

UNIVERSITY OF EDUCATION, WINNEBA

ANALYSIS OF CORPORAL PUNISHMENT IN SELECTED BASIC SCHOOLS IN  
ATWIMA KWANWOMA DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the requirements  
for award of the Master of Arts (Educational Leadership) degree**

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## DECLARATION

### STUDENT'S DECLARATION

I, TAHIRU IDDRISU, declare that this project report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it 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 project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU-MENSAH

SIGNATURE:.....

DATE:.....

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## **DEDICATION**

To my cherished and loved sister Hajia Fati Ahmed.



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## LIST OF ABBREVIATIONS

AAP	-	American Academy of Pediatrics
CRC	-	Convention on the Right of the Child
AAC	-	American Academy of Child and Psychiatric
EPOCH	-	End Physical Punishment of Children
UNCRC	-	United Nations Convention on the Right of the Child
CP	-	Corporal Punishment



## ABSTRACT

The rationale for this study is to do systematic investigation into the prevalence of corporal punishment, kinds of offences that attract corporal punishment, the long and short term effects of corporal punishment, and the alternatives to management of misbehavior. The design used for this work is descriptive survey. The researcher wanted to describe the characteristics of the targeted population and their phenomenon. This made the researcher to use descriptive survey. The investigator used stratified sampling technique to get sample for his study. Views of 160 students and 40 teachers were gathered from some basic schools in the district using questionnaire with likert-scale type items like not serious at all, not serious, serious, and very serious. A pre-test of the questionnaire was conducted using 5 teachers and 10 students. Opinions of the respondents differ on whether corporal punishment should be banned in schools. Some teachers are aware of the code of disciplining students in schools but are against its ban. However, some of the findings were that, corporal punishment was on the ascendency in the district and also respondents showed interest in the use of non-violent means of correcting misbehaviour than to use physical or corporal punishment. There is therefore the need to inculcate into the curriculum of colleges of education positive and non-violent methods of correcting misbehaviour and also the school leadership should ensure that the code of discipline by the Ghana Education Service is enforced.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

As children grow older and interact with wider, more complex physical and social environments, the adults who care for them must develop increasingly creative strategies to protect them and teach them orderly and desirable patterns of behavior. As a result of consistent structure and teaching (discipline), children integrate the attitudes and expectations of their caregivers (parents and teachers) into their behavior. Preschoolers begin to develop an understanding of rules, and their behavior is guided by these rules and by the consequences associated with them. As children become of school age, these rules become internalized and are accompanied by an increasing sense of responsibility and self-control. Responsibility for behavior is transferred gradually from the caregiving adults to the child, and is especially noticeable during the transition to adolescence. Thus, parents and teachers must be prepared to modify their discipline approach over time, using different strategies as the child develops greater independence and capacity for self-regulation and responsibility. The process can be more challenging with children who have developmental disabilities and may require additional or more intense strategies to manage their behavior.

School authorities in trying to modify their discipline approach to get children or learners to put up the desired and internalize behaviors may praise learners for doing the right thing and sometimes too giving them material rewards. In instances where teachers and other school authorities think that the other method is ineffective, they tend to use physical punishment like canning, kneeling down, pulling of ears, pinching, and standing

in the sun for a long time and others (Gershoff, 2002). Teachers think these are punishments that will bring children or learners on track.

## **1.2 Punishment**

Punishment is defined as the application of a negative stimulus to reduce or eliminate a behavior. There are two types typically used with children: punishment involving verbal reprimands and disapproval and punishment involving physical pain, as in corporal punishment.

### **Verbal Reprimands**

Many trainers of the child use disapproving verbal statements as a form of punishment to alter undesired behavior. When used infrequently and targeted toward specific behaviors, such reprimands may be transiently effective in immediately halting or reducing undesirable behaviors. However, if used frequently and indiscriminately, verbal reprimands lose their effectiveness and become reinforcers of undesired behavior because they provide attention to the child. Verbal reprimands commonly used by teachers and parents are a major cause of reduced effectiveness of this form of discipline. Verbal reprimands should refer to the undesirable behavior and not slander the child's character.

### **Corporal Punishment**

Corporal punishment involves the infliction of pain upon a person's body as punishment for a crime or infraction. Corporal punishment include flogging, beating, branding it also include the physical disciplining of children in the school or at home.

Because of the severity of punishment, its use as a discipline strategy is controversial. Although significant concerns have been raised about the negative effects of physical punishment and its potential escalation into abuse, a form of physical punishment—spanking—remains one of the strategies used most commonly to reduce undesired behaviors, with .90% of American families reporting having used spanking as a means of discipline at some time. (American Academy of Pediatrics, 1998) Spanking as discussed here, refers to striking a child with an open hand or an object.

### **1.3 Strategies for Effective Discipline**

Schools are institutions at which instructions are given in a particular discipline or it is a place for educating learners. The practice of training to obey rules or a code of behaviour is key in this institutions, however indiscipline has become a menace at the various levels of school. Stake holders and school authorities are making frantic efforts to ensure that the atmosphere in schools are the best for teaching and learning. In an attempt to mold the lives of the learners, authorities try to ensure discipline by teaching learners how to relate with co-learners and even those outside the school. As a result they tend to motivate them to behave in the desired way by commending, praising, rewarding, and hand shaking them. Some learners may deviate from the desired ways which sometimes force authorities to use corporal punishment as a measure to correct them to the right path.

## **Reducing and Eliminating Undesirable Behavior**

When undesirable behavior occurs, discipline strategies to reduce or eliminate such behaviors are needed. Undesirable behaviors include behavior that places the child or others in danger, noncompliant with the reasonable expectations and demands of the teacher or other appropriate adults (eg, caregivers), and interferes with positive social interactions and self-discipline. Some of these behaviors require an immediate response because of danger or risk to the child. Other undesirable behaviors require a consistent consequence to prevent generalization of the behavior to other situations. Some problems, particularly those that involve intense emotional exchanges, may be handled best by taking a break from the situation and discussing it later when emotions have subsided, developing alternative ways to handle the situation (removing attention), or, in many cases, avoiding these situations altogether and removal of privileges, are some common discipline approaches that have been associated with reducing undesired behavior. These different strategies, sometimes both confusingly called punishments, are effective if applied appropriately to specific behaviors. Although they both reduce undesired behavior, they work in very different ways and have very different short- and long-term effects. For both strategies, the following factors may increase the effectiveness:

- Clarity on the part of the teacher or parent and the child about what the problem behavior is and what consequence the child can expect when this behavior occurs;
- providing a strong and immediate initial consequence when the targeted behavior first occurs;

- Consistently providing an appropriate consequence each time a targeted problematic behavior occurs;
- delivering instruction and correction calmly and with empathy; and
- providing a reason for a consequence for a specific behavior, which helps children beyond toddler age to learn the appropriate behavior and improves their overall compliance with requests from teachers.

Occasionally, the consequence for an undesired behavior is immediate, and may be effective in teaching children to change their behavior. When this consequence is combined with teacher's reprimand, there is an increase in the likelihood that the child's behavior will be affected for future similar situations.

Perverse learners hinders the progress of teaching and learning in the school. Disciplining such learners is very important in bringing them up to behave in a responsible way. Schools place high premium on discipline because it is a place for the total transformation of the life of the learners in the positive manner. In order to get the learners behave in the appropriate ways teachers sometimes motivate the learners by giving rewards, good testimonials and others. In situations where the motivations become ineffective way of ensuring discipline, authorities tend to use corporal punishment as alternative to ensure the desired behaviour or the discipline behaviour.

Corporal punishment according to the Wikipedia is punishment intended to cause physical pain to an individual including physical chastisement such as spanking, paddling or canning of minors by parents, guardians or school or other officials. Corporal punishment is considered to be spanking or slapping in a way to cause temporary pain,



but not long-term damage, for the purpose of discipline (Kathryn Maguire – Jack, Andrea Gromoske & Lawrence, Berger 2012).

Corporal punishments compel students to put off bad behaviour especially when administered in a consistent manner in the short run. It get learners to comply with school rules and regulations. It also deter others from putting up unwanted behaviours. In the long run however, many believe that corporal punishment does not help to change bad deed. The child's history of being physically punished for crying out or otherwise being vocal about their needs, desires, and potentially thoughts, causes him or her to internalize feelings and opinions; this results in a lasting, deeper self-denial, which presents itself as antisocial behavior. "Barnes and Beaver (2011), exposure to risky environments, when coupled with genetic vulnerability, may increase the likelihood that a child will develop conduct problems and antisocial behaviour" (p.566). Some pupils may resort to lying so that they may not be punished. Children who are physically punish may vent their anger on others specifically on weaker ones (Gershoff, 2002).

A lot of questions has been raised concerning the administration of corporal punishment as a corrective measure especially in schools. Some say that its effectiveness and desirability outweighs its negativity. Dee (1991) "if we are to turn towards a kindlier society and a safer world, a revolution against the physical punishment of children will be a good place to start". Many also believe that discipline should be in the form of instructional approach instead of corporal punishment. Learners should be made to reflect on their behaviour and what effect it will have on them in the future.

To be successful, one needs to be discipline and discipline is intrinsic. Basic school learners are in their youthful age and are easily irritated over simple issue as it is a

characteristic of adolescence resulting in indiscipline in schools. Teachers who are tasked to reform learners will insist on learners to go by laid down rules and regulations in the school as such will resort to measures that will change misbehaviour by using corporal punishment as the quickest method to change misbehaviour.

Corporal punishment involves the application of physical pain in response to undesirable behaviour. Straus (1994) “Corporal punishment is the use of physical force with the intention of causing a child to experience pain but not injury for the purposes of correction or control of the child’s behaviour” UNICEF, CEAPA and CONCAPA in their awareness campaign against corporal punishment of children “Educate, don’t punish ” distinguished physical abuse from corporal punishment based on the

- Intensity: the extent to which injuries have resulted from the use of violence.
- Intention: the extent to which the intention is to teach or discipline.

Corporal punishment include a wide variety of methods such as pinching, hitting, spanking, slapping, excessive exercise drills, prevention of urine or stool elimination. Some countries however, have outlawed the use of physical punishment against children. These countries include Denmark, Israel, UK, Germany, Italy and others. Some states in the U. S. A have banned the use of physical force or corporal punishment in their public schools (Gershoff, 2002). Children are not to be canded and others dictate to their parents as to the way they want to behave and may not take advice of parents or teachers.

The Malaysian education ministry sees corporal punishment as an outdated corrective measure of correcting wayward students (Aziz, 2010). Teachers feel disempowered in their inability to ensure discipline in schools due to the absence of

enforcement of corporal punishment in schools. Learners do not respect or fear teachers since they know that nothing will happen to them (Maphosa, 2010).

In most African countries, corporal punishment is still legal and it is believed to be the main form of correcting wayward children. However, the Ghana Education Service (G. E. S) in 1970 limited its use by teachers and allowed heads of schools to administer it since it believed teachers abuse its use. Some advocates however, are calling for its reintroduction (Agbenyega, 2006). This is no different from the fact that some states in the U. S. A like the Louisiana, Arizona, North Carolina, Kentucky, Georgia, Idaho and others still allow physical punishment in public schools. Out of the 47 members of the European council 17 banned corporal punishment of children at home, at school, in care institutions or in places of detention in October 2007 (council of Europe, 2007).

To the best knowledge of the researcher, there is no study in the Ghanaian scene which has comprehensively studied corporal punishment in basic schools. A study by Adentwi (1998), touched on the differences in teachers and students perception on classroom indiscipline in selected senior high schools. The study elaborated on the problems of corporal punishment administration with respect to the long and short term effect and also the gender bias in the administration by teachers. Ofusu-Dwamena (2008) studied the perception of tutors and students on discipline in teacher training colleges in the eastern region of Ghana. It confirmed that other alternative measures to behaviour correction should be adopted.

This research finds out the views of primary and J H S teachers as well as pupils views on the prevalence of corporal punishment in basic schools. The kind of offences

that attract such punishments, whether corporal punishment is effective or not, whether it should be banned in Ghanaian schools or not.

#### **1.4 Statement of the Problem**

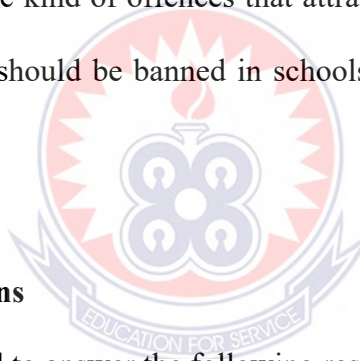
Corporal punishment against children has received support for thousands of years from interpretation of legal and religious doctrines, including those beliefs based on Judeo-Christian and other religions (journal of adolescent health, 2003). No meaningful business can be carried out without discipline. Effective teaching and learning cannot take place in an undisciplined environment or school. Indiscipline in classroom or schools affect the quality of learning and waste a lot of instructional time.

The causes of indiscipline behaviour in our basic schools are numerous and cannot be apportioned to one factor since teachers sometimes blame parents and the society who also in turn blame other stakeholders of education. In order to achieve the desired behaviour of learners, teachers must be abreast with what brings about indiscipline behaviour and the strategies in handling it in our basic schools. It is evidently clear that basic school teachers prefer to use corporal punishment than to any other behaviour correction method because in the short run it deters others from such misbehaviour. Scholars and many other people are however doubtful of the long term benefits of corporal punishment in the development of the learners. There was the need therefore, to investigate the views of teachers and students on corporal punishment which is widely used by basic school teachers in correcting wayward pupils in schools. The major issues of concern to this study is on prevalence of corporal punishment in schools, the kind of offences that attract corporal punishment, is corporal punishment effective in the long

and short term?, the alternative strategy for controlling misbehaviour and whether corporal punishment should be banned in our basic schools or not.

### **1.5 Purpose of the Study**

The focus of the study is to collect data based on the views of teachers and students in some selected basic schools in the Atwima Kwanwoma district. Corporal punishment is the key area to be focused on. A study into the views of teachers and students was carried out to provide information for curriculum designers, planners, the education ministry, the Atwima Kwanwoma Education directorate and other stakeholders of education on the kind of offences that attract physical or corporal punishment in the district, whether it should be banned in schools and whether it is effective in the long or short term.



### **1.6 Research Questions**

The researcher endeavored to answer the following research questions-

1. How desirable is corporal punishment in bringing disciplined behaviour in our basic schools in the short and long run?
2. How prevalent is corporal punishment in Atwima kwanwoma basic schools?
3. What kind of offences attract corporal punishment?
4. What are the alternatives to corporal punishments?

### **1.8 Significance of the Study**

It is believed that the outcome of this work will bring to light the varied opinions that encompass corporal punishment in basic schools in the Atwima kwanwoma district. It is also hoped that teachers will benefit from this investigation since they will get ideas on how to handle indiscipline students. The study will be able to give information on the problems of corporal punishment with reference to basic schools in the district. The information will help in the policy formulation in Ghanaian schools. The report from the study will serve as a resource book for the education directorate of the district.

### **1.9 Delimitations of the Study**

The research was conducted in six primary and five junior high schools in the district. Five boys, five girls and four teachers were selected from each school. The study was on the prevalence of corporal punishment, offences that attract such punishment, corporal punishment and behavioural change, the extent of it to students, alternatives to corporal punishment and its abolishment in schools.

### **1.10 Limitations to the Study**

What causes students' misbehavior, could have been also investigated. The study could have been extended to other districts in the Ashanti region. However this was not possible. Financial constraints and time were the major issue of restraint to the study. Since students in the selected schools hold similar views and also teachers share similar opinions it is hoped that they were the obvious and the right representation of the district and could provide valid and reliable information for generalization within the district

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This chapter is on the review of literature on corporal punishment. It explains what is meant by corporal punishment, difference between discipline and physical or corporal punishment, kinds of offences that attract such punishment, the prevalence of corporal punishment, its effect in the long and short run, alternatives to corporal punishment, and banning of such punishment in schools.

#### **2.1 Corporal Punishment**

One of the most important task of teachers is to promote desired behaviours in children and to handle misbehaviour when they occur. Teachers and parents have many options for managing children's behaviour, ranging from proactive guidance aimed at preventing misbehaviour in the first place to reactive methods that punish misbehaviour after it occurs. Arguably, the most controversial way that some teachers attempt to manage children's behaviour is through corporal punishment, which has been defined as adult (authority) use of physical force intended to cause pain, but not injury, to correct or control a child's inappropriate behaviour. This work focuses primarily on teachers rather than parents' use of corporal punishment because more children experience corporal punishment in schools. However, many of the issues described apply equally to corporal punishment in home and school settings.

**School corporal punishment** refers to causing deliberate pain or discomfort to a student in response to undesired behaviour by a teacher in schools. It often involves striking the student either across the buttocks or on the hands, with an implement such as a rattan cane, wooden paddle, slipper, or leather strap. Less commonly, it could also include spanking or smacking and even pinching the student with the hand, especially at the elementary school level.

Relationships between teachers (adult) and students (children) can reflect a world of love, mutual respect, nurturing and support. Too often, however, adult dominance and control character these relationships, reinforcing children's dependent status. Over the years, many relationships based on power, dominance, and physical coercion have been challenged and dissolved, however, the relationship of adult dominance and child subservience and submission persists and has acquired a sense of normalcy.

In the English-speaking world, the use of corporal punishment by schools has historically been justified by the **common-law** doctrine in loco parentis whereby teachers are considered authority figures granted the same rights as parents to punish children in their care.

Off-late, the study of children has received increasing attention and more specifically, violence in the lives of children whether in the context of family, school, community or war is a developing area of study as researchers and policymakers explore children as perpetrators and victims of violence (Carbarino, 1995). Scholarly research now shows that violence done to children even in the form of legally sanctioned corporal punishment increases the likelihood that they will perpetrate violence on others throughout their lives including assaulting other children, violent teenage crime, and



ultimately domestic violence and abuse to elderly. (Maxfield & Wisdom, 1996, Smith & Thornberry, 1995, Straus, 2001, Perry, 1999).

There is a “structured oppressions” that exist between adults and children/ teachers and learners. Alice Miller (1990b) has documented the history and psychology of beliefs, laws, and advice that adults use to justify corporal punishment and deny children right to physical integrity and human dignity. She argues, these justifications perpetuate adult oppression of children and transform children into objects or something to be controlled. Without respect for their human dignity children perpetuate the destructive pattern when they become adults (Miller, 1990a). The consequences of corporal punishment is substantial. Research shows that the causes and consequences of corporal punishment and physical abuse is the same (Straus, 1983). Findings from U.S. and International Studies shows that in addition to increasing the likelihood that the child will be violent to other children, commit violent crimes as teens, the use of corporal punishment also harms the child psychologically. The frequency of corporal punishment is associated with increased depression and suicidal thoughts as a child and an adult, decreased overall wellbeing increased alienation, and most informatively, less developed consciences and significantly less empathy (Straus, 2001, Gershoff, 2002 & Bitensky, 1998).

Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, as opposed to suspension from school. Opponents, including a number of medical and psychological societies, along with human-rights groups, argue that physical punishment is ineffective in the long term, interferes with learning, leads to antisocial behaviour as

well as various forms of mental distress, and is a form of violence that breaches the rights of children.

According to the American Academy of Pediatrics (AAP), there are three broad rationales for the use of corporal punishment in schools: beliefs, based in traditional religion, that adults have a right, if not a duty, to physically punish misbehaving children; a disciplinary philosophy that corporal punishment builds character, being necessary for the development of a child's conscience and their respect for adult authority figures; and beliefs concerning the needs and rights of teachers, specifically that corporal punishment is essential for maintaining order and control in the classroom.

The A.A.P. cautions that there is a risk of corporal punishment in schools fostering the impression among students that violence is an appropriate means for managing others' behaviour. According to the American Academy of Child and Adolescent Psychiatry, "Corporal punishment signals to the child that a way to settle interpersonal conflicts is to use physical force and inflict pain". According to the Society for Adolescent Medicine, "The use of corporal punishment in schools promotes a very precarious message: that violence is an acceptable phenomenon in our society. It sanctions the notion that it is meritorious to be violent toward our children, thereby devaluing them in society's eyes. It encourages children to resort to violence because they see their authority figures or substitute parents doing it. Violence is not acceptable and we must not support it by sanctioning its use by such authority figures as school officials.

### **The difference between discipline and physical punishment**

Physical or corporal punishment is the use of force to cause pain, but not injury, for the purpose of correction or control (Straus & Stewart 1999). Although researchers

attempt to distinguish between physical punishment and abuse, this is very hard to do and there is no general agreement about the dividing line between physical punishment and physical abuse. It is not possible to define what a “safe smack” is. Abusive and non-abusive authorities differ mainly in how often and how severely they physically punish their students, and whether that physical punishment is purportedly for correcting children.

Discipline is the guidance of children’s moral, emotional and physical development, enabling children to take responsibility for themselves when they are older (Holden 2002, Wissow 2002). It involves teaching children the boundaries of what is acceptable and what is not acceptable, and it makes them aware of the values and actions that are acceptable in their schools, family and society. Discipline can be positive, for example, praising the child for doing something good or for stopping doing something inappropriate; or discipline can be negative, for example, smacking a child for doing something wrong. Positive discipline normally involves helping children or student to understand why certain behaviour is unacceptable and other behaviour is acceptable. Negative discipline focuses on doing what you are told in order to avoid something unpleasant.

Punishment has become an increasingly problematic global human rights issue. In 1989 the Convention on the Rights of the Child (CRC) was adopted by the United Nations General Assembly. To date, all except two members of the United Nations (Somalia and the United States) have ratified the CRC, meaning that the 192 countries that have ratified the CRC are obliged to examine their policies, laws and cultural norms to ensure that they uphold children’s right to protection.

The UN defines physical violence (including corporal punishment) toward children as a breach of their rights under the CRC and has set a goal of putting “an end to adult justification of violence against children, whether accepted as ‘tradition’ or disguised as ‘discipline. (CRC)-Teach UNICEF.

In addition to corporal punishment being a human rights issue, it has been found to be ineffective in bringing about desired behaviours and is a risk factor for a wide range of child adjustment problems. For example, children who have been corporally punished are at greater risk for externalizing behaviour problems such as aggression and delinquency as well as internalizing problems such as depression and anxiety. Furthermore, mild use of corporal punishment can lead to the use of severe forms of corporal punishment and physical abuse.

Corporal punishment is a discipline method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behavior and or inappropriate language. The immediate aims of such punishment are usually to halt the offense, prevent its recurrence and set an example for others. The purported long-term goal is to change the child's behavior and to make it more consistent with the adult's expectations. In corporal punishment, the adult usually hits various parts of the child's body with a hand, or with canes, yardsticks, belts, or other objects expected to cause pain and fear.

The American Academy of Child and Adolescent Psychiatry (AACAP) opposes the use of corporal punishment and supports legislation outlawing its use. Research on corporal punishment has shown that it may be harmful. Many other methods of discipline are effective in promoting self-control, eliminating undesirable behaviors and promoting

desired behaviors in children. The AACAP recommends non-violent methods of addressing inappropriate behavior in schools, such as behavior management and school-wide positive behaviour support. Corporal punishment signals to the child that a way to settle interpersonal conflicts is to use physical force and inflict pain. Such children may in turn resort to such behavior themselves. They may also fail to develop trusting, secure relationships with adults and fail to evolve the necessary skills to settle disputes or wield authority in less violent ways. Supervising adults who will-fully humiliate children and punish by force and pain are often causing more harm than what they prevent.

The American Academy of Child and Adolescent Psychiatry opposes the use of corporal punishment in schools and takes issue with laws in some states legalizing such corporal punishment and protecting adults who use it from prosecution for child abuse. The Academy joins with the National Congress of Parents and Teachers, the American Medical Association, the National Education Association, the American Bar Association, the American Academy of Pediatrics, and other groups calling for an end to this form of punishment.

Teacher's use of corporal punishment is the single most controversial and emotionally charged topic in teacher– child relationships. No other child-rearing topic has elicited as much attention or heated debate as whether teachers should engage in the practice. Beginning in the 1st century C.E. and periodically thereafter, educators (e.g., Quintilian), philosophers (e.g., Locke, Plutarch, & Rousseau), and many others have argued against— or called for moderation in—Teacher use of corporal punishment (Peisner, 1989). Throughout the world, the issue of corporal punishment of children - whether occurring in families or exercised in governmental institutions (i.e., schools or

the criminal justice system) - is being reframed as a form of violence and placed in the context of a human rights issue. Within the last few years in Austria, Denmark, Finland, Italy, Norway, Croatia, Scotland, Canada, South Africa, Germany, and South Korea, courts and legislatures increasingly are finding that corporal punishment of children in the context of family, school, or the criminal justice system is anachronistic, counterproductive, or a violation of the dignity of the individual. EPOCH - USA (End Physical Punishment of Children), an advocacy organization working to end corporal punishment of children, provides on its web site (<http://www.stophitting.com>) updates on legislation and court decisions relating to corporal punishment. They note the following recent examples of legislation seeking to end the practice of corporal punishment. (Bitensky, 1998).

Adolescence is characterized by aggressiveness. Some students at the basic level are in this stage of the human life cycle. Trivial matters quickly degenerate into violence and lawlessness. They sometimes want to show off. This may lead them into indiscipline behavior. To curb the indiscipline behaviors in schools, teachers result to the use of corporal punishment. (Raggi, 2011). Corporal punishment has being defined by scholars and researchers in the diverse ways. "The use of physical force to cause pain but not wound as a means of discipline (Babara, et al, 1999). "The treatment that controls and punishes as a system of rules (Songiil, 2009). "Purposeful infliction of pain on a child to stop the child's unacceptable behavior" (Dee, 1991). Any rational approach used by the school to overcome the problems of the school environment (Nakpodia, 2010). The infliction of a penalty upon a person for a violation of a regulation. It is a machinery for collective conscience (Olodele, 2009). The application of a negative stimulus to reduce or

eliminate undesirable behavior. These may be verbal reprimands or corporal punishment". (American Academy of Pediatrics, 1998).

Corporal punishment differs from physical abuse based on the intention and the intensity. The reasonability of corporal punishment is judged by whether it is in proportion to the offense, the ability of the child to bear it or its lineage to the school rules. Some teachers have problems differentiating corporal punishment and other corrective methods to discipline children (Lwun-syin, You-shi, 2010). The investigator in his views will define corporal punishment as physical corrective measure to bring perverse or wayward children or students on track.

## **2.2 Prevalence of Corporal Punishment in Schools**

Corporal punishment has been an integral part of how authorities discipline children throughout the history of the United States (Greven, 1991). A growing number of countries have adopted policies that prohibit parents and authorities from using corporal punishment as a means of disciplining children. Austria, Croatia, Cyprus, Finland, Germany, Israel, are a list of countries that have banned corporal punishment (Bitensky, 1998).

Psychologists and other professionals are divided on the question of whether the benefit of corporal punishment might outweigh any potential hazards, some have concluded that corporal punishment is both effective and desirable (Baumrind, 1996a 1996b, Larzelere, 1996, 2000) whereas others have concluded that corporal punishment is ineffective at best and harmful at worst (American Academy of Pediatrics, 1998, Lytton, 1997, J McCord, 1997, Straus, 1994).



Despite these controversies, corporal punishment is on the ascendancy. The degree and its frequency differ according to school, society, culture, family value, peer influence etc. It is common in our basic schools. Some of which are noticed and reported and others go unnoticed. There are milder physical punishments that go unnoticed such as verbal intimidation (Manish, 2011).

The philosophy “spare the rod and spoil the child” is still used by teachers in parts of Africa and other parts of the world. Corporal punishment is legal in some states in the US like Kentucky, North and South Carolina and others. Corporal punishment is banned in juvenile correction centres but used in public schools (Stephey, 2009).

The frequency of physical punishment in public schools in Dallas is on average of two thousand and eight reported incidents per month. Almost double this number was reported by Houston public schools. Results of several studies revealed that corporal punishment is regarded as a primary discipline method (Songiil, 2009). Nakpodia (2010), students’ indiscipline has risen to an alarming level in Nigeria. There was a law suit against a teacher for injuring a student in the eye in the course of administering corporal punishment.

In Ghana physical punishment is somewhat legal. The education Act of 1961 of the Ghana Education Service code of discipline for schools provide for canning up to six strokes by the head or an authorized person by the head. The teachers’ handbook by the education ministry stipulates that corporal punishment should be used as last resort. Despite these provisions it is widely used as corrective measure (Peter, 2008).



A report in 2005/2006 in Ghana by UNICEF claimed that 90% of children were subjected to corporal punishment or physical aggression. 11% of this were subjected to brutal punishment including slapping in the face or beaten with stick (UNICEF, 2007).

To the researcher, no comprehensive work has been carried out on corporal punishment in Ghanaian basic schools. This work will attempt to find out the rate of corporal punishments in basic schools of the Atwima Kwanwoma district.

## **2.3 The Long and the Short Term Effect of Corporal Punishment**

### **2.3.1 Long-Term Effects**

#### **Social Behaviour**

Corporal punishment is associated with children's aggression and other antisocial behaviour towards peers, siblings and adults. Corporal punishment may legitimize violence for children in interpersonal relationships because they tend to internalise the social relations they experience (Vygotsky, 1978). Ironically, the behaviour that teachers are most likely to intend to prevent when they physically punish students is exactly the behaviour that they are likely to be strengthening. Social learning theory (Bandura 1969) also suggests that physical punishment enables children to learn aggressive behaviour through modelling. If parents try to modify their children's behaviour through inflicting pain, then those children are likely to do the same to others when they want to influence other people's actions.

Gershoff's (2002a) meta-analysis reviewed 27 studies in childhood and four in adulthood looking at the relationship between physical punishment and aggression. These studies varied in the age of the children studied (1–16 years), the type of data gathered

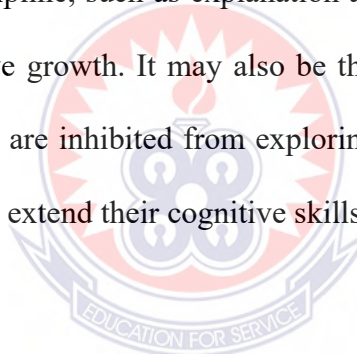
(most, however, were parental self-report), and the experimental design (most were cross-sectional). The findings of the meta-analysis consistently showed that the parental or adult use of physical punishment was associated with child aggressive behaviour. Gershoff's review also includes 13 studies of delinquent and antisocial behaviour in childhood, and five studies of the same variables in adulthood. With only two exceptions, the studies showed a consistent link between the use of corporal punishment and delinquent and antisocial behaviour.

Grogan-Kaylor (2004) used data from the most recent (1998) wave of data collection of the United States National Longitudinal Survey of Youth. There were 1,811 children in the sample, and their average age was slightly over 10 years. The children were predominantly from low-income families and about half of them were of colour. The study examined the relationship between parental use of corporal punishment and children's antisocial behaviour, using a fixed effects analysis, which provides more rigorous statistical controls than those used in previous research, controlling for both observed and unobserved covariates. Children's antisocial behaviour was measured by the Behavior Problems Index, and parental use of physical punishment through the HOME inventory, which includes questions about spanking.

Whether or not parents had spanked their child in the past week was related to children's antisocial behaviour two years later, regardless of the child's prior levels of antisocial behaviour.

### **2.3.2 Cognitive Effects**

A sociocultural perspective on development suggests that children's cognitive development emerges out of social interactions. Social relationships such as early attachment to caregivers, friendships and collaborative learning between peers, and relationships between children and teachers, directly and indirectly influence children's learning and motivation to learn. The use of verbal methods of discipline through explanation and reasoning are likely to provide the child with more cognitive stimulation than the use of corporal punishment (Straus, 2001). Thus, poorer cognitive outcomes may result if teachers or caregivers who physically punish their children make less use of inductive methods of discipline, such as explanation and reasoning – procedures that are likely to enhance cognitive growth. It may also be that children who are anxious about being physically punished are inhibited from exploring their physical and social worlds, and therefore less likely to extend their cognitive skills.



### **2.3.3 Mental Health**

Less visible than externalising behaviour, but equally serious, is the development of internalising problems such as depression, anxiety, suicidal ideation and other mental health concerns. Such problems are often ignored and left untreated, and can have lifelong effects, including influencing the parenting of the next generation. New Zealand's high levels of suicide (Action for Children & Youth Aotearoa 2003) are already a concern, so this is a particularly worrying effect of the acceptance of punishment in our schools and societies. According to Straus (1999), mental health problems are associated with physical punishment due to their being an outcome of the

suppression of childhood anger associated with being hit by adults who children depend on for love and nurturance.

Gershoff (2002a) reviewed 12 studies of physical punishment and mental health in childhood, and eight studies of physical punishment and mental health in adulthood. Again, there was complete consistency in the findings of these studies that mental health problems in childhood and adulthood were associated with the use of physical punishment.

Heaven and Goldstein (2001) surveyed 242 Anglo-Australian and Asian-Australian high school students about their parents' disciplinary style, and their own depression and self-esteem. Depression was significantly related to perceptions of parents' punitive punishment and withdrawal of love. Among Anglo students, low self-esteem was significantly related to low levels of inductiveness and high levels of love withdrawal. Students were more depressed, regardless of ethnicity, if they had experienced punitive and unaffectionate parenting. The effect of parental discipline on depression was mediated by low self-esteem in Anglo students (but not in Asian students). Punitive discipline also had a more negative effect on internalising behaviour for girls than for boys.

#### **2.3.4 Moral Internalization**

Social information processing theory (Grusec & Goodnow, 1994) suggests that the major long-term goal of family discipline is to help children internalise the values and attitudes of society to guide their own behaviour. Moral regulation and internalisation include sensitivity to wrongdoing and appropriate conduct, and the ability to restrain

oneself from misbehaviour and to correct damage (Kerr, Lopez, Olson & Sameroff 2004). Promoting internal control over behaviour is an important goal in school discipline, and most experts regard it as much more important than immediate compliance. Many teachers want their children to internalise values, and they do not realise that the excessive use of power-assertive discipline in the absence of induction or explanation may have the opposite effect from what they wish to achieve. That power-assertive methods are not as effective as inductive discipline in promoting moral internalisation has been shown in many studies.

Gershoff's review supports the view that the use of physical punishment tends to lessen the chances that children will internalise teachers' rules and values. Reviewing 15 studies in this area showed that all but two of these studies showed an association between the use of physical punishment and lower levels of moral internalization.

Kochanska, Coy and Murray (2001) carried out a longitudinal study of the development of self-regulation in children under four years of age. Mothers of normally developing infants participated in laboratory sessions with their children at 22, 33 and 45 months. Researchers observed and assessed children's compliance with their mothers' requests in "Do" (sustaining boring behaviour) and "Don't" (ceasing pleasant behaviour) contexts. Committed compliance meant eagerly embracing maternal agenda and following maternal directives in a self-directed way; situational compliance was essentially cooperative, but seemed contingent on sustained maternal control. Internalisation was also observed in "Do" and "Don't" contexts by looking at whether children complied with requests when the mother moved to another room. Mothers' styles of discipline were also observed.

There were several significant negative correlations between the maternal use of power and children's committed compliance, as well as between the maternal use of power and children's independent compliance (when alone). The authors argue that committed compliance is the first step towards internal control. It represents the conflict between children's wish to comply and their desire to be autonomous. Power-assertive disciplinary techniques do not support moral internalization.

### **2.3.5 Interactions with Culture and Ethnicity**

There has been considerable research into the relationship between ethnicity, aspects of the parenting and disciplinary environment, and outcomes for children (Marshall 2005). Several authors suggest that the effects of harsh disciplinary strategies, in particular physical punishment, may vary across social and cultural contexts (Deater-Deckard & Dodge 1997, Horn, Joseph & Cheng 2004, Kelley & Tseng 1992, Simons, Lin, Gordon & Conger 2000).

Deater-Deckard and Dodge (1997) argue that punishment has different meanings for some cultural groups, such as African-Americans, and that parent-child relationships are another important mediating factor. They contend that where physical punishment is a predominant and normative mode of discipline and where it is used in a controlled fashion in the context of a nurturing relationship, it is looked on as culturally acceptable, and as a sign of good parenting, and that therefore the effects can be positive. Indeed, there are some studies supporting this view (Horn, Joseph & Cheng, 2004). There are, however, further confounding factors associated with ethnicity such as poverty, low social status, and the risk associated with living in disadvantaged neighborhoods.

Generally the findings are inconclusive, with some studies finding ethnic differences in the association between physical punishment and poor outcomes, and others not. Different researchers concur, however, that any moderating effects of ethnicity are only at ordinary or moderate levels of physical punishment. Extremely harsh discipline that shades into physical abuse is equally deleterious for all children, regardless of culture. The negative consequences of severe physical punishment have been replicated across cultures (Marshall, 2005).

A recent study tested the hypothesis that in cultures where physical punishment is normative, the effects of it are less negative (Jennifer, Lansford, Michael, Crisis, Kenneth, Dodge, Daniel, Shaw, Gregory, Pettit, & John, Bates, 2005). Cultural normativeness refers to the extent to which family members within a culture perceive physical punishment as normal for their culture, and the extent to which families actually use it in that culture. The normativeness of physical punishment varied across six countries in the study, from the lowest in Thailand, through China, the Philippines, Italy to the highest in Kenya (Lansford et al. 2005), with varying collectivist and religious affiliations among those countries. Altogether, 336 mother–child dyads, mainly middle-class, were interviewed to assess the relevance of physical punishment in each culture, and to determine the perceptions (of mothers and children) of the use of physical punishment in their families and in other families in their cultural group. Children’s internalised and externalised behaviour problems were measured using the Achenbach Checklist.

The results showed that, countries differed in the reported use and normativeness of physical punishment, and how it was related to children's adjustment. Perceived normativeness moderated the association between punishment and child aggression and anxiety. That is, in cultural groups such as Kenya's, where physical punishment was more frequently used, adjustment problems were less severe. To put it another way, in countries where physical punishment was less common, children experienced more harmful effects from physical punishment. Nevertheless, children who had experienced physical punishment, regardless of whether it was perceived as normative, were more aggressive and anxious. The authors concluded:

Regardless of where they live, children have rights and teachers have responsibilities towards children. There are times where it may be necessary to apply a global standard to protect children from serious long-term harm. Thus, it is important not to take an extreme position on cultural relativism (Lansford et al., 2000).

#### **2.4 Short Term Effect**

A person's behavior is determined by the environment which the school, the culture, geographical location are part. Prolonged physical punishment to a learner or child can make him or her immune to punishment. Corporal punishment in the short run does not have an effect (Songiil, 2009). Paddling, spanking or canning a student is used in the short run to provide relief from anger and to deter others. The more a child is spanked the more he will grow to spank his children (American Academy of Pediatrics, 1998). Corporal punishment is an ineffective way of correcting misbehavior and it has some negative effects. It is an attack on an individual and also reduces self-dignity of the



learner (Lwun-Syin & You-Shi, 2010). Most children subjected to corporal punishment end up running away from school. It brings about hatred and aggressiveness. Such punishments lower self-esteem and promote negative expectation of the learner (Stephey, 2009).

Punitive measures are used by school authorities to put off bad behavior temporarily. However it may result in student anger and diminish positive attitudes towards learning instead of forging student self-discipline (Lapointe, 2004). It has temporal impact on children behavior.

Antisocial behavior, depression and distress have been linked to corporal punishment that children are subjected to in the long run. There is also the possibility of a student subjected to corporal punishment subjecting his children to corporal punishment (Diana, 2008).

In the short run, physical punishment deters students from a bad behavior but it has negative effects in the long run. The work is to find out why it is still used in spite of its ineffectiveness.

## **2.5 Offences That Attract Corporal Punishment**

Corporal punishment has been a corrective measure for centuries. Major and minor offences like defiance to school rules and authorities and to verbal abuse on colleague students attract corporal punishments in schools. Dee (1991) offences that attract corporal punishments are: misbehavior to girls which attracts 10 lashes, gambling in school which attracts 10 lashes, telling lies.”

Defiance is a major offence which attracts corporal punishment. This followed by truancy, fighting, not taking part in class exercises and assignments and disturbing others (Anna, C. M. 1992). Other offences that attract corporal punishment are rowdies, lawlessness and absenteeism (Raggi, 2011).

Other offences that attract corporal punishment are teasing, making noise in class, not paying attention in classroom, sleeping in class, and assault on teachers, coming to school late etc. This work is to find out if there are other offences that attract corporal punishment.

## **2.6 Optional Measures to Corporal Punishment (C.P)**

Since physical punishment is ineffective in changing behavior, there is the need to use other corrective methods. The abuse of C.P by authorities in the course of disciplining students is an evidence that alternative measure should be adopted. Babara (1999) schools should teach values, norms and good societal behavior to promote responsible personal and social attitudes in students. Reducing indiscipline should be centered on teaching and educating. Ways of sparing the rod and not spoiling the child include encouraging positive behavior, avoiding verbal abuse, being honest and praising good deeds (Illinois Early Learning Project, 2003).

Some schools have now introduced a systematic plan of action to bring about change in attitudes through rewards for a good behavior termed “Positive Discipline”. Stars are given to learners for good behavior and are taken for misbehavior. Rewards are given based on the accumulation of stars. Red cards are given for out of lesson

misbehavior and its accumulation means one will not receive an award. Such learners could also be denied association with their peers for a period (Alan, 1996).

Poor seating arrangement in classroom, improper explanation of difficult concept and poor teacher-student relationship can lead to indiscipline in schools (Deena, 2000). Teaching them skills that will make them confident, successful and responsible is the alternative to shaming and putting fear in children (Susan, 2007).

Susan (2007) gave several alternative ways of creating positive discipline. These include listing of names who have improved on their behavior during the week, recognizing learner's effort and announcing this at school's assembly. Balloting for a student's name and asking the students to write something good about the person, voting for a well behaved person of the month and giving award to the person. All these will encourage positive behavior. The use of other models for the management of classroom discipline will be the alternative to corporal punishment. These are behavior management model, classroom management model, socio-emotional model and group process design model (McNaughton & John, 1991). The classroom management model is based on the observation and research of the teacher to deal with misbehavior in class. The socio-emotional deals with counseling of students. The group process design task the teacher to group learners to ensure effective communication and good relationship. It also offers the chance for leadership.

The Society for Adolescent Medicine recommends developing "a milieu of effective communication, in which the teacher displays an attitude of respect for the students", as well as instruction that is stimulating and appropriate to student's abilities, various nonviolent behaviour modification techniques, and involving students and parents

in making decisions about school matters such as rules and educational goals. They suggest that student self-governance can be an effective alternative for managing disruptive classroom behaviour, while stressing the importance of adequate training and support for teachers.

## **2.7 Banning of Corporal Punishment in Schools**

Well over half a million of Americans practice corporal punishment over their children (Maguire-Jack, Gromoske & Berger, 2012). A multitude of studies have been carried out to examine the effect of corporal punishment at the time the punishment is administered and the lasting negative effect it may have later in life. Many theorists agree that corporal punishment can be, and often is, detrimental. Although corporal punishment can provide positive, temporary child compliance the effect of such actions are deleterious and can last for many years.

According to the American Academy of Pediatrics (AAP), research shows that corporal punishment is less effective than other methods of behaviour management in schools, and "praise, discussions regarding values, and positive role models do more to develop character, respect, and values than corporal punishment". They say that evidence links corporal punishment of students to a number of adverse outcomes, including: "increased aggressive and destructive behaviour, increased disruptive classroom behaviour, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, low self-esteem, anxiety, somatic complaints, depression, suicide and retaliation against teachers". The AAP recommends a number of alternatives to corporal punishment including various non-violent behaviour-management

strategies, modifications to the school environment, and increased support for teachers. Administration of corporal punishment make students feel distrust, causing the child to develop a sense of not belonging to the school. This can cause a stress on the learner and will affect his or her academic performance.

Countries have seen the deleterious nature of corporal punishment and have banned them in their schools. These countries view corporal punishment as an act of no educational purpose, and has no influence on learning and is seen as inhuman way of changing behavior of learners (Lwun-Syin & You-Shi, 2010) The United Nations Convention on the Right of the Child (UNCRC) has also emphasized that human rights require the elimination of all corporal punishments.

In addition other international instruments also require action against corporal punishment. The UN Universal Declaration of Human Rights (Article 7) and the UN International Covenant on Civil and Political rights (Article 26) guarantee protection to all people including children and learners. The UN Human Right Treaty Bodies have condemned corporal punishment of when examining state reports. Corporal punishment is an act which has no educational benefit and therefore must be banned.

## **2.8 Conclusion**

My review of research has established that there is little evidence to recommend retaining physical punishment in the teacher repertoire of discipline. Only one desirable outcome for child behaviour has been associated with physical punishment – in some, but not all, studies – and this outcome is immediate compliance. Even those who argue in favour of the use of physical punishment as a backup to other disciplinary strategies,

suggest that it is only effective under severely limited conditions (as to age of child, severity, timing and context among other things). When compliance is just as easily (and effectively) achieved with alternative inductive and positive methods of child rearing and milder forms of punishment, it is unnecessary, risky and unethical to use physical punishment.

Research on the long-term effects of physical punishment are consistent, and overwhelmingly negative over a wide variety of child development outcomes. The use of physical punishment has been associated with many negative social outcomes, including aggression, disruptive behaviour in school, and lack of acceptance by peers, crime and delinquency. Children's cognitive and intellectual development are also adversely affected by the use of physical punishment. Physical punishment is linked to insecure attachment and poorer relationships between children and teachers, and to a variety of mental health problems, such as anxiety, depression and suicidal ideation. The overall goals of school and family discipline are for children to internalise the values and attitudes that will lead to appropriate behaviour, rather than relying on external monitoring and control. Research suggests that the use of physical punishment does the reverse, and inhibits the development of moral internalisation. While the effects of physical punishment may be a little less severe when it is normative in a culture, the effects are still negative.

The use of physical punishment is deeply embedded in our culture and history, but it is a clear and preventable health risk for children. One very frequently used everyday argument in favour of corporal punishment is from people who say "I was spanked and I am okay". Straus (1999) points out that people who say this may be among

the lucky ones who were not adversely affected by corporal punishment. Corporal punishment does not guarantee a harmful effect, but the more that children experience corporal punishment and the more frequent and severe it is, the more they are at risk for problems like aggression and depression, regardless of their cultural background. The use of corporal punishment as a method of school discipline is a health risk for children – a risk to which teachers might not expose their student if they understood the probability of harmful consequences.

There is no universal recipe for effective discipline, and while research findings may seem clear, their application to real life is a different matter. Many teachers, however, want to avoid the health risks inherent in punitive approaches towards their students, and feel increasingly uncomfortable with the use of physical punishment. Teachers can and do change their ideas about discipline, with or without external support. Ongoing efforts to encourage and help teachers and parents to use positive disciplinary approaches, are therefore to be supported. These efforts, in my view, need to be supported by a change in the law so that teachers cannot use as a defense that they were using reasonable discipline when they have assaulted children.

For many teachers and parents C.P remains an acceptable intervention and most of them report that they have spanked their children or learners. Corporal Punishment is essential in transforming the child's life for the better. It can be administered quickly and its effects go off quickly, it is adjustable and effective deterrent and reform strategy (Lwun-Syin & You-Shi, 2010). Taking action against C.P can be unpopular in traditional societies.

Such kind of punishment can physically impair a student for his whole life. It may also affect him psychologically, disturb his mental balance. This kind of punishment should be stopped immediately. Teachers should deal with their students patiently, advising and guiding them in every sphere of life. Punishment of this kind is physical torture to a student and should be condemned and stopped immediately. Corporal Punishment is just another form of physical violence and has no place in an enlightened society.

Discipline is a must for students in schools and colleges. However, enforcing it through Corporal punishment is highly objectionable and rather, inhuman. Moreover, this is not the right procedure or technique to discipline a student.

Teachers should realize that children at the school level are at an impressionable age. If they are subjected to such kind of physical punishment, they may develop a fear (phobia) to approach or meet a teacher, or even attend the school. They will never respect and love their teachers which is very essential for the overall development of a student's personality. This is because a teacher is a role model for a student. He must set an example for his students through his behavior and actions. He must deal with his students patiently, advising and guiding them to excel in every sphere of life such as academics, sports, music and other extra-curricular activities.

A student must also be free and friendly with his teachers, ask questions, clarify his doubts etc. At the same time, he should always respect and obey his teachers. However, this obedience and respect cannot be demanded forcibly through corporal punishment. It can only come spontaneously through deep regard for one's teachers. Corporal punishment does not have any positive effect on a student. It further worsens the situation. For instance, a student who is very naughty, or least interested in studies,



when subjected to corporal punishment may even leave the school and studies. Nonetheless, such a drastic decision can be disastrous for a child's future. Corporal punishment may even cause permanent physical disorders in a child. For example, hard slapping upon the ears can make him totally deaf for the rest of his life. Harsh whipping and canning in the hands and legs can damage the bones and muscles paralyzing him completely.

There are some people who would say scolding of school children and verbal intimidation should not be outlawed. This argument is flawed. Verbal abuse could be as damaging and humiliating for children, especially the younger ones, as physical punishment.

To conclude, it must always be borne in our mind that teaching is one of the noblest professions where one imparts knowledge to others. The teacher must consider his students as his own children, and treat them as lovingly and caringly as possible. He should applaud a student's achievements, and help him to overcome his shortcomings by motivating him to pursue his interests. A teacher should be there to guide a student to become responsible, educated and a well groomed citizen of a country. While handling students, it must always be kept in mind that they are like flowers. They have to be nurtured with great care to help them blossom and spread their fragrance. This work intends to collect data on the views of some learners and teachers of Atwima Kwanwoma basic schools on whether C.P should be banned or it should be allowed.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES**

#### **3.1 Research Design**

The design for this work is descriptive survey. This design is used to describe characteristics of a population or phenomenon being studied. It involves systematic collection of data, analyzing it and interpreting the views of teachers and students about corporal punishment in basic schools.

The idea is to answer questions related to the topic of the study. This work is non-experimental since it studies the relationship between non manipulative variables so as to answer questions relating to the research. The descriptive survey is the most appropriate because it describe what exist with respect to variables in a situation. It makes use of logical methods of inductive – deductive reasoning to arrive at generalization (Gay, 1992). Responses from teachers and students in some selected basic schools in the Atwima Kwanwoma District is surveyed using this design.

#### **3.2 Population**

The Atwima Kwanwoma District has about 1050 teachers in public basic schools who are teaching in the six circuits in the District, 560 being males and 490 are females. The age range of teachers is from 19-59. The student's population is 50,690 of which 30,480 are males and 20,210 are females. The age range of students in the district varies between circuits.

### 3.3 Sample and Sampling Procedure

The sample for this study consist of male teachers and students as well as female teachers and students in the basic schools in the Atwima Kwanwoma District of the Ashanti Region.

The district is one of the 27 districts in the Ashanti Region. It is divided into six circuits with each circuit under the supervision of a circuit supervisor. They are appointed by the district directorate of the G.E.S. The district has about 108 basic schools. The district is predominantly agrarian. The deprived circuits are remote from the urban influences. The schools in the deprived areas are rarely visited by the Circuit Supervisors and other officials.

The researcher used stratified sampling technique: 30 teachers and 170 students from Twedie, Foase, Nweneso No. 1, Nweneso No. 2, and Nweneso No. 3, Primary schools and their respective J.H.S were selected as sample population. Pupils from classes 4 -6 were selected from the primary school. Teachers in these classes and the head teachers automatically become participants. At the JHS level, males and females were selected from form 1, 2 and 3. The headmaster and some teachers were randomly selected to be part of the study. 85 male students and 85 female students summing up to be 170 students were involved in the study.

The other stake holders of education were not part because it is only when the situation gets worse that they are forced to come in. It is teachers and students who are directly involved in indiscipline behavior management. The effects either positive or negative are felt directly by teachers and students.

### **3.4 Instrumentation**

Data were gathered from teachers, school heads and students using questionnaire. Respondents Bio data questions was part of the questionnaire. Likert scale statements with responses like very serious, serious, not serious, and not serious at all were used to collect data from teachers, heads and students.

The questionnaire was used because of its advantages of providing quantifiable data. It is also economically good in gathering information and more realistic in reaching a larger population. Questionnaire can be used to reach a wide range of people, especially if they can read and write (Whisker, 2001).

### **3.5 Data Collection Procedure**

The questionnaire was administered by the investigator personally in some schools and also by a representative in the other schools selected. This ensured effective co-operation of teachers and students and the quick recovery of the completed questionnaire. At the primary school, classes 4, 5 and 6 teachers were selected to respond to the questionnaire.

For students in primary 4 – 6, the number of the pupils in the class were counted. Equal number of pieces of papers were torn, out of which 10 were labeled YES and the rest were left blank. These were divided into two in separate envelopes labeled ‘MALE’ and ‘FEMALE. With each having 5 of the ‘YES’. The Students were asked to pick from the envelop and those who picked YES were made to respond to the questionnaire. With the permission from the authorities and students, the students and teachers were grouped separately and they were taken through the nature of the questionnaire in Twi and English. The questionnaire were collected immediately after they finished.

### **3.6 Data Analysis**

Data analysis started with the coding of the questionnaire so as to make it easy for data entry and analysis. Statements were given values such as strongly agree 4, agree 3, disagree 2, strongly disagree 1. The SPSS was used for data analysis. The chi-square test was performed on the data to determine the relevance of the difference between the responses of teachers and students. The chi-square test was used because the investigator was going to deal with nominal or discrete data based on the frequency counts.



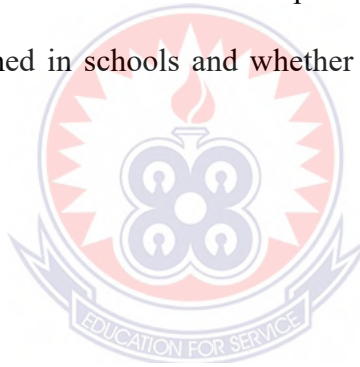
## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter contains the results of the study and its discussion. Data was obtained from teachers and students in Atwima Kwanwoma District and analyzed to obtain their perception of the research question.

The purpose of the study was to find out from teachers and students what offences attract physical or corporal punishment in the Atwima Kwanwoma district, how prevalent is corporal punishment, the behavioural control optional measures melted out to students, whether it should be banned in schools and whether it is effective in the long or short term.



## 4.2 Demography of Respondents

The demographical information of the respondents are presented in Table 4.1

**Table 4.1: Demographic characteristics of teacher respondents**

Variables	Frequency (n)	Percent (%)	Standard deviation
<b>Marital status</b>			
Married	8	26.7	1.610
Single	21	70.0	
Widow	1	3.3	
<b>Age</b>			
Less than 20	1	3.3	.337
21 – 25 years	6	20.0	
26 – 35 years	17	56.7	
36 – 45 years	2	6.7	
46 and above	4	13.3	
<b>Highest Education</b>			
Bachelors	6	20.0	.860
Diploma	17	56.7	
Post sec, cert A	4	13.3	
SSCE	3	10.0	
<b>Years taught</b>			
1-5 years	19	63.3	.817
6-10 years	5	16.7	
Over 11 years	6	20.0	
<b>Level of teaching</b>			
JHS	11	36.7	.490
Primary	19	63.3	
<b>School location</b>			
Urban area	9	30.0	.466
Rural area	21	70.0	

N=30

Table 4.1 presents the demography of respondents with respect to marital status, age, highest education, years taught, level of teaching and school location. From the table, out of 30 respondents, 21 respondents representing 70% were single; eight (8) respondents representing 26.7% were married with the remaining one respondent representing 3.3% being a widow. The standard deviation was 0.610 indicating a huge variation in the distribution of respondents by marriage.

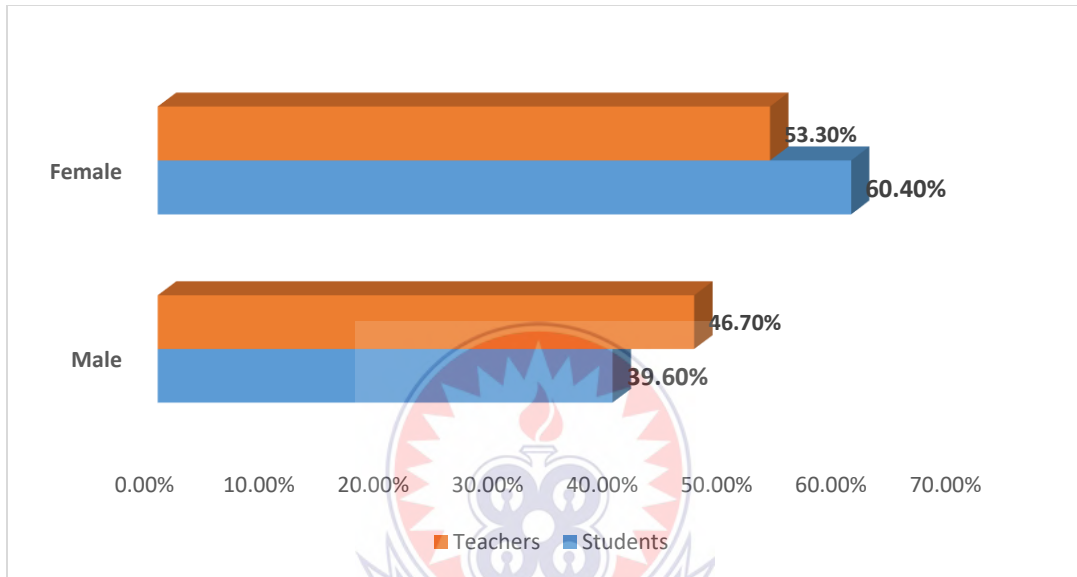
The age distribution of respondents indicated that 17 respondents representing 56.7% were between the ages of 26-35; six respondents representing 20.0% were within the ages of 21-25 with four (4) respondents representing 13.3% having their ages in the 46 and above range. Moreover two respondents representing 6.7% were within the ages of 36-45 with only one respondent representing 3.3% having his/her age below 20 years. The standard deviation was 1.337 indicating a close variation in the age range of respondents.

The highest educational level of respondents was Diploma with 17 respondents representing 56.7%. Six (6) respondents representing 20% had Bachelors' degree; four (4) respondents representing 13.3% had Post-secondary or Certificate 'A' qualification with the remaining three respondents representing 10% possessing SSCE qualification. The standard deviation for the distribution was 0.860 showing that the distribution of respondents by educational qualification is widely spread and that most teachers possessed the Diploma qualification.

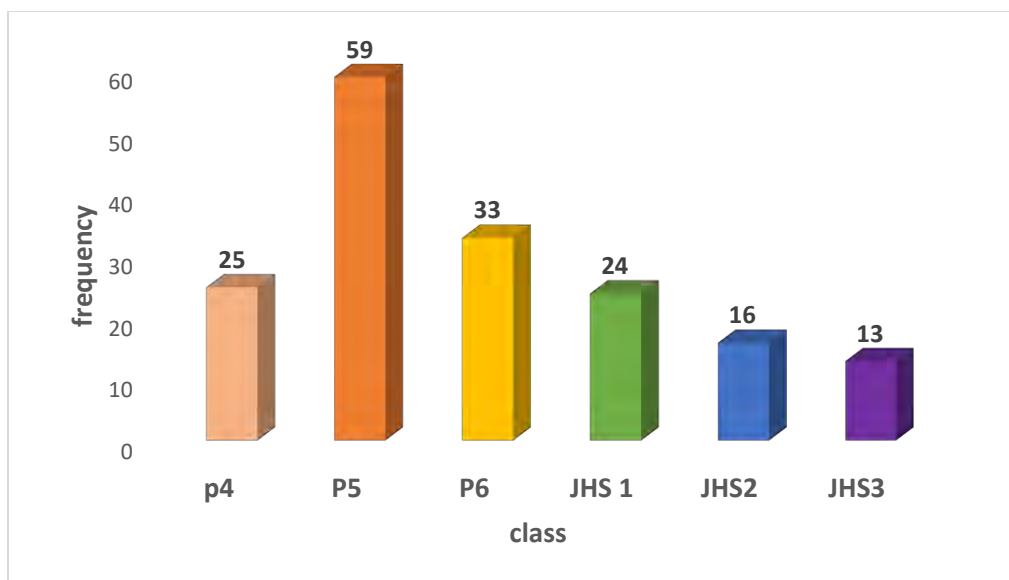
On the number of years taught, 19 respondents representing 63.3% had taught for 1-5 years; six (6) respondents representing 20% had taught for over 11 years while the remaining five (5) respondents representing 16.7% had taught for 6-10 years. Again the



standard deviation was high at 0.817% indicating a higher variation between the numbers of years taught by respondents. More than half of the respondents (63.3%) taught in the primary school level whiles 11 respondents representing 36.7% taught at the JHS level with standard deviation of 0.49 indicating that the distribution was close.



**Figure 4.1: Gender distribution of respondents**



**Figure 4.2: Class distribution of students.**

Figure 4.2 shows the class distribution of students used for the study. Fifty-nine (59) of the respondents were in primary five, 33 respondents were in primary six, 25 in primary four, 24 in JHS1, 16 in JHS2 and 13 in JHS 3. This implies that most of the students' respondents used for the study were in the primary school level.

### 4.3 Change in Behavior of Learners

Respondents' perception about the use of corporal punishment is presented in

Table 4.2

**Table 4.2: Respondents perception about the use of corporal punishment in Changing behavior**

Item	Teachers		Students	
	SA &A (%)	SD &D (%)	SA&A	SD &D
Change in behavior of learner				
Corporal punishment will make learners change in better way in the short run	70.0%	30.0%	84.7%	15.3%
Corporal punishment will make learners change in negative way in the short run	33.4%	66.6%	35.9%	64.1%
Corporal punishment will make learners change in better way in long run	43.3%	56.7%	69.4%	30.6%
Corporal punishment will make learners change in negative way in the long run	20.0%	80.0%	30.0%	70.0%

N= (teachers = 30, students 170) scale: SA=strongly agree, A= agree, D= disagree SD = strongly disagree (source: field data, 2016)

Respondents' views were taken on whether corporal punishment results in the change in behavior of students. Responses were taken from both students and teachers with all 200 responses considered. From Table 4.2, 70% of teachers and 84.7% of students strongly agreed or agreed that corporal punishment will make learners change in better in the short run whereas 30% of teachers and 15.5% of students strongly disagreed or disagreed respectively. However, 33.4% of teachers and 35.9% of students strongly agreed or agreed that corporal punishment will make learners change in negative way in the short run but 66.6% of teachers and 64.1% of students strongly disagreed or disagreed to this notion. On whether corporal punishment results in the change of learners behavior

in a better way in the long run, 43.3% of teachers and 69.4% of students strongly agreed or agreed to this assertion with 56.7% of teachers and 30.6% of students strongly disagreeing or disagreeing to this. On the other hand 20% of teachers and 30% of students strongly agreed or agreed that corporal punishment will make learners change in negative way in the long run while 80% of teachers and 70% of students strongly disagreed or disagreed to this view. This implies that most teacher respondents affirmed that corporal punishment will result in the change of students' behavior in the short run with students especially stating that corporal punishment will result in the change of students' behavior negatively in the long run.

The study revealed the effectiveness of corporal punishment in the short run as it has little or no effect on students in the long run. This contradicts the study of Songiil (2009) who found out in his study that corporal punishment in the short run does not have an effect but agrees with findings of the American Academy of Pediatrics (1998) which stated that paddling, spanking or canning a student is used in the short run to provide relief from anger and to deter others. According to the American Academy of Pediatrics (1998) corporal punishment in the long run has an adverse effect on the behavior of students as a child who is spanked will eventually spank his children when he or she grows up agreeing to findings from this study where respondents stated that corporal punishment in the long run affects the behavior of students in a negative way.

You-Shi (2000) view corporal punishment as an ineffective way of correcting behavior as it has some negative effects on the student in a long run. Such effects included a dent on the self-dignity of student which agrees with the findings of Stephey

(2009) that such punishment gives students lower self-esteem and promote negative expectation of the learner.

In the short run, physical punishment deter students from a bad behavior but it has negative effects in the long run.

#### 4.4 Prevalence of Corporal Punishment

The prevalence of corporal punishment of corporal punishment A. K. D is presented in Table 4.3.

**Table 4.3: Prevalence of corporal punishment in Atwima Kwanwoma District**

Frequently used corporal punishment	Teachers			Students		
	Mean	SD	Rank	mean	SD	Rank
Picking rubbish	2.87	.937	1 <sup>st</sup>	3.00	1.029	1 <sup>st</sup>
Kneeling	2.67	.922	2 <sup>nd</sup>	2.71	1.133	2 <sup>nd</sup>
Working in school garden	2.57	.922	3 <sup>rd</sup>	1.60	.873	3 <sup>rd</sup>
Standing and facing the wall	2.50	1.075	4 <sup>th</sup>	1.82	.831	4 <sup>th</sup>
Hitting with a stick	2.47	1.332	5 <sup>th</sup>	2.61	1.242	5 <sup>th</sup>
Clearing bushes	2.27	1.081	6 <sup>th</sup>	1.89	.970	6 <sup>th</sup>
Suspension of students	2.27	.944	7 <sup>th</sup>	1.96	1.266	7 <sup>th</sup>
Jerking by arm	2.07	.842	8 <sup>th</sup>	1.72	1.028	8 <sup>th</sup>
Slapping	2.07	1.258	9 <sup>th</sup>	1.87	1.149	9 <sup>th</sup>
Pulling of ears and jumping like a frog	2.07	1.172	10 <sup>th</sup>	2.15	1.209	10 <sup>th</sup>
Running around the school	2.03	1.066	11 <sup>th</sup>	1.181	.919	11 <sup>th</sup>
Ticking of ears	1.97	1.129	12 <sup>th</sup>	1.49	.925	12 <sup>th</sup>
Digging of pits	1.77	1.135	13 <sup>th</sup>	1.44	.929	13 <sup>th</sup>
Picking of stones	1.57	.626	14 <sup>th</sup>	1.82	1.023	14 <sup>th</sup>

N (teachers = 30, students = 170). Scale 1= never, 2 = occasionally, 3= often, 4 =

very often. Source (field data, 2016)

This section of the study sought to find out from respondents the sort of corporal punishment employed in various schools.

From Table 4.3, picking rubbish, and kneeling down were ranked as the first and second most prevalent corporal punishment used by teachers with means of 2.87 and 2.67 and standard deviations of 0.937 and 0.922 respectively. Working in the school garden was ranked 3<sup>rd</sup> most prevalent corporal punishment with mean score of 2.57. Suspension of students and Jerking by the arm were the 7<sup>th</sup> and 8<sup>th</sup> ranked most prevalent corporal punishment respectively with the mean of 2.27 and 2.07 with standard deviations of 0.944 and 0.842 respectively. Digging of pits and picking of stones were the 13<sup>th</sup> and 14<sup>th</sup> least two corporal punishment used with means of 1.77 and 1.57 respectively with standard deviations of 1.135 and 0.629 respectively.

Students also provided similar views to the most prevalent forms of corporal punishment used in various schools. Again, from Table 4.3, students ranked picking rubbish as the frequently used corporal punishment with mean of 3.00 and standard deviation of 1.029 followed closely by kneeling with mean of 2.71 and standard deviation 1.133. Hitting with a cane or stick was third with mean of 2.61 and standard deviation of 1.242. Slapping and facing the wall were the 7<sup>th</sup> and 8<sup>th</sup> with their means being 1.87 and 1.82, and standard deviations of 1.149 and 0.831 respectively. Pulling or pinching of the ear was the 13<sup>th</sup> most prevalent corporal punishment used with a mean of 1.49 and a deviation of 0.925. Digging of pits was least used with a mean of 1.44 and a standard deviation of 0.929.

With respect to the literature reviewed, even though the teachers' handbook by the education ministry stipulates that corporal punishment should be used as last resort of

punishment, corporal punishment remains the main form of punishment given to students in most Ghanaian schools. This is in accordance to the study conducted by Songiil (2009) who stated in his study that results of several studies revealed that corporal punishment is regarded as a primary discipline method. The education Act of 1961 of the Ghana Education Service code of discipline for schools provide for canning up to six strokes by the head or an authorized person by the head. Corporal punishment could be prevalent because it was used mostly as corrective measures by teachers in most schools as Peter (2008) puts it corporal punishment should be employed as corrective measures whereas Baumrind (1996a & 1996b) and Larzelere believe corporal punishment is effectively desirable in schools.



#### 4.5 Offences that attract Corporal Punishment

Offences that attract corporal punishment in some basic schools in A.K .D are presented in Table 4.4

**Table 4.4: Offences that attract corporal punishment in basic schools**

Offences	Students		Teachers		Rank
	Mean	SD	Mean	SD	
Physical attack on teachers	3.26	1.233	3.33	.844	1 <sup>st</sup>
Verbal abuse of teachers	3.24	1.024	3.27	.521	2 <sup>nd</sup>
Cheating in exams	3.13	1.024	3.20	.664	3 <sup>rd</sup>
Fighting	3.12	1.137	3.17	.648	4 <sup>th</sup>
Disobedience	3.09	1.142	3.13	.776	5 <sup>th</sup>
Stealing	3.09	1.114	3.10	.607	6 <sup>th</sup>
Lateness to class	3.04	1.140	3.07	.450	7 <sup>th</sup>
Absenteeism	3.03	1.023	3.00	.640	8 <sup>th</sup>
Noise making in class	2.91	.896	3.00	.640	9 <sup>th</sup>
Getting out of seat	2.86	.935	2.93	1.287	10 <sup>th</sup>
Drug abuse	2.78	1.393	2.93	.785	11 <sup>th</sup>
Bullying others	2.76	1.052	2.80	.714	12 <sup>th</sup>
Leaving without permission	2.73	.876	2.73	.944	13 <sup>th</sup>
Improper dressing	2.70	1.002	2.73	.583	14 <sup>th</sup>
Eating in class	2.68	.951	2.70	.640	15 <sup>th</sup>
Being a talkative	2.64	.888	2.60	1.037	16 <sup>th</sup>
Indecent dressing	2.55	.967	2.50	.861	17 <sup>th</sup>
Inability to answer a question	2.41	.951	2.07	1.119	18 <sup>th</sup>
Sleeping in class	2.39	1.110	2.03	.964	19 <sup>th</sup>

Scale: very serious = 4, serious =3, not serious = 2, not serious at all=1 source  
(survey field data 2016)



From Table 4.4, respondents indicated that physical attack on teachers is the major offence that attracts corporal punishment with mean scores of 3.26 and 3.33 and standard deviations of 1.233 and 0.844 respectively. Verbal abuse of teachers was ranked second offence that attract corporal punishment by respondents with mean scores of 3.24 and 3.27 and standard deviations of 1.024 and 0.521. Cheating in examinations was ranked 3<sup>rd</sup> by respondents with means 3.13 and 3.27 and standard deviations 1.024 and 0.664. Making noise in the classroom was the 9<sup>th</sup> ranked offence with mean of 2.91 and 3.00 and standard deviations of 0.896 and 0.640 respectively. Getting out of seat and moving about without permission and drug abuse were the 10<sup>th</sup> and 11<sup>th</sup> respectively with means of 2.86 and 2.93 as well as 2.78 and 2.93 and standard deviations of 0.935, 1.287 and 1.393 as well as 0.785 respectively. Indecent dressing was the 17<sup>th</sup> with mean of 2.55 and 2.50 and standard deviations of 0.97 and 0.861 respectively. Inability to answer a question in class was the 18<sup>th</sup> ranked offence with the mean of 2.41 and 2.07 and standard deviations of 0.951 and 1.119. The least ranked was sleeping in class which was on the 19<sup>th</sup> position with mean of 2.39 and 2.03 and standard deviation of 1.110 and 0.964 respectively.

Some of the offences that attracted corporal punishment in this study agreed with the findings of Dee (1991) who revealed in his study that the major offences that attract corporal punishment includes gambling in school which attracts 10 lashes, and telling lies. Anna (2002) identified defiance to be a major offence which attracts corporal punishment. Other offences that were identified by Anna (2002) included truancy, fighting, not taking part in class exercises and assignments and disturbing others. This agrees to findings from the study where the researcher found out that offences such as

physical attacks on teachers, verbal abuse of teachers, fighting, stealing and absenteeism attract corporal punishment. Other forms of offences that attract corporal punishment as revealed by the study include drug abuse, leaving without permission, improper dressing, eating in class, being a talkative and sleeping in class.

#### 4.6 Alternative ways of Ensuring Discipline

**Table 4.5: Alternative ways of ensuring discipline in basic schools**

Means of ensuring discipline in basic schools	Students			Teachers		
	Mean	SD	Rank	Mean	SD	Rank
Teacher showing interest in students work	3.54	.980	1 <sup>st</sup>	3.43	.817	1 <sup>st</sup>
Teacher writing good comments in student exercise book	3.29	.926	2 <sup>nd</sup>	3.60	.770	2 <sup>nd</sup>
Teacher seeing to effectively organize classroom routine activities.	3.28	.085	3 <sup>rd</sup>	3.50	.509	3 <sup>rd</sup>
Teacher writing good comments in students cumulative report book	3.07	1.070	4 <sup>th</sup>	3.13	.973	4 <sup>th</sup>
Student being presented with a gift	3.06	.995	5 <sup>th</sup>	2.93	.828	5 <sup>th</sup>
Classroom rules	3.06	1.039	6 <sup>th</sup>	3.50	.777	6 <sup>th</sup>
Teacher changing student seat	3.04	1.060	7 <sup>th</sup>	2.83	.791	7 <sup>th</sup>
Teacher presenting lesson in a straight forward and logical manner for easy understanding	3.04	1.054	8 <sup>th</sup>	3.37	.718	8 <sup>th</sup>
Teacher increases assignment to student	3.03	1.005	9 <sup>th</sup>	3.20	.610	9 <sup>th</sup>
Teacher talking to students.	2.89	.919	10 <sup>th</sup>	3.47	.507	10 <sup>th</sup>
Teacher praising student in class	2.88	1.171	11 <sup>th</sup>	2.97	1.033	11 <sup>th</sup>
Teacher praising students in public	2.85	1.139	12 <sup>th</sup>	3.27	.785	12 <sup>th</sup>
Teacher uses verbal correction	2.77	1.162	13 <sup>th</sup>	2.67	.711	13 <sup>th</sup>
Student made to sit near teacher	2.65	1.142	14 <sup>th</sup>	2.69	.930	14 <sup>th</sup>
Teacher praising student in private	2.52	1.152	15 <sup>th</sup>	2.67	1.093	15 <sup>th</sup>

Scale: 4=To a great extent, 3=To some appreciable extent, 2=To a very little extent,

1=Not at all

The researcher sought from respondents the alternative ways of ensuring discipline in basic schools other than corporal punishment.

From Table 4.5, students ranked teacher showing interest in students' work 1<sup>st</sup> as the most alternative way of ensuring discipline with a mean of 3.54 and standard deviation of 0.980. Teacher writing good comments in students' exercise book was ranked 2<sup>nd</sup> with a mean of 3.29 and standard deviation of 0.926. Teacher seeing to effectively organize classroom routine activities was 3<sup>rd</sup> on the list with mean of 3.28 and standard deviation of 0.085. Moreover, teacher presenting lesson in straight forward and logical manner for easy understanding, teacher increasing assignment to student and teacher talking to students were ranked 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> with mean of 3.04, 3.03, and 2.89 respectively and their individual standard deviations were 1.054, 1.005, and 0.919 in order. Students sitting near the teacher and teacher praising student in private were the 14<sup>th</sup> and 15<sup>th</sup> ranked alternatives with respective means of 2.65 and 2.52 with their respective standard deviations as 1.142 and 1.152.

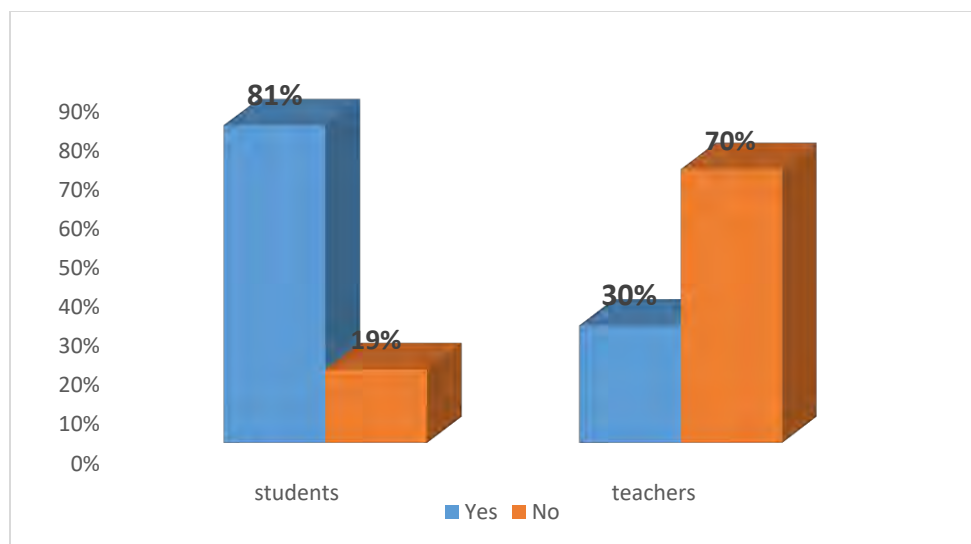
Teachers' views on the alternative forms of corporal punishment to be used in schools were not so much different. Again from Table 4.5, teachers ranked writing good comments in students' exercise books 1<sup>st</sup> with mean of 3.60 and standard deviation of 0.770. Teacher seeing to effectively organize classroom routine activities was ranked 2<sup>nd</sup> with mean of 3.50 and standard deviation of 0.509. The use of classroom rules was ranked 3<sup>rd</sup> with mean of 3.50 and standard deviation of 0.777. Teacher writing good comments and teacher praising students were the 9<sup>th</sup> and 10<sup>th</sup> ranked alternatives to corporal punishment with mean of 3.13 and 2.97 and also with standard deviations of 0.973 and 1.033 respectively. Teacher using verbal correction was 14<sup>th</sup> with mean of 2.67

and standard deviation of 0.711. Teacher praising student in private was rated the last with mean of 2.67 and standard deviation of 1.093.

Findings from the study revealed that there is the need to use other corrective methods other than corporal punishment confirming the literature from Barbara (1999) that since physical punishment is ineffective in changing behavior, there is the need to use other corrective methods.

This conforms to Barbara's (1999) study that schools should teach values, norms and good societal behavior to promote responsible personal and social attitudes in students.

Issabel (2009) buttressed this point, putting forward that "Reducing indiscipline should be centered on teaching and educating". Issabel (2009) agrees with findings from the study where methods such as teachers showing interest in students work, organizing classroom routines effectively, and changing seats were identified as alternatives to corporal punishment. Deena (2000) agrees to these opinions citing that poor seating arrangement in classroom, improper explanation of difficult concept and poor teacher-student relationship can lead to indiscipline in schools causing teachers to implement corporal punishment.



**Figure 4.3: Respondents opinion on ban of corporal punishment**

Figure 4.3 shows respondents opinions on whether corporal punishment should be banned. Eighty-one percent (81%) of students said yes to the fact that ban should be placed on corporal punishment with 19% of the students saying no to this notion. Moreover, only 30% of the teachers said yes to the fact that corporal punishment should be banned with 70% of teachers saying no. This implies that student's wants corporal punishment to be banned which is contrary to the view expressed by teachers.

Lyun-syin and You-shi (2010) buttresses the notion of the students who abhorred corporal punishment stating that several countries have seen the deleterious nature of corporal punishment and have banned them in their schools. In their view, these countries view corporal punishment as an act which is of no educational purpose, and has no influence on learning and is seen as inhuman way of changing behaviour of learners. The United Nations convention on the right of the child (UNCRC) has also emphasized that human rights require the elimination of all corporal punishment. Other agencies such as the UN Human Right Treaty Bodies have condemned corporal punishment when examining state reports (Council of Europe, 2007).

## CHAPTER FIVE

### SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Introduction

The purpose of the study was to find out from teachers and students what offences attract physical or corporal punishment in the Atwima Kwanwonma district, the behavioural control measures melted out to students, whether it should be banned in schools and whether it is effective in the long or short term.

A descriptive sample survey was carried out in 11 selected basic schools in the Atwima Kwanwoma District

#### 5.2 Summary of Findings

Corporal punishment has been used prominently in most Ghanaian schools. Schools in the Atwima Kwanwonma District are no exception and the following were the findings

1. Results from the study revealed that the use of corporal punishment brought about a change in students behavior in the short term and not the long term. However, corporal punishment had no significant impact on students' behavior in the long term.
2. The use of corporal punishment is on the ascendency in the Atwima Kwanwoma District.
3. The teachers and students had different opinions on the banning of corporal punishment. However, most students felt a ban should be placed on corporal punishment with few teachers agreeing to this.

4. Moreover, respondents showed gross disinterest in the use of corporal punishment confirming the use of alternative measures. Among such alternatives, were teacher writing good comments in students' exercise books, teacher showing interest in student's work and the teacher seeing to effectively organize classroom routine activities among others.

#### **5.4 Conclusion**

The study arrived at the following conclusions:

To start with, corporal punishment has no direct influence on learning. It result in immediate change in behaviour of the leaner and has no influence on him later in life.

Also, the use of corporal punishment as a corrective measure is on the increase and therefore stake holders of education must reflect on this. Opinions are divided on the banning of the corporal punishment in schools. There is however, gross repulsive views on its use. This confirms the use of **non-violent** means to correct misbehaviour.

#### **5.4 Recommendations**

The researcher makes the following recommendations based on findings from the study to schools.

1. Corporal punishment is prevalent in most Ghanaian schools and must be given a retrospective look by the stakeholders of education in the district.
2. Teachers should conform to alternative measures of punishing students since corporal punishment has little or no impact on students' behaviour in the long term. Corporal punishment however causes low self-esteem in students.

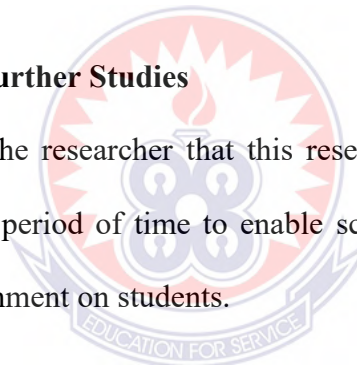
3. School administrators should enforce the code of discipline of the G. E. S especially with the recording of corporal punishment to inform the stake holders of education what goes on in the school. This will go a long way in ensuring that teachers use the acceptable form of punishment.

Teachers should be given regular In-service training on the forms of punishment that could be employed to ensure improvement in students' performance.

Moreover, the researcher advocates for the ban of corporal punishment since it was revealed from the study that corporal punishment does not affect students behaviour in the long term.

#### **5.5 Suggestions for Further Studies**

It is the hope of the researcher that this research will be conducted on a large sample with an extended period of time to enable schools accrue the benefits of using alternative forms of punishment on students.





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## APPENDIX A

### INTRODUCTORY LETTER



**UNIVERSITY OF EDUCATION, WINNEBA**

*COLLEGE OF TECHNOLOGY EDUCATION, KUMASI*

#### **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

P. O. Box 1277  
Kumasi

July 12, 2016

#### **TO WHOM IT MAY CONCERN**

**LETTER OF INTRODUCTION: TAHIRU IDDRISU**  
**INDEX NO: 7141770013**

This is to confirm that Tahiru Iddrisu is an MA student pursuing a programme in Educational Leadership at the Department.

Tahiru is currently engaged in a research on "Analysis of corporal punishment in some basic schools in Atwima Kwanwoma District" as part of the requirements for the award of the Master of Arts Degree.

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

A purple circular stamp of the Department of Educational Leadership, Kumasi, with a handwritten signature in black ink over it.

**REV. FR. DR. FRANCIS K. SAM**  
*Head of Department*



## APPENDIX B

### UNIVERSITY OF EDUCATION, WINNEBA - KUMASI

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR PUPILS

This work focuses mainly on teachers, school heads and students views on corporal punishment in basic schools. The questionnaire is designed purely for academic work in partial fulfillment of the award of an M.A degree. All information given shall be treated as confidential and your anonymity is guaranteed.

#### SECTION A

#### BIO – DATA

Please tick (√) the appropriate box below

1. What is your age?
  - ( ) under 6 years
  - ( ) 7 – 10 years
  - ( ) 11 – 15 years
  - ( ) 16- 20 years
  - ( ) 21 – 25 years
  - ( ) 26 years and above
  
2. Your gender?
  - ( ) male
  - ( ) Female



3. Which level are you in? ( ) JHS ( ) Primary
4. Which class/form are you? P4 ( ) P5 ( ) P6 ( ) JHS 1 ( ) JHS 2 ( ) JHS 3 ( )
5. Where is your school located? 1. In an urban area ( ) 2. In a rural area ( )

## SECTION B

### 1. THE PREVALENCE OF CORPORAL PUNISHMENT IN SCHOOLS

- a. Which of these methods of corporal punishment are used frequently in your school/classroom?

Indicate by a tick (√)

Frequently used methods of CP		Very Often	Often	Occasionally	Never
1.	Pulling of ears and jumping like a frog				
2.	Slapping				
3.	Kneeling down				
4.	Tickling of ears with two stones				
5.	Hitting with a stick (spanking)				
6.	Running around the school				
7.	Picking of stones				
8.	Suspension of student				
9.	Picking rubbish around the school				
10.	Jerking by arm				
11.	Clearing of bushes				
12.	Digging of pits				
13.	Standing and facing a wall				
14.	Working in the school garden/farm				

## 2. KINDS OF OFFENCES THAT ATTRACT CORPORAL PUNISHMENT

- a. Indicate by a tick (✓) how seriously these offences are viewed in your school/classroom

	TYPE OF OFFENCE	VERY SERIOUS	SERIOUS	NOT SERIOUS	NOT SERIOUS AT ALL
1.	Sleeping in class				
2.	Fighting				
3.	Unnecessary noise making in class				
4.	Getting out of seat and wandering around				
5.	Absenteeism				
6.	Disobedience				
7.	Stealing				
8.	Eating in class				
9.	In ability to answer questions				
10.	Improper dressing to class				
11.	Bullying others				
12.	Cheating in exams				
13.	Indecent dressing				
14.	Improper dressing				
15.	Lateness to class				
16.	Being a talkative				
17.	Verbal abuse of teachers				
18.	Leaving class without permission				
19.	Drug abuse				
20.	Physical attacks on teachers				

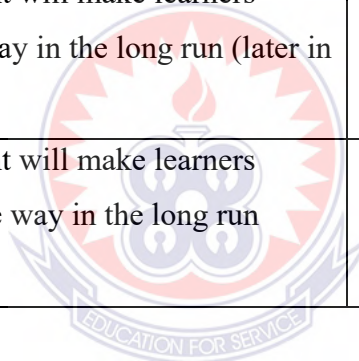
b. Indicate by a tick (√) to what extent these offences will attract corporal punishment in your school/classroom.

TYPE OF OFFENCE		TO A VERY LARGE EXTENT	TO SOME EXTENT	TO A LESS EXTENT	TO NO EXTENT (Not at all)
1.	Sleeping in class				
2.	Fighting				
3.	Unnecessary noise making in class				
4.	Getting out of seat and wandering around				
5.	Absenteeism				
6.	Disobedience				
7.	Stealing				
8.	Eating in class				
9.	In ability to answer questions				
10	Improper dressing to class				
11	Bullying others				
12	Cheating in exams				
13	Indecent dressing				
14	Improper dressing				
15	Lateness to class				
16	Being a talkative				
17	Verbal abuse of teachers				
18	Leaving class without permission				
19	Drug abuse				
20	Physical attacks on teachers				

**3. CORPORAL PUNISHMENT AND CHANGE IN BEHAVIOR IN THE SHORT AND LONG RUN**

a. Indicate by a tick (√) whether you agree or disagree with the statements below.

Statement		Strongly agree	Agree	Disagree	Strongly disagree
1.	Corporal punishment will make learners change in a better way in the short run (immediately)				
2.	Corporal punishment will make learners change in a negative way in the short run (Immediately)				
3.	Corporal punishment will make learners change in a better way in the long run (later in life)				
4.	Corporal punishment will make learners change in a negative way in the long run (later in life)				



#### 4. ALTERNATIVES TO CORPORAL PUNISHMENT

- a. To what extent would you recommend the following as rewards to encourage students to put up good behavior in class?

<b>Means of ensuring discipline</b>		<b>To a large extent</b>	<b>To some appreciable extent</b>	<b>To a very little extent</b>	<b>Not at all</b>
1.	Teacher showing interest in students work				
2.	Teacher praising student in class				
3.	Teacher praising student in private				
4.	Teacher praising students in public				
5.	Teacher writing good comments in student exercise book				
6.	Teacher writing good comments in students cumulative report book				
7.	Student being presented with a gift				
8.	Teacher changing student seat				
9.	Teacher uses verbal correction				
10.	Student made to sit near teacher				
11.	Teacher increases assignment to student				
12.	Teacher presenting lesson in a straight forward and logical manner for easy understanding				
13.	Teacher seeing to effectively organize classroom routine activities.				
14.	Teacher talking to students.				
15.	Teacher setting up classroom rules with students.				

**5. BANNING CORPORAL PUNISHMENT IN PUBLIC SCHOOLS**

a. Should corporal punishment be banned in basic schools?

1.  Yes      2.  No

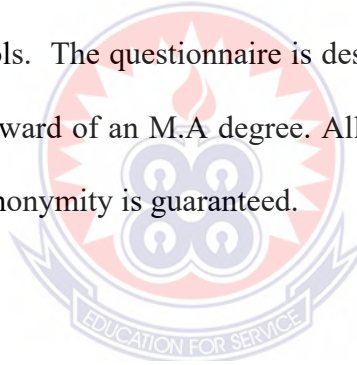
**APPENDIX C**

**UNIVERSITY OF EDUCATION, WINNEBA - KUMASI**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**QUESTIONNAIRE FOR TEACHERS AND HEADS OF SCHOOLS**

This work focuses mainly on teachers, school heads and students views on corporal punishment in basic schools. The questionnaire is designed purely for academic work in partial fulfillment of the award of an M.A degree. All information given shall be treated as confidential and your anonymity is guaranteed.



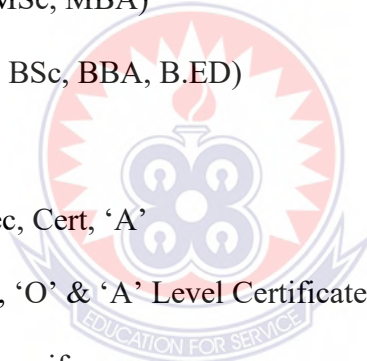
**SECTION A**

**BIO – DATA**

Please tick () the appropriate box below

1. What is your age?
- under 20years
- 21 – 25 years
- 26 – 35 years
- 36- 45years
- 46 – 50 years
- 51years and above

2. Your gender
  - Male
  - Female
3. What is your marital status?
  - Married
  - Single
  - Divorced
  - Widow
4. What is your highest education/qualification?
  - Masters (MA, MSc, MBA)
  - Bachelors (BA, BSc, BBA, B.ED)
  - Diploma
  - 3 – year Post sec, Cert, ‘A’
  - SSS Certificate, ‘O’ & ‘A’ Level Certificate
  - Others, please specify.....
5. For how long have you been teaching
  - Less than one year     1 – 5 years     6 – 10 years     over 11 years
6. Indicate the level that you teach  JHS  Primary
7. Where is your school located? 1. In an urban area (  ) 2. In a rural area (  )





**SECTION B****1. THE PREVALENCE OF CORPORAL PUNISHMENT IN SCHOOL**

a. Do you keep a record of corporal punishment in your school/classroom?

Indicate by a tick (√). 1. ( ) Yes    2. ( ) No

b. Which of these methods of corporal punishment are used frequently in your school/classroom? Indicate by a tick (√).

Frequently used methods of CP		Very Often	Often	Occasionally	Never
1.	Pulling of ears and jumping like a frog				
2.	Slapping				
3.	Kneeling down				
4.	Tickling of ears with two stones				
5.	Hitting with a stick (spanking)				
6.	Running around the school				
7.	Picking of stones				
8.	Suspension of student				
9.	Picking rubbish around the school				
10.	Jerking by arm				
11.	Clearing of bushes				
12.	Digging of pits				
13.	Standing and facing a wall				
14.	Working in the school garden/farm				

## 2. KINDS OF OFFENCES THAT ATTRACT CORPORAL PUNISHMENT

- a. Indicate by a tick (  $\checkmark$  ) how seriously these offences are viewed your school/classroom

	<b>TYPE OF OFFENCE</b>	<b>VERY SERIOUS</b>	<b>SERIOUS</b>	<b>NOT SERIOUS</b>	<b>NOT SERIOUS AT ALL</b>
1.	Sleeping in class				
2.	Fighting				
3.	Unnecessary noise making in class				
4.	Getting out of seat and wandering around				
5.	Absenteeism				
6.	Disobedience				
7.	Stealing				
8.	Eating in class				
9.	In ability to answer questions				
10	Improper dressing to class				
11	Bullying others				
12	Cheating in exams				
13	Indecent dressing				
14	Improper dressing				
15	Lateness to class				
16	Being a talkative				
17	Verbal abuse of teachers				
18	Leaving class without permission				
19	Drug abuse				
20	Physical attacks on teachers				

b. Indicate by a tick (√) to what extent these offences will attract corporal punishment in your school/classroom.

	<b>TYPE OF OFFENCE</b>	<b>TO A VERY LARGE EXTENT</b>	<b>TO SOME EXTENT</b>	<b>TO A LESS EXTENT</b>	<b>TO NO EXTENT (Not at all)</b>
1.	Sleeping in class				
2.	Fighting				
3.	Unnecessary noise making in class				
4.	Getting out of seat and wandering around				
5.	Absenteeism				
6.	Disobedience				
7.	Stealing				
8.	Eating in class				
9.	In ability to answer questions				
10	Improper dressing to class				
11	Bullying others				
12	Cheating in exams				
13	Indecent dressing				
14	Improper dressing				
15	Lateness to class				
16	Being a talkative				
17	Verbal abuse of teachers				
18	Leaving class without permission				
19	Drug abuse				
20	Physical attacks on teachers				

### 3. CORPORAL PUNISHMENT AND CHANGE IN BEHAVIOR IN THE SHORT AND LONG RUN

a. Indicate by a tick (√) whether you agree or disagree with the statements below.

	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	Corporal punishment will make learners change in a better way in the short run (immediately)				
2	Corporal punishment will make learners change in a negative way in the short run (Immediately)				
3	Corporal punishment will make learners change in a better way in the long run (later in life)				
4	Corporal punishment will make learners change in a negative way in the long run (later in life)				

#### 4. ALTERNATIVES TO CORPORAL PUNISHMENT

- a. To what extent would you recommend the following as rewards to encourage students to put up good behavior in class?

Means of ensuring discipline		To a large extent	To some appreciable extent	To a very little extent	Not at all
1.	Teacher showing interest in students work				
2.	Teacher praising student in class				
3.	Teacher praising student in private				
4.	Teacher praising students in public				
5.	Teacher writing good comments in student exercise book				
6.	Teacher writing good comments in students cumulative report book				
7.	Student being presented with a gift				
8.	Teacher changing student seat				
9.	Teacher uses verbal correction				
10.	Student made to sit near teacher				
11.	Teacher increases assignment to student				
12.	Teacher presenting lesson in a straight forward and logical manner for easy understanding				
13.	Teacher seeing to effectively organize classroom routine activities.				
14.	Teacher talking to students.				
15.	Teacher setting up classroom rules with students.				

**5. BANNING CORPORAL PUNISHMENT IN PUBLIC SCHOOLS**

- a. Are you aware of the provisions of article 13 of the children's act (1998)?

Indicate by a tick (√) 1. ( ) Yes 2. ( ) No

- b. Are you aware of the rules/code of discipline governing corporal punishment in schools?

1. ( ) Yes 2. ( ) No

- c. Should corporal punishment be banned in basic schools?

1. ( ) Yes 2. ( ) No

