivalent to 70.8% of the respondents agreed that giving the pupil knock on the head was a common practice in preschool by teachers. Furthermore, an overwhelming majority of the teachers (*n* = 130, 83.8%, *M* = 2.9, *SD* = 0.4) were of the view that pulling the pupils‘ ear or hair was an example of corporal punishment used in preschools in the Ga South Municipality. More so, 111 (71.2%, *M* = 2.7, *SD* = 0.5) of the respondents agreed to the statement that ‗most pupils are spanked by their teachers for misbehaving in this school‘. And finally, it was reveal by 95 teachers which represented 60.9% of the total sample that the use of excessive exercise drills (mental) was very common in schools in the study area.

A careful scrutiny of results presented in Table 4.2 show the non-commonly administered form of corporal punishment in the study area. The data as presented in Table 4.2 indicate that the vast majority of the teachers (*n* = 123, 78.8%, *M* = 2.2, *SD* = 0.4) disagreed to the fact that scolding and verbal assault of pupils by teachers was very common in their schools. Out of the 156 teacher who participated in the study, 125 representing 80.1% (*M* = 2.2, *SD* = 0.4) also reveal that teachers in their schools do not ask pupils to stay back after school as a form of punishment. Similarly, 87 (55.8%, *M* = 2.4, *SD* = 0.5) of the total respondents asserted that teachers in their schools do not send pupils out of the class as a form of punishment. It also came to light that a simple majority of the participants (*n* = 80, 51.3%, *M* = 2.4, *SD* = 0.5) asserted that pupils were not asked to stand-up for long hours by most teachers in their schools. Additionally, 119 respondents, representing, 76.3% were of the view that teachers are not used to slapping or beating the pupil with their hands. In the same regard, most of the teachers disagreed to the suggestion that ‗kicking and pushing the pupil with legs was one of the most frequent corporal punishment most teachers in this school use' (*n* = 131, 84.0%, *M* = 2.2, *SD* = 0.4).

The respondents also expressed their views on the use of shaking the pupils as a form of punishment. Data in Table 4.2 show that 138 (88.5) of the participants disagreed to the statement that they use shaking as a form of punishment in their schools. Item 13 on the commonly administered sub-scale in the questionnaire was ‗some teachers use various objects (i.e., wooden paddles, belts, sticks, pins, or others) when correcting pupils misbehaviour' and this item attracted the strongest disagreement among the items on the questionnaire (*n* = 151, 55.8%, *M* = 2.0, *SD* = 0.2). Finally, 94.2 % representing 147 respondents also disagreed to the assertion that, ‗preventing pupils from passing urine or stool is how some teachers in their preschools punish their pupils' (*M* = 2.1, *SD* = 0.2).

Discussion

Even though the Ghana Education Service (GES) abhors the practice of corporal punishment in schools (GES, 2001), the findings from the current study reveal that the practice of corporal punishment to preschooler was common in the study area. In this study, most of the teachers stated that the use of corporal punishment was a common practice in their schools in the Ga South Municipality. The commonly administered form of corporal punishment in the study area included kneeling pupils, flogging, knocking pupils, pulling of ear and hair, spanking and use of excessive exercise drills (mental). Given that most of the participants‘ teaching experience ranged from less than 2 to 10 years and their ages ranged from below 20 to 39, it was expected that they would be more constructivist than behaviourist in their approach to disciplining pupils. However, this was not so. This findings undermines the assumption underlying the country‘s tertiary curriculum which is used in training preschool teachers in Ghana, which is pro child-centered/constructivism (Ministry of Education, 2012). The constructivist, child-centered, curriculum broadly is mostly prone to adopting positive reinforcement system. The positive punishment and alternative ways of modifying behaviour include rewards, modeling and time-out system among others. As such, it is not farfetched to say that there is an inconsistency between theory and practice in the Ghana preschool teachers‘ education process. This conclusion may be due to the fact that majority of the teachers did not receive their professional training in early childhood education.

Again, the use of corporal punishment among Ga South Municipality preschool teachers suggests that the strategies they adopt to modify preschooler‘ behaviour are not developmentally appropriate. As reported in previous literature, corporal punishment can be barriers to children‘s intrinsic motivation (Albaiz & Ernest, 2015), and punishments are a form of social isolation (Prochner & Hwang, 2008). Developmentally appropriate discipline should be based on developing socially accepted relationships between children and teachers.

The above findings are consistent with the findings by Alhassan and Adzahlie-Mensah (2010) in their study on ―Teachers and Access to Schooling conducted in Ghana". In that study they found that if a child offends, he/she is assembled before the class members and is given strokes of canes on the buttocks in the case of a boy and in the case of a girl in the palm even though the Ghana Education Service (GES) regulation frowns on it. In the same regard a case study of parental involvement in Basic Education in rural Ghana by Ghanney (2017) concluded that verbal abuse and the practice of corporal punishment to children in school was a common occurrence in the Effutu Municipality.

In the view of Boakye (2001), the issue of corporal punishment has for long divided the Ghanaian society as a whole. There are those who endorse it on the basis of the biblical injunction of ‗spare the rod and spoil the child'. For adherents to this philosophy modern society is wayward because of the neglect of this injunction. But here are also those who are vehemently opposed to it on the ground that it is barbaric, inhuman and liable to abuse by teachers. The official policy is a compromise one: teachers can administer corporal punishment only with the permission of the head. But this is sometimes abused as teachers sometimes use their own discretion in these matters apparently without any sanctions by the head teachers.

Research Question 2: What are Ga South Municipality teachers' perceptions of the efficacy of corporal punishment in enhancing pupils' learning and discipline in preschools?

The purpose of the second research question was to investigate teachers' perceptions of the usefulness of corporal punishment in promoting pupils' learning and discipline in preschools in the study area. With regards to research question two, Table 4.3 demonstrate information about the teachers' perceptions of the usefulness of corporal punishment in promoting pupils' learning and discipline in preschools.

Table 4. 3: Efficacy of corporal punishment in enhancing pupils' learning and discipline in preschools

	Statement	D (%)	A (%)	*M*	*SD*
1	Corporal punishment is common in my school	99(63.9)	56(36.1)	2.4	0.5
2	Corporal punishment is helpful in learning process	53(34.0)	103(66.0)	2.7	0.5
3	Corporal punishment is helpful to reach my required outcomes	65(41.7)	91(58.3)	2.6	0.5
4	Corporal punishment creates warmth learning environment among pupils	87(56.1)	68(43.9)	2.4	0.5
5	Corporal punishment helps to build confidence in schools	90(57.7)	66(42.3)	2.4	0.5
6	Corporal punishment reduces violence among students in schools	76(48.7)	80(51.3)	2.5	0.5
7	Corporal punishment makes pupils smart in their daily life	73(46.8)	83(53.2)	2.5	0.5
8	Corporal punishment helps pupils to behave well in their society	49(31.4)	107(68.6)	2.7	0.5
9	Corporal punishment prepares pupils to be a good citizens in the future	45(28.8)	111(71.2)	2.7	0.5
10	Corporal punishment limits a pupil to act beyond society's norms	83(53.2)	73(46.8)	2.5	0.5
11	Corporal punishment induces individual self-control on different acts	72(46.5)	83(53.5)	2.5	0.5

Source: Field Data (Questionnaire 2018)

According to the data Table 4.3, the mean and the frequency scores obtained for each statement reveals that the majority of the teachers viewed corporal punishment as a useful tool for promoting learning and discipline among preschooler in the Ga South Municipality. As the table indicates, majority of the teachers disagreed that corporal punishment was common in their schools (63.9% disagreeing). However, more than half of the teachers asserted that corporal punishment was helpful in the learning process (*n* = 103, 66.0%, *M* = 2.7, *SD* = 0.5). Similarly, 58.3% of the respondents indicated that they agreed to the position that corporal punishment was helpful in reaching one‛s required learning outcomes. On the other hand, a slight majority of the participants disagreed to the statement that corporal punishment creates warm learning environment among pupils (*n* = 87, 56.1%). It was also reveal that 57.7% representing 90 of the respondents were of the perception that corporal punishment does not help build self-confidence in pupils.

Data in Table 4.3 further reveal that the majority of the teachers agreed that corporal punishment reduces violence among students in schools (*n* = 80, 51.3%, *M* = 2.5, *SD* = 0.5). Again, the majority felt that corporal punishment makes pupils smart in their daily life (*n* = 83, 53.2%, *M* = 2.5, *SD* = 0.5). Likewise, 107 of the teachers signifying 68.6% felt that corporal punishment helps pupil to behave well in his/her society. When the respondents expressed their views on whether corporal punishment prepares pupils to be good citizens in the future or not, the data in Table 4.3 reveal that 111 (71.2%, *M* = 2.7, *SD* = 0.5) agreed that corporal punishment prepares pupils to be good citizens in future. It was however evident that 83 of the respondents representing 53.2% indicated that corporal punishment limits a pupil to act beyond society‛s norms. And finally, the study results provided in Table 4.3 suggested that 53.5% representing 83 respondents agreed that corporal punishment induces individual self-control on different acts.

Discussion

Findings from Ga South Municipality preschool teachers in this study reveal that corporal punishment is effective for controlling deviant behaviour in pupils. Controlling means having direction over or restraining something (Gawlick, Henning & Warner, 2006). In this case the respondents are of the view that preschooler‛ deviant behaviour is restrained by corporal punishment. The findings are congruent with an assertion by Gawlick, Henning and Warner (2006) who posited that the desired outcome of physical punishment is immediate child compliance with adult directives. According to Gawlick, et al., when teachers and school heads use corporal punishment, pupils comply with their directives in order to avoid the pain that is inseparable with corporal punishment. Pupils are therefore deterred from acting in a deviant manner even if this is forced compliance.

The use of corporal and other forms of subversive punishment in Ghanaian schools is based on the rather antiquated thinking that they facilitate learning among pupils (Boakye 2001, Edumadze 2004). Boakye (2001) further stated that punishment achieves greater results when it is consistently applied. However in his view, corporal punishment can be difficult to administer a punishment every single time a certain behaviour occurs. The findings again tallies with the findings of Smith, Gollop, Taylor, and Marshall (2004) who asserted that the desired outcome of physical punishment is child compliance with adult directives. Smith et al, further observed that when school heads and teachers observe the disappearance of deviance from the previously deviant pupils, they are confident and quick to believe that corporal punishment has accomplished the work, hence overwhelmingly upholding it for controlling deviance. In a similar finding, Gershoff (2002) also said punishment is focused on reducing or eliminating unwanted behaviour. Punishment always decreases the chances that a behaviour will occur again.

Punishment, according to Evertson, Emmer, and Worsham, (2003), is quick to administer and an effective reason why teachers are still using it and claiming that it is important. The teacher will order the child to write some passages repeatedly for example. Moreover, Mweri (2010) indicated that corporal punishment is useful for teachers, because it helps them to maintain students in the right way and through use of punishment they can ensure discipline in school. In another aspect, fearing to be punished makes children to perform in school (Zulu, Urbani, Van der Merwe, & Van der Walt, 2004). Mtsweni (2008), observed that after the banning of corporal punishment in schools, most educators feel incapacitated and helpless in dealing with learner indiscipline in schools. Maag (2009) also added that many educators often prefer punishment for various reasons including the fact that punishment is often easy to administer, can be used for all types of students and problem behaviours and has been widely used for centuries. However, these measures do little to impart skills in children to learn the appropriate ways on how to behave. However, it can be hazardous for teachers to focus on the short-term effects of corporal punishment in their classrooms, without giving due consideration to their long-term effects on children‘s development and behaviour (Marshall, 2005).

Research Question 3: What are Ga South Municipality teachers' views of the negative effect of corporal punishment on preschool pupils' behaviour?

The content and the analysis of the items covered by the negative effect of corporal punishment on preschool pupils‘ behaviour can be seen in Table 4.4. The range of scores for this construct was 50 to 106, with an average score of 2.5 and a standard deviation of 0.5.

Table 4. 4: Negative Effect of Corporal Punishment on Pupils' Behaviour

	Statement	**D (%)**	**A (%)**	***M***	***SD***
1	In my view corporal punishment impedes pupils�with classroom participation	66(42.3)	90(57.7)	2.6	0.5
2	Corporal punishment has the potential of decreasing pupils school attendance	67(42.9)	89(57.1)	2.6	0.4
3	Corporal punishment may increase dropout ratio among pupils	80(51.3)	76(48.7)	2.4	0.5
4	In my opinion corporal punishment can hinder pupils‘ creative abilities	80(51.3)	76(48.7)	2.4	0.5
5	One of the negative effects of corporal punishment is that it promotes poor academic performance among pupils	106(67.9)	50(32.1)	2.3	0.5
6	Corporal punishment can be a major cause of depression among pupils	75(48.1)	81(51.9)	2.5	0.5
7	Corporal punishment can lead to lower self-esteem of pupils	74(47.4)	82(52.6)	2.5	0.5
8	Corporal punishment can increase aggression among pupils	89(57.1)	67(42.9)	2.4	0.5
9	I think corporal punishment is a form of mental harassment	81(52.3)	74(47.7)	2.4	0.5
10	Corporal punishment can promote inferiority complex among pupils	72(46.5)	83(53.5)	2.5	0.5
11	Corporal punishment has the potential of suppressing pupils' potentials for growth and development	74(47.7)	82(52.6)	2.5	0.5
12	Pupils may become impulsive and emotionally unstable due to corporal punishment	71(45.8)	84(54.2)	2.5	0.5
13	Corporal punishment may compel pupils to be rebellious and uncompromising	83(53.2)	73(46.8)	2.4	0.5
14	Corporal punishment may bring imitation of passive methods for self-satisfaction	68(43.6)	88(56.4)	2.6	0.4
15	Corporal punishment can engrain the seeds of hostility and revenge to the existing system and pupils.	66(42.3)	90(57.7)	2.6	0.5

Source: Field Data (Questionnaire 2018)

When the data measuring teachers‘ views of the negative effect of corporal punishment on pupils‘ behaviour were analysed by examining each of the fifteen items, the teachers‘ misconception as well as some appreciation of the negative effect of corporal punishment on the overall behaviour of pupils came to the fore. Results from Table 4.4 suggest that a simple majority of the participants agreed to the proposal that corporal punishment can impede Ga South Municipality pupils‗ classroom participation (*n* = 90, 57.7%, *M* = 2.6, *SD* = 0.5). Again, the analysis reveal that 57.1% of the teachers representing 89, agreed to the proposition that corporal punishment has the potential of decreasing school attendance of pupils in the Ga South Municipality. However, the respondents asserted that corporal punishment cannot increase dropout ratio among pupils (*n* = 80, 51.3%, disagreed). In the same regard most of the participants disagreed that corporal punishment can hinder pupils‗ creative abilities (*n* = 80, 51.3%, *M* = 2.4, *SD* = 0.5). Again, 106 respondents representing 67.9% were of the conviction corporal punishment will not promotes poor academic performance among pupils (*M* = 2.3, *SD* = 0.5).

The results as presented in Table 4.4 reveal that the teachers were of the opinion that corporal punishment can be a major cause of depression among pupils (*n* = 81, 51.9%, *M* = 2.5, *SD* = 0.5). The data on item 7, ‗corporal punishment can lead to lower self-esteem of pupils‗ reveal that 82 (52.6%) of the teachers agreed to that position. Contrary to the belief that corporal punishment can increase aggression among pupils, majority of the participants (*n* = 89, 57.1%) disagreed to that position. Results on the ninth item, ‗I think corporal punishment is a form of mental harassment‗, show that 81 participants representing 52.3% emphasized that they disagreed to such position. In Table 4.4, results on item 10 indicate a mean and standard deviation scores of 2.5 and 0.5 respectively. Therefore, the decision level of the respondents show a great extent agreement with the suggestion that corporal punishment can promote inferiority complex among pupils.

An examination of the results presented in Table 4.4, reveal that 82 (52.6%) of the teachers believed that corporal punishment has the potential of suppressing pupils' potentials for growth and development (*M* = 2.5, *SD* = 0.5). Considering the assertion that, pupils may become impulsive and emotionally unstable due to corporal punishment, a little more than half of the teachers indicated that they agreed to that position (*n* = 84, 54.2%, *M* = 2.5, *SD* = 0.5). It is indicative from the data presented in the Table that 83 (53.2%) of the respondents disagreed that corporal punishment may compel pupils to be rebellious and uncompromising. As it is seen in the Table that a simple majority of the teachers agreed that corporal punishment may bring about imitation of passive methods for self-satisfaction (*n* = 88, 56.4%, *M* = 2.6, *SD* = 0.5). And finally, the results show that 90 participants representing 57.7% responded that corporal punishment can engrain the seeds of hostility and revenge to the existing system and pupils.

Discussion

Results as presented on research question 3 imply that the participants in preschools in Ga South Municipality have an appreciation of the negative effect of corporal punishment on preschooler‘ behaviour to some extent. It can, therefore, be concluded that majority of the respondents have passed a vote of no confidence in corporal punishment‘s ability to eradicate deviant behaviour despite acknowledging its strength on controlling the same behaviour (as shown in findings on research question 2). It sounds argumentative that corporal punishment fails to eliminate the behaviour but it can ―control" (Gawlick, Henning & Warner, 2006). When closely examined, this findings are very consistent with the normal expectations and literature. In the view of Holden (2002) control does not always and automatically culminate in eradication. Eradication is much more complex than just deterrence which is synonymous with control. Moreover, eradication of deviance also includes self-restrain from misbehaviour than an imposed restrain which is usually a result of corporal punishment. Extrinsic restrain of deviant behaviour is far from equipping children with expected societal attitudes and values that enable moral internalisation (Kerr, Lopez, Olson & Sameroff, 2004).

It may not be the intention of teachers who use corporal punishment to cause any serious or long term physical injury or harm. However, this is something that can easily happen. In the same regard, it is anticipated that it is unlikely that preschooler will also perceive being hit physically as ‗love' no matter what the intent of their teachers. Educational stakeholders' perceptions of the negative effects of corporal punishment on learners has been well researched and some of the findings corroborate the findings of this study. For example, the participants in a study undertaken by Taylor and Hamvas (2011) did mention a few downsides of using corporal punishment on their children and these include, teaching children that violence in relationships is acceptable and that inflecting pain is the sure way of disciplining others. In that same study, one of the negative effects which was noted by some of the participants was a concern that children, after growing bigger, may retaliate or push back against the parents, teachers and other authorities in society (Taylor & Hamvas, 2011). Taylor and Hamvas noted that people who believe that infants intentionally misbehave may predict the use of corporal punishment.

In the view of Richardson (2012), teachers and parents may become caught up in the heat of the moment and cross the line from measured physical discipline to physical abuse. According to Richardson, teachers are often in a state of stress and frustration and possibly annoyed when using corporal punishment and this may bring about physical injury or harm. According to Kadushin and Martin (1988), ―interviews with physically abusive parents about the abusive events for which they were referred to child protective services expose a startling and compelling theme: Nearly two-thirds of the abusive incidents began as acts of corporal punishment meant to correct a child's misbehaviour” (p. 189). Several empirical studies have concluded that the risk for teachers and parents to abuse children stems from the frequent use of corporal punishment. Corporal punishment teaches children that by using violence others will comply or conform to others‘ expectations. It is not a stretch to reason that experiencing corporal punishment may adversely influence children‘s lives later in adulthood. For example, Gershoff (2010) reports that adults who remember receiving more corporal punishment from their parents also report more verbal and physical aggression with their significant others. Early experiences with corporal punishment may be a model for how to deal with issues and legitimize many types of violence throughout an individual's life (White & Straus, 1981).

Research Question 4: What alternative (behaviour management systems) forms of disciplinary measures are adopted by preschool teachers in the Ga South Municipality?

The fourth research question aimed at exploring among others the alternative (behaviour management systems) forms of disciplinary measures that are being adopted by preschool teachers in the Ga South Municipality to control the behaviour of pupils. Based on the purpose of this research question, both quantitative and qualitative data were collected through a semi-structured section on the questionnaire. The result of the structure phase of the questionnaire with regards to the research question is presented in Table 4.5 and subsequent reporting and the findings from the unstructured phase is presented Table 4.6.

Table 4. 5: Behaviour Management Systems Adopted by Preschool Teachers in the Ga South Municipality

	Statement	D (%)	A (%)	*M*	*SD*
1	Teachers in this school from time to time explain what the child has done wrong as an alternative to corporal punishment	29(19.2)	122(78.2)	2.8	0.4
2	Sometimes, making a child own up to an action can be discipline enough (i.e. if a child stole something from a friend, make the child visit the friend, return the item and apologise).	23(15.2)	128(84.8)	2.9	0.3
3	If something has been damaged, the child is sometimes asked to mend it as a form of discipline	68(43.6)	88(56.4)	2.6	0.5
4	As a form of discipline, the child is at times prevented from making a visit to his/her friends during play time.	34(22.2)	119(77.8)	2.8	0.4
5	As a form of discipline teachers occasionally ask the child to stop doing whatever he/she is doing and calm down. This might also involve sitting in a specified place for a period of time.	24(15.5)	131(84.5)	2.9	0.4

Source: Field Data (Questionnaire 2018)

A cursory look at the data in Table 4.5 reveal that majority of the teachers emphasized that they adopt other alternative methods (behaviour management systems) in disciplining preschooler in the Ga South Municipality in modifying pupils‘ misbehaviours. It is evident from Table 4.5 that about 122 representing 78.2% of the teachers who participated in the study agreed that teachers in their school from time to time explain what the child has done wrong as an alternative to corporal punishment. Again, about 128 (84.8%) of the teachers indicated that sometimes, making a child own up to an action can be discipline enough. Furthermore, 88 representing 56.4% of the respondents were of the view that if something has been damaged, the child is sometimes asked to mend it as a form of discipline. The data reveal that 119 (77.8%) of the participants asserted that as a form of discipline, the child is at times prevented from making a visit to his/her friends during play time. Finally, a vest majority of the participants were of the view that teaches occasionally ask the child to stop doing whatever he/she is doing and calm down. This might also involve sitting in a specified place for a period of time (n = 131, 84.5%, *M* = 2.9, *SD* = 0.4).

The responses from the unstructured section on the questionnaire is tabulated and presented in this section. The teachers were asked to indicate ways in which they handled indiscipline cases whenever they occurred. They were to outline alternative measures (behaviour management systems) of disciplinary measures they adopt as preschool teachers to handle indiscipline cases whenever they occurred. A total of 150 out of the 156 respondents responded to this item. The respondents were allowed to give multiple responses and views are aggregated in presented in Table 4.6

Table 4. 6: Teachers' Views on Alternative Measures of Handling Indiscipline Cases

Suggested Technique	**Frequency (*f*)**
Guidance and counselling	83
Isolate and staying back during break time	72
Inviting the parents to school and reporting indiscipline to them	71
Talking over the issues with the pupil and cautioning them	65
Rewarding good behaviour	62
Report to administration	50
Withdrawing some privileges	43
Teachers should be good role models	39
Extra class assessment/assignment	20
Fairness in using alternative disciplinary measures	15
Using moral lessons in stories to develop good behavuoir in the pupils	12

Source: Field Data (Questionnaire 2018)

The research results presented in Table 4.6 show that teachers adopt different measures to tackle indiscipline cases in their preschools. However, some of the alternative behaviour management systems given by the respondents were not relevant and as such were not included. They identified corporal punishment as alternative behaviour management systems. Other measures adopted by the respondents were related to each other and therefore were merged into one behaviour management systems.

The analysis indicated that most of the respondents (*f* = 83) emphasized the use of guidance and counselling strategies. A good number of the preschool teachers in the Ga South Municipality (*f* = 72) also emphasized the use of isolate and staying back during break time as an alternative behaviour management system. Other alternative techniques to corporal punishment that the participants indicated they employ in managing indiscipline included: inviting the parents to school and reporting indiscipline to them (*f* = 71); talking over the issues with the pupil and cautioning them (*f* = 65); rewarding good behaviour (*f* = 62); report to administration (*f* = 50); withdrawing some privileges (*f* = 43); teachers should be good role models (*f* = 39); extra class assessment/assignment (*f* = 20); fairness in using alternative disciplinary measures (*f* = 15) and using moral lessons in stories to develop good behavuoir in the pupils (*f* = 12).

Discussion

It emerged from the analysis that the teachers adopt some alternative procedure and measures in modifying pupils‘ misbehaviour. Among these include explaining what pupils have done wrong; making a child own up to an action; if something has been damaged, the child is sometimes asked to mend it; prevented from making a visit to his/her friends during play time and as a form of discipline teachers occasionally ask the child to stop doing whatever he/she is doing and calm down. This might also involve sitting in a specified place for a period of time. The findings from the open-ended section of the questionnaire further indicate that the teachers have been adopting additional alternative methods (behaviour management systems) in modifying preschooler‘ misbehaviours in the Ga South Municipality. Some of them included: guidance and counselling; isolate and staying back during break time; inviting the parents to school and reporting indiscipline to them; talking over the issues with the pupil and cautioning them; rewarding good behaviour; report to administration; withdrawing some privileges; teachers should be good role models; extra class assessment/assignment; fairness in using alternative disciplinary measures and using moral lessons in stories to develop good behavuoir in the pupils among others.

The results corroborate the findings of Gartrell (2001, 2002) who asserted that teachers are replacing corporal punishment with strategies that focused on building an encouraging classroom. He suggested that teachers have begun by using the four guidance basics of conflict management, class meeting, guidance talk and comprehensive guidance. Conflict management is used when there are two or more children involved and class meetings are employed when a conflict may affect the whole class. Guidance talk is used for dealing with conflicts with the adult or when additional work is needed after a conflict is solved.

4.3 Testing of Hypotheses

H_0 = There will be no statistical significant difference among the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools.

To test the first research hypothesis, One-Way ANOVA was employed to analyze the data and the results are presented in this section. Analysis with respect to the descriptive statistics was explored on the independent data set and results of same is presented in Table 4.7.

Table 4. 7: Descriptive Statistics of Participants' Teaching Experience

Age	Number	Mean (*M*)	Standard Deviation (*SD*)
Below 2 years	20	36.25	2.9
2 – 5 years	85	37.13	4.1
6 – 10 years	26	38.15	4.8
11 – 15 years	9	41.33	2.7
16 – 20 years	9	37.33	5.2
21 and above	4	40.25	5.2

Source: Field Data (Questionnaire, 2018)

Data in Table 4.7 show unequal mean values among the various years of teaching experience. It could be observed from Table 4.6 that majority of the teachers with more teaching experience recorded higher mean scores. For example, below 2 years was rated M = 36.25 and SD = 2.9; 2 – 5 years also rated M = 37.13 and SD = 4.1; 6 – 10 years attracted M = 38.15 and SD = 4.8; 11 – 15 years attracted M = 41.33 and SD = 2.7; 16 – 20 years was also scored M = 37.33 and SD = 5.2 and 21 and above attracted M = 40.25, SD= 5.2. The means scores and standard deviations even though differ, one cannot be assumed to be significantly difference unless the One-Way ANOVA table is examined. The means and standard deviation scores were useful in interpreting the direction of any effect that emerged from the analysis. Before the results of the One-Way ANOVA was presented, the results of the Test of Homogeneity of Variances was presented. The analysis indicate that the assumption was not violated because Levene‘s test for equality of Variances for the independence variable was non-significant (p = 0.402). It can, therefore, be assumed that the variances are roughly equal and the assumption is tenable. Table 4.8 presents the results of the Levenes.

Table 4. 8: Test of Homogeneity of Variances

Levene Statistic	*df1*	*df2*	*sig.*
2.960	5	147	0.402

Source: Field Data (Questionnaire, 2018); Significance = 0.05

Levene Test is the test used to examine the homogeneity of variances. One-Way ANOVA assumes that the variances of the groups are equal. Table 4.8 displays the results of the Levene test of homogeneity of variances. The significance value of 0.402 exceeds 0.05, which suggests that the variances for the various teaching experience of the groups of subjects are equal. From the preceding analysis, it is seen that the test for homogeneity of the variance was not significant for teaching experience data set, indicating that the homogeneity of variance assumption underlying the application of One-Way ANOVA was satisfied. The result of the One-Way ANOVA analysis is presented in Table 4.9.

Table 4. 9: One–Way ANOVA of the impact of teaching experience on the participation adoption of corporal punishment

	Sum of Squares	***df***	**Mean Square**	***F***	***Sig***
Between Groups	216.657	5	43.331	2.524	0.032
Within Groups	2523.461	147	17.166		
Total	2740.118	152			

Source: Field Data (Questionnaire, 2018)

Table 4.13 illustrate results of the analysis of One-Way ANOVA. The One-Way ANOVA is partitioned into two components – Between Group and Within Groups. The between Group represents variation of the group mean around the overall mean. Within Group represent variation of individual scores around their respective group mean. The result of the *sig* value indicates the significant level of the *F*-test. The result shows that there was a statistically significant difference among the participants with respect to the commonly administered forms of corporal punishment. The *sig* value for this test was $0.032 < 0.05$ indicating that there is a significant difference in a group. Therefore, the null hypothesis ($\boldsymbol{H_0}$) is rejected and the alternate hypothesis ($\boldsymbol{H_1}$) is accepted. Thus, there is a significant difference between the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools.

The significant level indicates that some of the groups differ from the others. To establish this fact we examine the Table entitled Post hoc test. This Post Hoc comparison table was used to determine which group(s) differ. The Post Hoc analysis for this study was conducted using the Tukey test. The result of the Post Hoc test is presented in the Table 4.10.

Table 4. 10: Post Hoc Comparison Table

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Below two	2-5	-0.879	1.030	.957	-3.85	2.09
	6-10	-1.904	1.232	.636	-5.46	1.65
	11-15	-5.083*	1.663	.031	-9.89	-.28
	16-20	-1.083	1.663	.987	-5.89	3.72
	21 and above	-4.000	2.269	.493	-10.55	2.55
2-5	Below two	0.879	1.030	.957	-2.09	3.85
	6-10	-1.024	.929	.879	-3.71	1.66
	11-15	-4.204*	1.452	.049	-8.40	-.01
	16-20	-0.204	1.452	1.000	-4.40	3.99
	21 and above	-3.121	2.120	.683	-9.24	3.00
6-10	Below two	1.904	1.232	.636	-1.65	5.46
	2-5	1.024	.929	.879	-1.66	3.71
	11-15	-3.179	1.602	.356	-7.81	1.45
	16-20	0.821	1.602	.996	-3.81	5.45
	21 and above	-2.096	2.225	.935	-8.52	4.33
11-15	Below two	5.083*	1.663	.031	.28	9.89
	2-5	4.204*	1.452	.049	.01	8.40
	6-10	3.179	1.602	.356	-1.45	7.81
	16-20	4.000	1.953	.321	-1.64	9.64
	21 and above	1.083	2.490	.998	-6.11	8.27
16-20	Below two	1.083	1.663	.987	-3.72	5.89
	2-5	0.204	1.452	1.000	-3.99	4.40
	6-10	-0.821	1.602	.996	-5.45	3.81
	11-15	-4.000	1.953	.321	-9.64	1.64
	21 and above	-2.917	2.490	.850	-10.11	4.27
21 and above	Below two	4.000	2.269	.493	-2.55	10.55
	2-5	3.121	2.120	.683	-3.00	9.24
	6-10	2.096	2.225	.935	-4.33	8.52
	11-15	-1.083	2.490	.998	-8.27	6.11
	16-20	2.917	2.490	.850	-4.27	10.11

*. The mean difference is significant at the 0.05 level.

Table 4.10 lists the pairwise comparisons of the group means for all the selected post-hoc procedures. Mean difference lists the difference between the sample mean. In this case, Tukey test procedure was used. The findings as presented in the table reveal that some paired teachers‘ teaching experiences statistically differed from each other. It can be observed from Table 4.10 that the significant difference in the teaching experiences was recorded between below 2 years and 11 – 15 years and 2 – 5 years and 11 – 15 years.

Discussion

The results from the One-Way ANOVA indicate that teachers with less teaching experience adopt less of corporal punishment in modifying preschooler' misbehaviour than teachers with more teaching experience. Again, these novice teachers who have just graduated from universities or colleges of education may be using the current learner-centered practices more than the experienced ones who got used to the traditional way of teaching. Mostly, teachers who have taught for long rely heavily on traditions and experiences in modifying learners misbehaviour rather than relying on well researched developmentally appropriate practices (Sak, Sak, & Çiçek, 2016).

This findings also supports Rivkin, Hanushek, and Kain's (2005) idea that young beginning teachers are effective as teachers in preschooler than those with more years of teaching experience. This, in the view of Kain et al., is true because the younger teachers mostly are exposed to new developmentally appropriate practices of teaching pupils. These findings seem to be consistent with the related literature about the adoption of corporal punishment in modifying learners' misbehaviour (Sak, Sak, & Çiçek, 2016; Zulu, Urbani, Van der Merwe, & Van der Walt, 2004; Umezinwa, & Elendu, 2012). However, the study's findings was not in line with the view of Mertler (2004) that experiences that teachers have accumulated in handling different challenging situations in schools and classrooms will enable such teachers develop positive feelings towards the achievement of assigned tasks successfully all things being equal.

H_{0a} = Perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils‘ misbehaviour will not differ significantly due to their area of specialization.

To address the second research hypothesis, an independent samples t-test was conducted to compare mean scores between the samples. The test was meant to compare the mean scores of teachers whose area of specialization is in early childhood education and those whose specialization is in order areas (Early Childhood Education and Other Areas of Specialization). Table 4.11 presents the results of the *t*-test analysis.

Table 4. 11: Results of Independent Sampled *t*-test

	Areas of Specialization	**N**	***M***	***SD***	***Df***	***T***	***sig***
Efficacy of CP	Other Field	88	28.1	3.4	151	-0.54	0.59
	Early Childhood Education	65	27.8	3.1			

Source: Field Data (Questionnaire, 2018); Significance = 0.05

The findings as presented in Table 4.11 show that the teachers whose specialization is in early childhood education have less appreciation of the efficacy of corporal punishment (M = 27.8, SD = 3.1) than their counterparts whose area of specialization is in different areas (M = 28.1, SD = 3.4). To ascertain the degree of difference the researcher examined the *t*-value and *sig*-value. The result as presented in Table 4.11 indicates that the difference was not significantly different [t (151) = -0.54, p = 0.59]. Based on this findings the null hypothesis (***H*$_0$**) is accepted and the alternate hypothesis (***H*$_1$**) is rejected. That is perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils‘ misbehaviour will not differ significantly due to their area of specialization. The difference was not significant because the magnitude of effect in the means was small (η^2 = 0.04). Expressed as a percentage, only 4% of the variance in perception of the efficacy of corporal punishment is explained by area of specialization.

Discussion

Even though the results in relation to area of specialization was not statistically significant, teachers from other fields of study teaching in preschools in the study area (*M* = 28.1, *SD* = 3.4) seem to view corporal punishment as having more positive impact on pupils than those who graduated with early childhood education (*M* = 27.8, *SD* = 3.1). It can, therefore, be concluded that teachers from other fields are likely to use more corporal punishment than those whose area of specialization is in early childhood education. The finding is in consistence with a study conducted by Gwando (2017) who indicated that unprofessional teachers argued that corporal punishment should be retained as it is believed to instill good discipline which produces good results.

Again, Feinstein and Mwahombela (2010) highlighted that secondary school teachers state that corporal punishment is effective in deterring students from misbehaving and that corporal punishment is a good method to maintain discipline. Adopting harsh methods in disciplining students was found to be an indicator of lack of proper training in managing students in a classroom situation and a poor understanding by the teachers of students‘ mental states. Gwando (2017), contended that an awareness programme for secondary school teachers about the effects of corporal punishment on children is needed. The solution is proper training for teachers and student-teachers in the use of counseling to manage behavioural problem.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

The chapter consists of introduction, summary of the findings, conclusions based on the findings, recommendations of the study, limitation and suggestions for further study.

5.1 Introduction

The purpose of this study was to explore teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana. Specifically, the study sought to investigate: the commonly administered form of corporal punishment in preschools; teachers‘ perceptions of the usefulness of corporal punishment in enhancing pupils‘ learning and discipline in preschools; teachers‘ views on the efficacy of corporal punishment on pupils‘ behaviour and the alternative (non-intrusive) forms of behaviour management systems that is adopted by preschool teachers. The following research questions and hypothesis guided the study:

1. What are the commonly administered forms of corporal punishment in preschools in the Ga South Municipality?
2. What are Ga South Municipality teachers‘ perceptions of the efficacy of corporal punishment in enhancing pupils‘ learning and discipline in preschools?
3. What are Ga South Municipality teachers‘ views of the negative effect of corporal punishment on preschool pupils‘ behaviour?

4. What alternative forms of disciplinary measures do preschool teachers in the Ga South Municipality adopted by in modifying pupils‘ misbehaviours?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

H_{01} = There will be no significant difference among the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools.

H_1 = There will be significant difference among the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools.

H_{02} = Perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils‘ misbehaviour will not differ significantly due to their area of specialization.

H_2 = Perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils‘ misbehaviour will differ significantly due to their area of specialization.

Skinner‘s Operant Conditioning Theory served as the theoretical framework for the study. With regards to methods, the researcher adopted the cross-sectional descriptive survey research design to explore teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana. The target population consisted of all public preschool teachers in the Greater Accra Region of Ghana. It was established that there were 1, 624 public kindergarten school teachers in the region, with 133 (8.2%) being male and 1, 491 (91.8%) being female. The accessible population on the other hand consist of all public kindergarten school teachers in the Ga South and Ga Central Municipal Assemblies. The total number of public kindergarten school in the two municipal assemblies at 171 with 342 teachers. In all, one hundred and fifty-six (156) preschool teachers duly completed and returned the questionnaire for analysis and this represents 97.5% of a total of one hundred and sixty (160) administered questionnaires for data collection. Hence, 156 questionnaires were used in the data analysis. Descriptive statistics (frequencies, percentages, means scores and standard deviations) and inferential statistics (t-test and One-Way ANOVA) were the quantitative analytical tools used in analyzing the quantitative data.

5.2 Summary of Key Findings

The main findings are summarized in terms of research objectives and questions as follows:

5.2.1 The commonly administered form of corporal punishment

Analysis of the data presented on research question 1 (What are the commonly administered forms of corporal punishment in preschools in the Ga South Municipality?) show that based on the responses to the items on the Corporal Punishment Perception Index (CPPI), most of the teachers in preschools in the Ga South Municipality reported some commonly administered form of corporal punishment that they employed in upholding discipline in their schools. Some of the identified forms included: the pupil kneeling down for misconduct; flogging the pupil with stick or cane; giving the pupil knock on the head; pulling the pupil‘s ear or hair; pupils are spanked by their teachers for misbehaving and use of excessive exercise drills (mental) among others.

It was however indicated based on the result from research question 1 that some of the suggested forms of corporal punishment were not administered, either regularly or at all, to preschooler in the study area. For example it was reveal that: scolding and verbal assault to the pupil by teachers was not a common practice in the study area; pupils were not asked to stay back after school as a form of punishment; sending the pupil out of the class was not practiced in the study area; teachers were not used to slapping or beating the pupil with their hands; kicking and pushing the pupil with legs by teachers was not a common practice in the study area; shaking the pupils was not among the commonly administered form of corporal punishment; teachers do not use of various objects (i.e., wooden paddles, belts, sticks, pins, or others) when correcting pupils misbehaviour and preventing pupils from passing urine or stool was not how teachers in the study area punish their pupils.

5.2.2 *Teachers' perceptions of the efficacy of corporal punishment in enhancing pupils' learning and discipline in preschools*

Secondly, the study‘s findings indicate that majority of the teachers viewed corporal punishment as a useful tool for promoting learning and discipline among preschooler in the Ga South Municipality. In the view of the teachers, corporal punishment: is helpful in the teaching and learning process; is helpful to teacher in reaching their required learning outcomes; reduces violence among pupils in schools; makes pupils smart in their daily life; helps pupil to behave well in their society; prepares pupil to be good citizens in future; limits pupils to act beyond society‘s norms and induces individual self-control on different acts. Nevertheless, it was suggested by the teachers that corporal punishment; does not create warm learning environment among pupils and does not help to build confidence in schools.

5.2.3 *Teachers' views of the negative effect of corporal punishment on preschool pupils' behaviour.*

Teachers' views of the negative effect of corporal punishment on pupils' behaviour were analysed by examining each of the fifteen items. The teachers' misconception as well as some appreciation of the negative effect of corporal punishment on the overall behaviour of pupils came to the fore. It was observed from the preschool teachers in the Ga South Municipality that corporal punishment: impedes pupils' classroom participation; has the potential of decreasing pupils' school attendance; lead to lower self-esteem of pupils; can promote inferiority complex among pupils; has the potential of suppressing pupils' potentials for growth and development; may bring imitation of passive methods for self-satisfaction; pupils may become impulsive and emotionally unstable due to corporal punishment and can engrain the seeds of hostility and revenge to the existing system and pupils.

Even though, the teachers agreed to some items on the negative effect of corporal punishment on pupils' behaviour, they also disagreed to other items on the questionnaire. It came to light that in the view of the preschool teachers that corporal punishment: may not increase dropout ratio among pupils; may not hinder pupils' creative abilities; will not promote poor academic performance among pupils; may not increase aggression among pupils and is not a form of mental harassment.

5.2.4 *Alternative forms of disciplinary measures that preschool teachers in the Ga South Municipality adopt in modifying pupils' misbehaviours*

Findings from the last research question reveal that majority of the teachers emphasized that they adopt other alternative methods (behaviour management systems) in disciplining preschooler in the Ga South Municipality in modifying pupils' misbehaviours. Among others, it was established that: teachers in the study area from time to time explain what pupils have done wrong as an alternative to corporal punishment; sometimes, making a child own up to an action can be discipline enough (i.e. if a child stole something from a friend, make the child visit the friend, return the item and apologise); if something has been damaged, the child is sometimes asked to mend it as a form of discipline; as a form of discipline, the child is at times prevented from making a visit to his/her friends during play time and as a form of discipline teachers occasionally ask the child to stop doing whatever he/she is doing and calm down. This might also involve sitting in a specified place for a period of time.

The findings from the open-ended section of the questionnaire further indicate that the teachers have been adopting additional alternative methods (behaviour management systems) in modifying preschooler‘ misbehaviours in the Ga South Municipality. Some of them included: guidance and counselling; isolate and staying back during break time; inviting the parents to school and reporting indiscipline to them; talking over the issues with the pupil and cautioning them; rewarding good behaviour; report to administration; withdrawing some privileges; teachers should be good role models; extra class assessment/assignment; fairness in using alternative disciplinary measures and using moral lessons in stories to develop good behaviour in the pupils among others.

5.2.5 *There will be no significant difference between the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools*

Findings from the first hypothesis reveal that there was a significant difference between the mean ratings of teachers with less teaching experience and those with more teaching experience as regards the commonly administered forms of corporal punishment in preschools. Thus teachers with less teaching experience scored less mean rating than those with more teaching experience.

5.2.6 Perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils' misbehaviour will not differ significantly due to their area of specialization

Result from the second research hypothesis reveal that perceptions of preschool teachers on the usefulness of corporal punishment in modifying pupils�Special misbehaviour will not differ significantly due to their fields of specialization. Even though the results in relation to area of specialization was not statistically significant, teachers of other fields seem to perceive corporal punishment to have more positive impact on the preschooler than those who graduated with early childhood education.

5.3 Conclusions

In view of the current study on teachers‘ perception of the influence of corporal punishment on preschooler‘ behaviour in the Ga South Municipality in the Greater Accra Region of Ghana, the following conclusions were arrived at: Firstly, in this study, corporal punishment (like kneeling down, flogging, knocking pupils on the head, pulling the pupils‘ ear or hair among others) has been proven to be in existence in preschools in the Ga South Municipal Assemble. Administrators and teachers need to be cognizance of this fact first before any other step could be taken.

Secondly, the respondents wrongly asserted that corporal punishment was useful in disciplining the preschooler in this 21st century. This wrong perception of theirs might have been developed out of the way they were raised, the ways they were disciplined by a variety of people and the ways they have discovered to discipline their own children.

Furthermore, based on the findings of the study, one can conclude that the participants have an appreciation of the negative effect of corporal punishment on preschooler' behaviour to some extent. At least majority of the respondents were able to identify at least one other alternative method of disciplining preschooler aside the suggested few ones by the researcher.

It can also be concluded, based on the first research hypothesis that most of the teachers who have taught for long and are not novice rely heavily on traditions and experiences in modifying learners' misbehaviour rather than relying on well researched developmentally appropriate practices. Another conclusion that can be arrived at from the study's second hypothesis is that teachers from other fields in the Ga South Municipality are likely to use more corporal punishment than those whose area of specialization is in early childhood education.

5.4 Recommendations

The researcher on the basis of the summary of the findings and conclusion makes the following recommendations/suggestions for the consideration of decision makers in Early Childhood Education in the study area and beyond. It is hoped that, these suggestions would help in solving some of the problems associated with instilling of discipline in pupils in preschools. These recommendations are also necessary for Ga South Municipal Educational Directorate, teachers, parents, Ghana Education Service, Non-Governmental Organizations (NGOs), government, international educational bodies, and researchers among others. The following recommendations have been made:

i. The Ghana Education Service should enforce the regulation that limits the use of corporal punishment by encouraging the use of alternative disciplinary practices among teachers in all preschools in the Ga South Municipality.

ii. Teachers in preschools in the Ga South Municipality should find other means of handling discipline rather than using corporal punishment. Preschool teachers in the Municipality could make such as the use of guidance and counseling; small menial tasks like tidying up the classroom; additional work which is constructive and which possibly relates to the misconduct; detention in which learners use their time constructively but within the confines of the classroom i.e. they cannot participate in extra-mural activities.

iii. Preschool pupils in the Ga South Municipality should be rewarded by their teachers based on good bahaviour. This means preschool teachers should not only reward those with higher grades but also rewarded those who are well behaved. This is because some pupils would not be good or behave well unless the system gives their positive reason to be so. Schools should create conducive environment by organizing activities such as fun games and occasional trips for pupils, this will help them to use their time wisely for the betterment of the academic endeavors and physical growth.

iv. The Ministry of Education and Ghana Education Service should develop a document as a practical guide for teachers on the alternatives to corporal punishment.

v. Parents should not leave the burden of disciplining their children to the teachers alone. They should complement their efforts by disciplining the children whenever they are away from school.

vi. Preschool teachers and parents among others should set good examples to the young ones by behaving in the required manner. This should especially begin with the parents and older siblings.

vii. At ages three to five, most children are able to accept reality and limitations, act in ways to obtain others' approval, and be self-reliant for their immediate needs. However, they have not internalized many rules, are gullible, and their judgment is not always sound (Gershoff, 2002). They require good behavioural models after which to pattern their own behaviour. The consistency should apply not only in the rules and actions of the primary caregiver, but in other adults who care for the child.

viii. Reliance on verbal rules increases, but still the child requires supervision to carry through directions and for safety. Time-out can be used if the child loses control. Redirection or small consequences related to and immediately following the misbehaviour are other alternatives. Approval and praise are the most powerful motivators for good behaviour. Example: The preschooler draws on the wall with crayons. Use time-out to allow him to think about the misbehaviour. Consider using also logical consequences, among others, take the crayons away and let the child clean up the mess to teach accountability.

5.5 Limitations

Even though the study was effectively carried out, it was not without some major limitations and challenges. Mugenda and Mugenda (2003) explained that limitations are aspects of a research that may influence the results of the study but over which the researcher has no control. The limitations may include limited funding, choice of research design, instrumentation, the sample, the analysis, the nature of self-report and other factors (Siddiqui, 2010). The following were some of the factors that limited the current study:

The study data and findings were limited to responses from the selected public preschool teachers in the Ga South Municipality Education Directorate in the Greater

Accra Region of Ghana. The researcher cannot claim to have been able to control absolute factors which might affect the findings to some extent. Some of the factors include the sharing of information among participants, downloading of information from the internets among others.

The validity of the instrument used for data collection was not formally established with the sample used in this study but it is important to consider that validity was formally established with another identified sample which has similar characteristics with the sample under study.

Time constraint given to complete the work compelled the researcher to limit the study to a limited sample. The selection of only one municipality (Ga South Municipality Education Directorate) in the Greater Accra Regions for the study was done for lack of time to complete the study. Even though the municipality was purposively selected, the estimated sample size was smaller than expected. The sample, therefore, may not be representative enough to reflect the general characteristics of the population of study.

Similarly, representation of all other demographic characteristics of the teachers should have been included to reveal a general picture of how these characteristics of the teachers promote or inhibit their perception of the influence of corporal punishment on preschooler' behaviour in the Ga South Municipality in the Greater Accra Region of Ghana. This was not done as the study task would have been too enormous to be accomplished within the time frame.

The codification, organization and classification of the data collected for analysis and discussions were the most demanding in the study. It was also particularly difficult to sieve all useful responses from the self-administered questionnaire in categories for presentation and analysis. The scales and sub-scales identified in the study were, therefore, shaped by the researcher‘s perception, interpretation, and building of meaning of the data collected with guidance from her supervisor.

Some of the teacher respondents did not corporate very well with the researcher because they probably did not see the importance of participating in the study. So, it took a very long time in trying to get them to complete the questionnaire during the data gathering.

5.6 Suggestions for Further Research

The implications of the findings of this study call for further research on the use of corporal punishment in enhancing discipline in the preschool environment. The following are recommended for further research:

1. It is suggested that a similar study be conducted in other districts in the Greater Accra Region and other regions in Ghana. This would provide a basis for more generalization and conclusions to be arrived at about teachers‘ perceptions of the influence of corporal punishment on preschooler‘ behaviour.
2. Parents and other stakeholders‘ perceptions on the use corporal punishment in enhancing discipline in preschools could also be explored in order to get their perspective to the phenomena.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Questionnaire on Corporal punishment and its influence on pupils' behaviours

Introduction

Dear Participants, I am very grateful to you for your acceptance to participate in this study. The study seeks to identify the influence of corporal punishment on the developmental attitudes of preschool pupils in the Ga South Municipality in the Greater Accra Region of Ghana. It is expected that the results of this study will be beneficial to you and all KG teachers. This will help you to reflect on your classroom management practices. Also, to find out whether such practices will help achieve the set goals and objectives of the national KG curriculum. Your contributions and responses will be treated very strictly and confidential. For that matter, no name is requested during this exercise.

Thank you so much.

Instruction

Please, kindly provide responses for these questions as sincere as you can for the purpose of this study.

Section A: Personal Information: Demographics

Please, supply the responses as demand by the question.

1. School Type: Public School [ ] Private School [ ]
2. Gender: Male [ ] Female [ ]
3. Class taught: KG 1 [ ] KG 2 [ ]
4. Age range of teacher: Below 20 [ ] 20-24 [ ] 25-29 [ ] 30-34 [ ] 35-39 [ ] 40-44 [ ] 45-49 [ ] 50 and above [ ]
5. Educational qualification: JHS [ ] MSLC [ ] SHS [ ] Teachers' Cert A [ ] Diploma [ ] Degree [ ]
6. Specialised area: Early Childhood Education [ ] Basic Education [ ] Other [ ]

7. Teaching experience: Below two [ ] 2-5 [ ] 6-10 [ ]
11-15 [ ] 16-20 [ ] 21 and above [ ]

Section B

Kindly tick (√) the option to the statement based on how you practice the national KG curriculum to meet its goals and objectives.

Key: SD – Strongly Disagree (1), **D** - Disagree (2), **A** - Agree (3), **SA** – Strongly Agree (4)

	Statement	**SD**	**D**	**A**	**SA**
1	Scolding and verbal assault to the pupil by teachers is very common in my school				
2	Most teachers in my school make the pupil to stay back after school as a form of punishment				
3	Sending the pupil out of the class is one of the corporal punishment most teacher employ on pupils in my school				
4	The pupil kneeling down of pupils for misconduct is a common practice in my school.				
5	Pupils standing up for long hours is one of the corporal punishment most teachers in this school use.				
6	Flogging the pupil with stick or cane is common practice in this school.				
7	Giving the pupil knock on the head is a common practice in this school by teachers.				
8	Most teachers are used to slapping or beating the pupil with their hands.				
9	Kicking and pushing the pupil with legs is one of the most frequent corporal punishment most teachers in this school use.				
10	Pulling the pupil‘s ear or hair is an example of corporal punishment used in my school.				
11	Most pupils are spanked by their teachers for misbehaving in this school.				
12	An example of punishment teachers in my school use is shaking the pupils				
13	Some teachers use of various objects (i.e., wooden paddles, belts, sticks, pins, or others) when correcting pupils misbehaviour				
14	Preventing pupils from passing urine or stool is how some teachers in my school punish their pupils				
15	Use of excessive exercise drills (mental) is very common in this school.				
	Statement	**SD**	**D**	**A**	**SA**
1	Corporal punishment is common in my school				
2	Corporal punishment is helpful in learning process				
3	Corporal punishment is helpful to reach my required outcomes				
4	Corporal punishment creates warm learning environment among pupils				
5	Corporal punishment helps to build confidence in schools				
6	Corporal punishment reduces violence among students in schools				
7	Corporal punishment makes pupils smart in their daily life				
8	Corporal punishment helps pupil to behave well in his/her society				
9	Corporal punishment prepares pupil to be a good citizen in the future				
10	Corporal punishment limits a pupil to act beyond society‘s norms				
11	Corporal punishment induces individual self-control on different acts				
	Statement	**SD**	**D**	**A**	**SA**
1	In my view corporal punishment impedes pupils‘ classroom				

	participation				
2	Corporal punishment has the potential of decreasing pupils school attendance				
3	Corporal punishment may increase dropout ratio among pupils				
4	In my opinion corporal punishment can hinders pupils‘ creative abilities				
5	One of the negative effects of corporal punishment is that it promotes poor academic performance among pupils				
6	Corporal punishment can be a major cause of depression among pupils				
7	Corporal punishment can lead to lower self-esteem of pupils				
8	Corporal punishment can increase aggression among pupils				
9	I think corporal punishment is a form of mental harassment				
10	Corporal punishment can promote inferiority complex among pupils				
11	Corporal punishment has the potential of suppressing pupils' potentials for growth and development				
12	Pupils may become impulsive and emotionally unstable due to corporal punishment				
13	Corporal punishment may compel pupils to be rebellious and uncompromising				
14	Corporal punishment may bring imitation of passive methods for self-satisfaction				
15	Corporal punishment can engrain the seeds of hostility and revenge to the existing system and people				
	Statement	**SD**	**D**	**A**	**SA**
1	Teachers should explain what the child has done wrong as an alternative to corporal punishment				
2	Sometimes, making a child own up to an action can be punishment enough (i.e. if a child stole something from a shop, make the child visit the manager, return the item and apologise).				
3	If something has been damaged, the child could be asked to mend it as a form of punishment				
4	As a punishment, the child can be prevented from making a visit to his/her friends or has to go to bed early.				
5	As a form of punishment teaches should ask the child to stop doing whatever he/she is doing and calm down. This might also involve sitting in a specified place for a period of time.				

What in your own view are some of the alternatives options to corporal punishment preschool teachers should adopt in managing pupil‘s indiscipline in our schools

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THANK YOU FOR YOUR PARTICIPATION